
THE WHITE HOUSE
WASHINGTON

March 2, 1993

Shirley,

Here are the
materials I spoke
with you about
on the phone.

Thanks,
Diane
Lino

MEMORANDUM

To: Eli Segal - Director, The White House Office of National Service
cc: Jack & Rick

Fr: Martin Rodgers

Re: Summer Service/National Service Speech

February 27, 1993

Ten thoughts/items of info for the big show.

(1) I would try some lines like:

"Building on President Bush's leadership in this regard, let us create a diverse, voluntary, largely decentralized *system* of national and community service which challenges *all* of us -- of every race, color and creed, of every socioeconomic background, of every generation and stage of life -- to serve according to our means. Let us go further to boldly suggest that all forms of service -- stipended and unstipended, full-time and part-time, formal and informal -- are of *equal* importance if we are to transform our nation and rebuild community.

"The new Trust Fund will be the "engine" of that system providing thousands of young people with the opportunity to serve in intensive, rigorous, full-time experiences. It will direct the resources of our nation's young people at problems of critical national need and in the process both empower young people and grow our emerging grassroots service infrastructure."

And then something like what we did at the University of Notre Dame:

"Building on the best of our *shared religious traditions*, let us define ourselves by what we give instead of what we got, by what we do for others instead of for ourselves..."

(2) Being at Rutgers and because the focus is on a Summer of Service, challenge higher ed institutions and summer youth employment administrators. There have been changes made in existing law that allow for existing College Work-Study and Job Training Partnership Act dollars to be better spent by redirecting them to community service. We've primed Reich/Reilly and Rivlin on these points. As in Pennsylvania, this will increase the impact and reach of the President's Summer of Service and eventually his system of service exponentially. For example if the President were to strongly encourage that 5-10% of the \$1 billion+ in JTPA summer youth monies be used for new and existing youth corps we'd have

an explosion of service all over the country this summer. And the beauty is that there is no way they can spend all that money well otherwise so this is very much on message. And some \$100 million would allow for a quantum leap of summer corps that would provide the foundation for year-round corps (Many of the PA corps and City Year started as summer corps). You should have received background materials on PA's Summer of Service already. I'll send down a volume of clippings on PA's summer youth corps where some 3,900 youngsters served last summer throughout the state using JTPA dollars. This stuff is great press.

(3) As with most higher ed institutions, Rutgers has service and citizenship included in its mission statement and goals -- its a land-grant. Rutgers wants to be a "good neighbor" See attached.

(4) A brief summary of the Commission on National and Community Service's grants to NJ are also attached. Their corps incidentally leverages JTPA dollars and emphasizes diversity. Diversity is a good selling point to emphasize especially in the wake of Los Angeles. My generation is very -- and increasingly -- concerned about social issues and race. See attached Freshman Norms. The civil rights generation was about changing laws and integration. We are about the tougher task of changing hearts and proving that there is value-added in diversity.

(5) Higher Education institutions should be further challenged to develop corps-based models. There are many reasons why: (a) such models would reduce the start-up and overhead costs of non-profit based corps -- group health care, administration, office space... (b) universities already have a base in communities so they aren't completely outsiders and universities are always trying to improve town-gown relations (c) this would allow some of the corps to be residential using excess dormitory space or cheap "student housing" nearby providing for a more intensive experience (d) the educational and the training needs of corps could be met with campus resources and facilities (e) this would improve service-learning efforts on the campus (f) this would allow the corps to be very diverse socioeconomically, geographically and ethnically; and would do alot to encourage non-college or precollege participants in such programs to go on to college. Many of the same points could be made for high schools and as I mentioned in my paper this is a way of "putting a face" on the Commission's B-1 and B-2 grants.

(6) The President should stress that all Departments and Agencies shall be asked to help develop this system of national and community service *in the context of their objectives and mandates*.

(7) The Trust should be presented in terms of improving educational access for all but especially the middle class. I think it makes sense to refer to it as the National Education and Service Trust, a NEST for America's future, but perhaps not for this speech. The savings from direct loans and income-contingency should be reinvested in expanding higher education/national service.

(8) I would stress the strong bi-partisan support for service across the ideological

spectrum. And while it's the most important issue we face and the issue is hot, I think we run a tremendous risk connecting national service rhetoric to the economic stimulus battle which is regretfully growing so partisan and ideologically-divided. Moreover, my generation (the audience), the Twentysomething-and-younger generation, abhors ideological/partisan battles. We don't have time for them, we're about what works. I do think you can link the economic message and the service message without getting overly partisan if you do it as a *direct, personal* challenge from the President to my generation and phrase them both in terms of: an interplay between sacrifice and opportunity, deficit reduction being inextricably bound to the quality of life of my and succeeding generations, our future = our country's, asking us to lead and to recognize that real leadership exacts a toll each and every day and is synonymous with service. Young people leading the nation out of the Depression through hard work in the CCC is a decent analogy.

(9) I've attached Senator Wofford's remarks at the 30th anniversary of the Peace Corps ceremony as well as his JFK School speech for some good rhetoric and ideas.

(10) I would stress the LOS ANGELES RIOTS as a poignant reason for service. Look at the costs if we don't act: dependency in all its forms, alienation, turmoil...Young folks can shoot at us or build up our society...I think we're nearing a year anniversary of the event, the nation's attention has been drawn to it again with the civil suit, nothing was ever passed by Congress or Bush because of stupid bi-partisan bickering when people were/are in desperate need (fiddling while Rome burns), and finally Newark has a lot of the same problems as South Central.

Best of luck and my direct number is 224.4158 if I can be of any further assistance.

Shirley,
FYI. Hope this
helps. Hope you're well.
NARTY

MEMORANDUM

To: David Kusnet
Fr: Martin Rodgers
Re: Monday's Service Speech

27 February 1993

I had a change of thought on the ride home last night and subsequently changed the memo I'm sending to Eli this morning. It's enclosed but the basic difference is discussed below:

I am still nervous about linking the economic message and the service message. Again, I believe that your audience, my generation, the MTV-Twenty Something generation, for the most part really abhors partisanship and ideologically (left versus right, neo-this, paleo-that) bickering while Rome burns. We're about what works and getting to work.

But last night I thought you could link the economic message and the service message without getting overly partisan if you do it as a *direct, personal* challenge from the President to my generation and phrase them both in terms of: an interplay between sacrifice and opportunity, deficit reduction being inextricably bound to the quality of life of my and succeeding generations/ an issue of generational equity and intergenerational responsibility, our future = our country's, asking us to lead and to recognize that real leadership exacts a toll each and every day and is synonymous with service. Young people leading the nation out of the Depression through hard work in the CCC is a decent analogy. The direct and personal part cannot be underscored enough, *the President should speak to/with us as equal partners in the nation's future, don't speak at or about us.*

The Los Angeles message is particularly strong for my generation because as all the surveys suggest we are very concerned about social issues and race relations. And nothing every happened in the wake of the riots last year because of nearly comedic partisanship and gridlock and everyone wanting to add pork -- exactly what we can't stand. I've included the most recent Freshman norms survey which is quite powerful. The civil rights generation and movement changed laws and removed physical barriers between black and white, allowed for integration; we are about the much tougher task of changing hearts, removing barriers of the mind, and proving that there is value-added in diversity.

Three brief final thoughts:

I would try to phrase the Trust and the Summer of Service more as a challenges than a programs. Mention like in the Inaugural and ND that the not so young have a role to play as well.

And I think there is something to the idea that the Trust and national service hinge on two fundamental assumptions/premises: that young people not only want to change the country but that they can indeed change the country. Ask them to prove that, something along the lines of

"In proposing the Trust and this Summer of Service, I knew that some would object. I knew that we might draw opposition from powerful interests (banks, unions, elements of the educational establishment...). But the underlying premise of the Trust is that I want to put the future in your hands, is that I firmly believe that if given the opportunity your creative talents and energies can change the face of this nation and rebuild community. And given this belief, this confidence in you based on my own experience, I was equally convinced that if we should have to battle for national service there was no voice more powerful than that of your generation united. You all may not have money, only some of you can vote now, you don't have a PAC, but I am convinced that together you can beat back the critics of this plan and of your generation. This is your moment, your opportunity to lead and to serve and to define your generation as one where service and leadership are indistinguishable.

"Perhaps I'm wrong. Perhaps you don't want to serve. Perhaps you aren't ready to lead. Perhaps the magazines and your critics are right: you are a lost, lazy, unconcerned, laidback, me-first, numbed...generation.

But I don't think so. I'm betting on you."

SPEECH COMMEMORATING RUTGERS' 225TH ANNIVERSARY

Ramada Renaissance Hotel, East Brunswick, New Jersey

Friday, November 15, 1991 - 6:30 P.M.

Francis L. Lawrence

Governor and Mrs. Florio, members of the Legislature, Governors and Trustees of the university, faculty and staff, and Rutgers alumni - both here and around the country:

I am delighted to greet you at this wonderful celebration of Rutgers University on its 225th anniversary. Rutgers was the eighth college to be founded in the American colonies. In 1766, William Franklin, who was the Tory son of Ben Franklin and the Royal Governor of the Province of New Jersey, issued a charter from George III of England to a group of Dutch clergymen to establish Queen's College.

→ The first president, Jacob Hardenbergh, who awarded a single diploma at the first commencement, could not have anticipated that at the university's 225th Anniversary Commencement last May more than 9,000 degrees would be awarded to the graduates of Rutgers' 26 schools and colleges for the successful completion of bachelor degrees, master's and Ph.D.s earned in over 100 different degree programs. The alumni who are gathered here and who participate tonight in this celebration by closed circuit television represent the more than 221,000 living loyal sons and daughters of Rutgers.

✱ Yet the message Jacob Hardenbergh delivered to his tiny commencement audience - that education is not just a personal accomplishment and a private good but a social benefit and a public obligation - is the same timeless message that brings us together tonight. "It is impossible," he said, "that colleges can be founded, maintained and properly cultivated ... without the necessary funds for their support. The contributions then for the raising and augmenting of such funds, are not properly Charity or Alms, but money set out at Interest, and not only such as send children to college receive the benefit, but the whole society." From the beginning, the founders of the college that was to become Rutgers, The State University of New Jersey, understood that the support of the university is an investment in the community that enriches the present and ensures the future. As President Mason Gross told his audience at the Rutgers bicentennial commencement ceremonies in 1966, "...from the beginning, one important part of the College's conception of itself was service to the community and the nation."

And so I think it is most appropriate that we have chosen as the theme of our anniversary celebration: 225 Years - Preparing New Jersey for the 21st Century and that we pay tribute tonight to the ways in which our alumni serve their communities. Service has been at the heart of Rutgers' mission from the beginning.

Because Rutgers is so important to the state and the nation, it is one of New Jersey's most visible assets. Just pick up the New York Times or Newsweek or the Wall Street Journal, or listen to radio and television coverage of breaking world and state news. You will find book reviews by Rutgers faculty, books published by the Rutgers University Press, Rutgers faculty experts commenting on issues that range from women in American government to pollution in our oceans. Add to this the many news stories announcing the discoveries, inventions, and other contributions of Rutgers faculty and students.

Rutgers has become one of the biggest and one of the best universities in America. We are the pride of New Jersey and everything about us is a matter of intense interest, from our unique student volunteer service programs to technological triumphs. As we mark our 225th anniversary, we should note that the university is preparing to celebrate another important commemorative event: the 50th anniversary of the discovery by Selman Waksman of streptomycin, the drug that led to the conquest of tuberculosis. This discovery, in which his students cooperated, is a quintessential example of how university research can lead to enormous social benefits. In research, Rutgers is a national leader today in areas as diverse as ceramic engineering and fiber optics, agricultural biotechnology, discrete mathematics, theoretical and applied computer science, and women's studies. Rutgers is prominent among the research universities that accomplish most of the nation's basic research. In Japan, such work has been done primarily in industrial laboratories; in Europe, research institutes operate separately from higher education; in the Soviet Union, too, until recently, national academies and research institutes were separate government enterprises. Only in the United States have we forged integrated partnerships among universities, government, and industry, yielding a unique synergy capable of producing results ranging from new insight into the causes of human disease and better methods to prevent or cure it to improved telecommunications and more productive agriculture. Rutgers, in cooperation with the state government, has been especially effective, in forging these partnerships. Under the auspices of the New Jersey Commission on Science and Technology, we have concentrated our efforts in precisely those industries that serve the emerging technologies of the 21st century: biotechnology, advanced materials, information technologies, and environmental protection. X

The joint industry-university-government partnership in high technology was fruitful here because New Jersey has one of the highest concentrations of scientists and engineers in the country. The state contains more than 700 industrial and academic research and development laboratories. The \$15 billion that these laboratories spend annually is 10% of New Jersey's gross state product and 11% of our national R&D expenditure. Since 1984, the state's voters have approved \$100 million in bonding and the state's leaders have budgeted another \$20 million in annual research support for a dozen Advanced Technology Centers and several related programs. For every dollar the state has spent on the Advanced Technology Centers, two dollars have been generated in matching support from business and

federal sources. More than 475 businesses are involved in this effort as industrial sponsors of the Advanced Technology Centers. Numerous small businesses have spun off as a result of these activities.

The investment New Jersey makes in Rutgers has been leveraged magnificently by the university. During the past year, we had a 3.5% increase in externally funded research to \$96 million, despite a 24% decrease in state-sponsored funding. Grants from the federal government and support from corporations and foundations increased. Among the major federal grants in the past couple of years have been a \$7.2 million 5-year grant from the National Institute of Alcohol Abuse and Alcoholism to the Center of Alcohol Studies and an \$8.8 million 7-year Outstanding Investigator Grant from the National Cancer Institute to Dr. Allan Conney of the College of Pharmacy.

Like most public universities today, Rutgers is also leveraging state funds with private giving. Our alumni and friends came forward in our recent capital campaign with magnificent support. We started with a goal of \$75 million and ended with donations of over \$166 million. Last year, our Rutgers University Foundation set a record with 37,000 donors who contributed a new annual high of \$27.6 million. It is almost unheard of to set a new fundraising record in the year following the end of a major capital campaign. This new high included a 14% increase in alumni giving. I am certain that we can look forward to even greater success in the future.

All of the Rutgers high technology centers and federal grants are most impressive and absolutely vital in order to enable our state and our nation to be major players in the new global market economy. Equally impressive is the contribution that our tremendously talented faculty at the cutting edge of research make to the education of our students. Rutgers is a leader not only in research but in the education of a highly skilled workforce capable of participating in the increasingly competitive, technologically sophisticated working environment of today and tomorrow. In the Center for Ceramics Research and the Center for Fiber Optics Research alone, more than 200 undergraduates have worked as interns and technical assistants in the past couple of years, gaining invaluable hands-on experience in up-to-date technology. Well over 100 undergraduate students carry on laboratory research annually under the supervision of their faculty mentors in the Department of Biology in New Brunswick. And, of course, such mentorship is not limited to the sciences. Every undergraduate history major with a B average or better is eligible to conduct independent studies under the supervision of a History Department faculty member. Honors programs in Newark and Camden as well as New Brunswick encourage hundreds more of Rutgers' best students, enrolled in our 100 different major fields, to design research projects and write theses on their original work under the guidance of faculty directors, often on a topic related to the current research of the faculty member.

Obviously, Rutgers' scientific and technological strength benefits our current students and the state as a whole. Our distinguished faculty includes 20 members of the National Academies of Science, Engineering, and Medicine. With 11 members in the National Academy of Science, Rutgers ranks 8th among the 27 public members of the Association of American Universities. As I am sure that most of you know, in 1989 Rutgers' academic quality was recognized nationally by an invitation to join that prestigious association of the 58 leading research universities in North America. Rutgers' national distinction has been recognized popularly in high ratings by several magazine guides to the best institutions of higher education.

Our faculty is as diverse as it is distinguished. Among top public research institutions, Rutgers ranks first in its percentage of black faculty and first in its percentage of women faculty. In tight economic times, we have continued to make the hiring of minorities and women a top priority. Over 50% of the faculty hired this fall in the New Brunswick Faculty of Arts and Sciences are minorities and women.

In its long, successful drive to national prominence, Rutgers has continued to pay careful attention to a strong base of undergraduate education and to building not only the quality but the diversity of our student body and our faculty. In 1988, the vibrancy and strength of our New Brunswick undergraduate colleges earned high praise from the visiting Middle States Association of Colleges and Schools' Evaluating Team, which said that Rutgers "may have the best undergraduate program of any large research university in the country." This fall, 1 of every 5 valedictorians in New Jersey chose to attend Rutgers and nearly one-third of this fall's first-year students were in the top 10% of their graduating class. That is a wonderful indication of the quality of the students Rutgers attracts, even more impressive than the 62 point increase in our SAT scores in the past eight years. We now enroll nearly 49,000 students of whom a little over 13,000 are in graduate and professional programs and nearly 36,000 are undergraduates. 89% of our undergraduates are New Jersey residents.

We are especially proud of our success in increasing the diversity of our student body, which reflects the growing diversity of the state's population. Both this fall and last, minority students composed more than 38% of our first year entering class. New Jersey and Rutgers have been aggressively recruiting and bringing into higher education talented but economically disadvantaged students of all races and ethnic backgrounds through the state's Educational Opportunity Fund. At the same time, Rutgers has attracted national attention for the work of our university community in encouraging the open expression of ideas while discouraging bigotry and harassment based on prejudice. Our Common Purposes program sponsors a variety of projects ranging from cultural events and fairs to conferences and speakers on multicultural appreciation and cooperation.

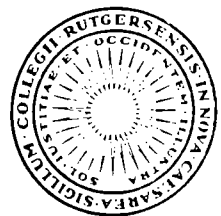
We are also very proud of Rutgers' extraordinary record of success in graduating its students. Our graduation rate of 67.8% for a five-year cohort ranks us fifth among 21 peer AAU public research universities. Most of these 21 AAU state universities graduate roughly 45 to 55% of their class. Rutgers' graduation rate is a good 20% higher than the average of its AAU public peers.

Rutgers has earned the respect of the nation and of our state. According to a Star Ledger-Eagleton Institute poll taken in June, Rutgers ranks first among all the institutions that inspire "a lot" of confidence in New Jersey citizens. The university has risen 11% points since 1984, from 35% to 46%.

Some of that confidence may stem from our efforts to inform the state last year about Rutgers' work in the service of New Jersey. We campaigned very hard last year for budget restoration but we focused our campaign upon the solid facts of our contributions and our accomplishments in education, research, and public service. When I asked our faculty last fall for information on Rutgers public service, we were inundated by thousands of pages describing hundreds of outreach programs that Rutgers' 26 schools and colleges and scores of centers and institutes conduct for the improvement of New Jersey public schools (especially in the areas of literacy, math, and science); for the preservation of the environment; for the solution of human service problems in housing, transportation, crime, and other areas; for research in education and in public health; for training and services to government officials; for agriculture and marine and coastal area concerns; for the justice system; and for business and industry. If we had extended our service inquiry to an international scope, we would have been able to describe Rutgers projects such as the one with local Polish governments on the organization and functioning of American democratic governance. Another international Rutgers project began with a few journalism conferences in Poland and Czechoslovakia and has expanded to an exchange of information and instruction on the principles of the free press that the Rutgers Journalism Resources Institute will conduct in several European countries.

You and I, our faculty, staff and students, and our distinguished alumni - the great Paul Robeson, Nobel laureates Milton Freedman and Selman Waksman, sculptor George Segal, impresario Sonny Werblin, and seven governors of this state including the present holder of that high office, Governor Jim Florio - are part of a great land-grant university tradition of public service. We extend the boundaries of the Rutgers campus beyond the borders of the state with a zeal that recalls the energy of our founders. As a great state land-grant university whose impact today extends world-wide through its teaching, its research, and its public service, Rutgers has always viewed itself less as an ivory tower or an academic cloister than as a missionary society with an obligation to disseminate its knowledge as broadly as possible. It is in that spirit that I congratulate the Rutgers Alumni Federation and each of you in our alumni associations and regional clubs on your decision to make a specific commitment to community service projects for literacy. Nothing could be a more appropriate celebration of the 225th anniversary of one of America's oldest colonial colleges, its youngest state university, and one of its most distinguished institutions for research and education. I thank you and I salute you.

Inaugural Address



Francis L. Lawrence
President

March 3, 1991

**Rutgers,
The State
University of
New Jersey**

Inaugural Address

March 3, 1991

Francis L. Lawrence

President

As a newcomer to New Jersey and new president of Rutgers University, I have had a wonderful, perhaps a unique opportunity to see the state and to assess its character, its accomplishments, and its potential for the future. New Jersey is a state packed with technologically advanced industries; bright, capable, prosperous citizens; and pressing urban problems. The people — in business, in industry, in education, in agriculture — are flexible, energetic, open to progress, aware of complex social concerns, and willing to make great sacrifices for the sake of their children and the good of the state. At the same time, New Jerseyans are shrewd and demanding. They have strong opinions, long memories, and little tolerance for either empty promises or poor performance.

Coming from the warm bayous of private education in Louisiana to the crisp, highly charged waters of New Jersey's great state university has been one of the most invigorating transitions of my life. From the deep South, I reached out to national educational leadership positions, but in New Jersey I am inside the nation's most active higher education belt. I am being inaugurated as president of the flagship university in a state that has lent its enthusiastic support over the past decade to the development of a great land-grant institution as an active partner in the support of industry and business, of agriculture, of primary and secondary education, and of human services such as health, housing, transportation, government, and environmental concerns.

I have come to this great university in an attractive and progressive state at a time that is a turning point not just for New Jersey but for the nation. It is a turning point in which education has a crucial role to play and, while primary and secondary education are indispensable, higher education is equally important. Because New Jersey under Governor Jim Florio has established itself as a national leader in taking the hard route to deal with its problems in both budget and education, what New Jersey does will be watched carefully by

the rest of the nation. And Rutgers is also under observation following its meteoric rise to national prominence.

New Jersey, in partnership with Rutgers, The State University, can reconstruct higher education and its interpenetration of society. I would like to offer a proposal for the long-range improvement of the state's business, industry, and education. New Jersey can build in Rutgers the country's first major public research university that recognizes and rises to the challenges of our society by a serious effort to transform itself. Reasons that require a new kind of university with new priorities and functions can be summed up in three broad but compelling demands. The first is the demographic shift in the United States toward a larger population of minorities. In some sections of the country, people already refer to this fact as "the new majority" or "the minority majority." The census figures for 1990 show that the population shift in New Jersey is in the same direction as national trends: less white, more Asian, Hispanic and African-American. This trend toward an increasingly multicultural society calls for a new vision of the university that responds to the needs of a more diverse student body. The second imperative of our time is the fact that the jobs of the future will require higher levels of education.¹ Since minorities and women are now disproportionately concentrated in low-skilled jobs, but are projected to compose nearly two-thirds of the workforce by the year 2000, the steadily escalating skill levels for new jobs are a concern on both human and economic grounds: an abundant supply of skilled workers is the essential key to economic growth as well as to social progress. The third change that forces us to consider new means of conceptualizing the university is the way and extent to which the need for knowledge is changing. Knowledge is now required on a continuing, pervasive basis by individuals, by corporations, by all sectors of the public and all levels of government. Not only do workers and professionals need to update their education, but cities and states need data that are up-to-date and given to them in a usable form. Business and industry need research innovations and technical and managerial assistance to be competitive in an aggressive national and world market.

For a new university, a people's university, we need a new way of conceptualizing higher education. The very term *higher education* lends itself to the long-outdated concept of a university as an ivory tower. The ivory tower was once an apt image for colleges and universities. They perched on a pinnacle above the great masses of people. They carried on studies of little or no relevance to the practical tasks of society. They educated a tiny percentage of

the population who were destined for the pursuit of a small number of learned professions. The ivory tower is a cold, precious image, but not inappropriate for the cloistered education of a chosen few. Even now, in decrying and rejecting the ivory tower as an analogy for the modern university, some elite institutions make it clear that they reach down from a great height to make their connections with the rest of society.

Although the proportion of the population served by higher education broadened considerably after the initiation of the land-grant model, and it became even larger after the Second World War, still Jacques Barzun, in his beautifully written but testy and thoroughly elitist 1959 book, visualizes education as *The House of Intellect*.² Even Clark Kerr in his 1963 vision of the multiversity talks about a “city of intellect.”³ Since I went to college in that era, I know that universities were still dealing with a relatively restricted portion of the whole potential workforce. Students still talked about “going out into the real world” after college. The campus was a place apart, a walled fortress with its own life separate from the community. On Friday nights, young men who lived and worked only a few blocks away from my mid-city university sometimes swaggered over to our dormitories in groups and invited us to come out and fight. We wisely refused.

Now it is time for all of higher education to emerge from its isolation, to come out to fight — not against, but for the community around it by extending itself to the community, making itself a part of the community, and embracing in itself the needs and goals of the community. The concept of a much more inclusive university with a broader mission of teaching, research, and service is, of course, very much in the land-grant tradition. One of the early great land-grant university presidents, Van Hise of Wisconsin, declared that the borders of the campus are the boundaries of the state. The new people’s university would be a great, comprehensive extension of the land-grant model, not just in agriculture, but in industry, business, and education. It would go out with a much more ambitious and intensified effort to extend the university’s services into some of the important areas where it now works on a program-by-program basis. The architectural images of the past are too enclosed and separate for the new university. An inelegant but appropriate term for its coverage and its interrelated systems might be a network. Those of you who have read the documents Rutgers issued in January and February describing the university’s hundreds of programs in the service of New Jersey know how well prepared Rutgers is to become a model of the new university, in even closer and more

comprehensive partnership with the state.

In the summer of 1990 when our most pressing national problems were how to shore up U.S. industry to compete in the world market and how to spend the eagerly expected peace dividend, an article in *Change* magazine proposed that the federal government fund a national engineering extension service on the model of the agricultural extension service.⁴ Georgia Tech runs such a state-wide corps of engineers who work primarily with small, technologically less advanced firms, helping them with specific technological problems. There are twelve offices and twenty-six agents. The agents are assigned to an area in which they may have as many as 500 companies to serve. They advise clients on everything from manufacturing processes to cost control. Obviously their agents are spread thin. The restricted state funding they receive makes it necessary for them to do contract work to cover expenses. Nevertheless, the engineering extension service is popular and well-regarded by Georgia industry.

The combination of university research and university outreach and extension service has been one of the basic conditions for the overwhelming success of American agriculture. There is no reason why the same coordinated approach for the transfer of technology, training workers, and continuing education for practicing engineers could not make the same kind of crucial difference to industry. We already have the research facilities that serve a selected number among the state's industries. Now we need the complete, fully integrated outreach capacity of an engineering extension service for industry.

Let us take the extension concept to its logical conclusion. What has already worked for agriculture and in more limited programs for industry could also work for service-oriented businesses and for education. Again we have some of the elements of the service orientation and we are operating a number of successful programs, but full-fledged extension services in business and education would give far greater dissemination of techniques and opportunities for consultation, continuing education, and problem-solving focused on practical local conditions and real-life situations, just as agricultural extension does in its field. The tremendous advantage that extension services add to on-campus continuing education is that the extension agent need not fit the individual client into the Procrustean bed of well-planned but generalized classroom instruction. Clients are able to apply information directly in the setting of their own situations. The extension agent develops a knowledge and sensitive feel for the differences of the specific area. Extension strengthens its

clients at their base of operation, where they need help.

The advantages of extension services well integrated with the research and teaching of the university flow both ways. The contact the extension service creates between its clients and the university teacher/researcher and students provides invaluable insights from real, specific practice and focuses attention on actual problems, enriching the quality and sharpening the focus of both training and scholarship. Our schools of engineering, business, and education would benefit as much as their clients throughout the state from university extension services. With the addition of extension services, the interrelationship among teaching, research, and service would be clearly and fully realized. It is unfortunate that at the federal level the vision that created such a successful continuum from practitioner to teacher/researcher and students in agriculture was not extended to other, equally appropriate fields.

If the national vision has faltered, that is all the more reason to seize the initiative of national leadership by creating at the state level in New Jersey a new model of the land-grant university with a stronger, more comprehensive, fully-realized mission of service that better meets the complex, expanding, recurrent needs of society for knowledge. This extended land-grant research university with its vital links to practice would also be a more exciting and challenging place in which to teach and to learn. The new university can contribute to the reconstruction and reinvigoration of industry, business and education. It will produce a redeveloped, stronger state economy and society.

An expanded land-grant research university with a statewide network of extension services in engineering, business, and education as well as agriculture answers only the third among the demands I cited for a new kind of university: the demand for knowledge on a continuing, updated, pervasive basis by all sectors of the public. The first and second demands are: the demographic shift toward an increasingly diverse society composed of at least one-third minorities, and the higher levels of education that the work of the future will require.

To respond fully and usefully to these challenges, we must expand the university and make it a more supportive, more far-reaching network, not only externally but within itself. That is, we will have to educate a broader, more inclusive spectrum of our society. Earlier I referred to the evidence of the 1990 census that the population of New Jersey, like that of the rest of the nation, is gradually becoming less white, increasingly African-American, Hispanic and Asian. But the census figures do not convey the full extent of a continual shift,

because the census includes all ages. According to the census, the present minority population of New Jersey is only a little over 20%. However, the statistics on the distribution of New Jersey public school students presumably portray the future: public schools are now 33.9% minority. In contrast, the New Jersey public high schools graduate only 24.1% minority students and the minority proportion of New Jersey public high school graduates continuing their education at college level is lower still: 20.8%. New Jersey public higher education does relatively well, enrolling about 21.3% minority students, and Rutgers' undergraduate minority enrollment is even better: a little over 26.9%.

When the McNeill-Lehrer News Hour journalists went looking last fall for a campus with a large minority enrollment, they chose Rutgers as one of the biggest and most diverse universities in the country. We are not doing badly in enrolling minority students but enrollment is only the first step, though admittedly a very large and difficult one. I want us to renew and reconstitute the way that individuals and groups within the University perceive and relate to one another as well as the way the University relates to its external constituencies. It will not help us or our students to enroll a richly diverse student body if we fail to educate them, do not prepare them to live in an increasingly multi-racial and multicultural society, and do not graduate them.

Rutgers, The State University of New Jersey is a twenty-year veteran in many areas of access and opportunity. The James Dickson Carr Scholarship Program is the nation's largest minority undergraduate recruitment program. Efforts such as Challenge '69 and the Committee to Advance Our Common Purposes make attempts to encourage cross-cultural understanding. Rutgers is also the home of a nationally-renowned minority student program in the Newark Law School. On our three campuses we run twenty-three pre-college programs to encourage and prepare disadvantaged students. But we can and should do more.

I have renewed our substantive commitment to the hiring of minority faculty, despite our financial problems, because the faculty is the permanent backbone of our diverse academic society. We are engaged in an ongoing campaign for Minority and Cross-Cultural Programs to fund student and faculty advancement, academic and personal development programs, and cultural enrichment and understanding. That is an important initiative, but our basic need, for the sake of all of our students, minority and non-minority alike, is to affirm publicly our renewed commitment to teaching and undergraduate education. We have taken some simple but significant steps to demonstrate and strengthen those

essential facets of the University's mission. I have asked that all promotion and tenure packets as well as hiring recommendations address each faculty member's qualifications and accomplishments in teaching. For promotion and tenure, appropriate documentation of teaching excellence should be offered. We have also added to our program reviews a review of undergraduate education.

The devotion of the Rutgers faculty to our undergraduate students' instruction simply cannot be doubted by anyone after the magnificent way they have rallied to teach overloads and to donate funds for instruction to tide us over the budget crisis. But if the crisis continues and worsens, we cannot expect the temporary heroic double shifts that faculty and administrators have worked this spring to continue. It is a truism in any organization, whether for-profit or not-for-profit, that you cannot save money simply by cutting back on personnel. You must downsize the operation and you must change the way you operate. If our budget shrinks, we will have to cut back on enrollment, increase class size, and put a hold on the initiation of all but the most promising new programs. Those steps will deny many qualified students admission to Rutgers, make interactive classroom learning difficult or impossible, and reduce the University's flexibility in responding to new areas of knowledge and new opportunities in training students for growing fields of employment. We will also have to examine our existing programs very carefully to see if student demand, program quality, and the fit of each program with Rutgers' mission justify continuing every program we now offer. In all of this cost-cutting self-examination, maintaining the quality and, as much as possible, the quantity of the instruction Rutgers offers our students will be our highest priority.

In view of Rutgers' historic commitment to undergraduate education, the cutbacks in undergraduate enrollment and the increase in class size, if they become necessary, will be particularly painful for students and professors alike. Whether or not we are forced to make the circumstances of teaching and learning more difficult, we must find the resources to offer our whole academic community more of the support they need to succeed. If we are under the guns of the economic equivalent of war, we have more need than ever of the academic equivalent of fortifications and armament.

For our faculty and instructors we need the Teaching Evaluation and Development Center recommended by the University Senate to assist in assessing and improving teaching skills. No one is ever so perfect in a profession that he or she cannot be better: most of us can learn from new techniques,

new insights, and sometimes from the simple correction of faults obvious to everyone but ourselves.

For our students, we already have some excellent resources, such as the Math and Science Learning Center and the Writing Workshops, as well as the Gateway Programs, but we need more comprehensive services with greater capacity for tutoring, for supplementary instruction sections in especially difficult basic subjects, for outreach activities to our dormitories, for computer-assisted instruction, and for basic learning skills improvement. I want to make a commitment to our Rutgers students to give them the support they need to be successful. The old-style state university conceived its programs as a pyramid, admitting thousands more entering students than the institution expected or wanted to graduate. Rutgers was never an open-admission state university in quite that style, but our goal as a new model of the land-grant university, undertaken in productive partnership with the state, will be to educate all students to the very top level that they are capable of accomplishing with their cooperation and hard work. No one ought to expect either to fail or just to get by at Rutgers. All of us, faculty, students, and administrators, should be working at the very top of our ability, to the limit of our capacity, for the best education we can achieve here.

As part of our renewed commitment to undergraduate education, I respectfully suggest to the faculty that it may be time to undertake a university-wide examination of our requirements for the baccalaureate. An examination of our convictions and our goals for what every educated person ought to know will focus our attention on undergraduate education in a way that no other exercise really can. We might consider all alternatives, from the imposition of additional requirements to the lifting of all prescribed courses for a completely elective curriculum. The university-wide consideration would necessarily be more descriptive than prescriptive. It would probably be most useful for the study to outline a reasonable set of common goals in the form of competencies, curricular breadth, and depth. Each college would then plan to fill in the outline in its own way. In the course of the study, the delegates from each college might return to their constituencies and consult them on such pivotal issues as whether breadth ought to be achieved (a) through study of the methods of understanding literature, history, social problems, biological and physical processes; (b) through simple, familiar distribution requirements; (c) through the Great Books or, as it is currently known, the Dead White Men approach to Western civilization; or (d) through a more widely inclusive approach to a

greater range of books and cultures. This will give us the opportunity to join in the Great Curriculum Debate that now fills our popular as well as our scholarly newspapers and magazines.

If you will permit me a moment of digression, I must remark that few things in my life have been so entertaining or have cast more light on my original studies in French literature than has this battle over what its defenders solemnly call The Canon. As a college student, I thought that the Quarrel of the Ancients and the Moderns, which was the effort of 17th century French writers to free themselves from a slavish imitation of the authors of Roman antiquity, was without a doubt the most boring episode of a century I knew as the Classical Age, more for its own quality than its links with the past. Of course, there was an underlying Great Idea in the debate, the idea of the possibility of progress, linked with the conviction that standards of taste and beauty are relative, not absolute. This was the threshold of the 18th century, which distinguished itself from the 17th by the tendency toward relativism. Eighteenth century intellectuals took a skeptical view toward credos and standards that they saw as more dependent on time and place than on absolute truths. Paired with skepticism was a companion tendency toward expansionism, the effort to relate various fields of knowledge to one another. The 18th century was also an age of advances in science, philosophy, and the industrial arts. It is somehow quite invigorating to see that there is so much life in the old debate between the dogmatic champions of immutable absolutes and the more flexible advocates of social change. Perhaps we can displace the blame for the present controversy from Alan Bloom's favorite villain, the weighty 19th century German philosopher, Nietzsche.

Long before Nietzsche, progress and relativism were championed by the amicable, nimble 17th century French poet, Charles Perrault. Perrault is not so easy to cast as a sinister heavy. He was the author of the *Parallels Between the Ancients and the Moderns* but he was also the talented popularizer of the Mother Goose rhymes. From this less threatening perspective, we may be able to recognize the fact that the present push to include multicultural perspectives in the curriculum is not the end of the world. It is not even the sign of a splintering of American society into separate, particular groups. It is an acknowledgement of the growing minority presence in American society and of the growing reality of not only economic but educational and cultural exchange in a more closely linked, interdependent world society. Just as Americans in the variety of their ethnic heritages actually do reflect a much

broader range of cultures around the world, so it is increasingly important that Americans of every origin learn much more about the diverse cultures of the global society in which we now live. International education is not a pleasant luxury of the idle rich; it is the material of survival. From this view, the possibility of many dedicated and enthusiastic teachers expounding the virtues of the diverse cultures they study does not look so frightening to me as it does to the worried opponents of multicultural curricula. The fact that I love Pascal has fired many students with appreciation for his works, but I have yet to convert myself or anyone else to Jansenism. The violent reaction against enthusiastic, partisan multiculturalism in the curriculum that we are seeing even among neoliberals tempts us to ask if there is not an unpleasant underlying basis of racial paranoia in this anxiety. Could it be that it is easy to denounce apartheid in South Africa, a comfortable ocean away, but when it comes to giving up apartheid in the curriculum, the answer is, never!?

But, as I said, I digress. The university-wide examination of undergraduate education that I propose to the faculty for its consideration ought to encourage or perhaps even demand that all required courses to fit the goals of breadth in the new curriculum be new or substantially revised courses. The effort of rethinking what we want undergraduates to know and of designing courses worthy of being required for all undergraduates in the college should challenge and engage our senior faculty and should produce basic courses of great depth and interest to both students and teachers. We would expect that the recommendations on breadth would give consideration not only to multicultural issues but to the late President Bloustein's suggestion of a community service option or requirement for undergraduates and to other attractive possibilities, such as required study of foreign languages, the fine arts, or global and national perspectives on environmental issues. Finally, the study should suggest or should ask the colleges to consider not only *what* our students ought to learn but *how*, the most effective way for them to learn, and ways to measure *whether* they are learning it. These concerns might be approached quite differently at the level of the competencies, where they can probably be met by simple standardized tests, and the levels of breadth and depth, where the use of standardized tests of facts and basic skills would run the risk of trivializing our objectives.

Although a great deal of attention is deservedly focused nationally and locally on undergraduate education in the research university, we must not mistake the equal importance of graduate education and research, not just for

the sake of the institutions — which exist only in the people who constitute them — but in the vocations of the faculty. Research is not an esoteric and useless function performed by pampered descendants of Baron Frankenstein in luxurious laboratories. Research is the creation of new knowledge, the reinterpretation and reworking of our perceptions of reality, the exciting, challenging work that every university professor entered his or her field to accomplish. Some of us are better at it than others. Some research will be cited more often, some will create new economic opportunities for the state, some will lay a foundation for the conquest of disease, some will alter our perception of economics or history or literature or physical phenomena for a long time to come. Support of research is a very important part of what a university is all about. If we gave it up, students would not need to progress to higher learning. In fact, much of what I learned in college is taught in high school or is no longer taught at all. It is outdated or has been superseded. If our society were to withdraw all support from research, I suppose that a few stubborn scholars would still labor, but the rate and the scale of progress would slow to a crawl.

Our problem is not that our research universities and their faculty members have given too much support and attention to research. Research is a great and continuing need of society. It is that, in order to carry on the immensely exciting and socially beneficial work of research, they have been forced by the limits of their strength and their resources to devote too little time and attention to undergraduate education. The solution to our problem is not to spend less of our funds and ourselves on research but to increase the importance and the money that we devote to teaching both undergraduates and graduates. We must remember and give new life to the model of the scholar/teacher: the scholar as the mentor of students. We must reassert the importance of mentorship in the scholarly life. Teaching without research is lifeless; research without teaching is sterile. We need to discover new knowledge in order to teach at the level and the intensity that instruction in a research university ought to aspire to reach; we need to teach in order to disseminate our knowledge to the extent that research scholars should burn to accomplish.

My final point in the secular sermon on education that this inaugural address has privileged me to deliver is not about service or teaching or research, but a fourth goal that I believe to be an equally essential part of the mission of the university, just as it is part of the mission of every successful organization, whether educational, political, military, industrial, business, or family. I have talked a great deal since I came here five months ago about the

importance of the learning that our students do outside class as well as inside class. In the university, students, faculty and administrators must learn to live and work as a community. Community service outside the university is a worthy experience, but it is equally important or more important for us to learn how to work through our differences in our own internal sphere of work and recreation. In order to build this university's consciousness of itself as a community, I declared even before my arrival that I wanted to reinvigorate — some would have said resuscitate — the University Senate, Rutgers' only university-wide body, as a forum advisory to the president. This was especially important because the Rutgers University Senate contains almost every element of the University community: elected representatives of the faculty, elected student representatives, alumni, and administrators. I announced on arrival my intention of attending Senate meetings and asked that all administrators who are members do likewise. I am also attending the meetings of the Senate Executive Committee and my administrative colleagues whom I have asked to act as liaison to Senate committees are attending their meetings as well. I gave my first University speech at the Senate and presented first to the Senate my report on *The Joint Future of New Jersey and Rutgers, The State University*. The Senate and I may not always agree, but I intend to listen to them as they listen to me. Sometimes I expect that I will convince them. Sometimes I am sure that they will convince me. We will make every effort to arrive at a consensus. I have also formed a President's Student Advisory Council, composed of the elected presidents of our school and college student governing bodies, and other administrators have taken similar steps. Through the Senate, I have urged all units of the University to include student representatives on all appropriate standing committees, such as the college or school curriculum committees.

Within the administration, my goal is to build a cooperative community of service to our constituencies: the faculty, the students, and the schools and colleges. The Administrative Systems Efficiency Committee, composed of faculty and student representatives as well as administrators from all three campuses, is working to build stronger, more responsive relationships of responsibility and cooperation within and among all three campuses.

To complete this final vision of the university as a community, let me recount the ways that I have talked about building unity, extending networks, and bringing our diverse society together.

First I proposed that, as the intellectual nexus of our state in an era when advanced knowledge is an absolute necessity not only for individuals but for all

of society, the land-grant university needs to be transformed into a comprehensive network of service. With the cooperation and support of the state, Rutgers can become the new people's university with coordinated extension services in industry, business, and education as well as agriculture. Rutgers can be a dynamic force for the gradual reconstruction and reinvigoration of the state's economy and human services.

Next I discussed the necessity of educating a much broader, more inclusive spectrum of our society. I remarked on the fact that Rutgers is particularly well prepared to undertake this mission because our enrollment of minorities is large.

I also affirmed the need for making Rutgers a true learning community by providing additional support for both teaching and learning, despite the very difficult budget problems we currently face.

I suggested to the faculty that in order to focus our attention on undergraduate education more intensely and productively, it might be time to undertake a university-wide examination of our requirements for the baccalaureate. I observed that this seemingly dry academic exercise has lively contemporary implications that we need to consider.

I asserted the necessity not only of service and teaching but of research in our university community. I urged that research be understood as the basis of our vocation and the source of our knowledge. I asked that we take the scholar/mentor as our model in the learning community.

Finally, I talked about the necessity to be a community outside as well as inside the classroom. I implied that this might be one of the most important aspects of the mission of the university. It is also one of the hardest lessons we have to learn. We are, whether we like it or not, a very diverse community filled with strong individuals. It is possible to build great strength through diversity. The idea that the social whole is greater than the sum of its parts can be traced to Emil Durkheim in its intellectual formulation, but it is an intuitively perceived practical truism.

How do we get from here to there? How can we progress from a collection of individuals and groups in one place to a real functioning community? Is it strong leadership that we need?

I hate to disappoint you, but unless we are willing to surrender our freedom as well as our responsibility, I think that strong leadership is not the answer. We need only look at the mounting disappointment of the American people in each of our presidents over the last three decades. Kennedy was said to be an

inspiring speaker but unable to strong-arm his programs through the Congress. Johnson was viewed as a shrewd politician but a flawed and uninspiring leader. Nixon was condemned as an abuser of power. Ford was derided as not up to the stature of the office. Carter was seen as idealistic but ineffective and too bogged down in detail. Reagan was ridiculed as charming but empty, too detached from the actual implementation of his goals and not sensitive enough to the needs of the poor and minorities. One president after another failed to fulfill America's unrealistic expectations of solving all the problems of the national community. So we sacrificed each one in the fire of our contempt, fueled by our public media and fanned by our political commentators. We looked to the next election for a new knight in shining armor. Our wish for superheroes can be so overpowering that if we cannot conjure them up, we demand that our leaders play the roles so that we can cheer them or jeer them as our personal interests and our feelings toward authority figures may dictate. The hard and unforgiving truth is that no one can lead where the public is unwilling to follow, as even our most popular presidents have discovered.

America is a huge and powerful country. New Jersey is an important state. Rutgers is a distinguished university. We can be greater. As disparate groups of individuals devoted to our own interests, expecting that by charismatic magic the administration can bring community out of our conflict and confrontation, we are less than the sum of our bright, energetic, talented individual parts. We can be more. But what it requires is more than innate intelligence — we have plenty of that. It requires more than good will and a high opinion of our own perception of what is right — we are brimming with sterling principles and righteousness. It requires more than technical expertise, rhetorical polish and theoretical knowledge — we are well supplied with all the intellectual equipment we need.

What community most emphatically does not require is blind self-sacrifice and unquestioning submission to charismatic or dictatorial authority and superior wisdom. What it requires is much harder and a lot less glamorous than either the vices of unbridled self-interest or the joys of equally immoderate self-abnegation.

Community requires hard work. It is not a gift or an entitlement. It is built on voluntary civility and self-restraint in rhetoric and in action. It does not delight in distortion or appeals to emotion. It employs intelligence, talent, good will, expertise, high-flown theory and down-to-earth common sense to serve the

common good in a system of mutual support. It is crippled by reckless power struggles among competing interest groups. Above all, community requires the acceptance of personal responsibility for the achievement of individual ambitions and community goals.

What does it require to lead a community? Nothing more than an understanding of the nature of community, coupled with hard work and some humility. On those grounds I am qualified. Though I have to admit that I feel like one of those stalwart but modest heroes, hand over heart, in the marriage proposal scene of a Louisa May Alcott novel, the truth is fairly simple: you do not need me to make Rutgers an even greater university, I need you.

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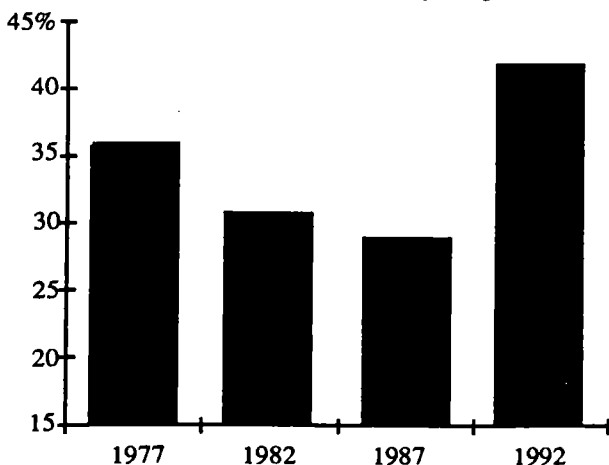
Higher Education Research Institute

The American Freshman: National Norms For Fall 1992

INCREASED FRESHMAN INTEREST IN RACIAL UNDERSTANDING AND SOCIAL CHANGE

Sharp increases in interest on issues related to race were recorded in the Cooperative Institutional Research Program's national survey of 1992 college freshmen. The percentage of students for whom "helping to promote racial understanding" is an 'essential' or 'very important' goal jumped sharply to a record high of 42.0 percent (up from 33.7 percent in 1991). Similarly, six out of seven freshmen (85.1 percent) disagree with the proposition that "racial discrimination is no longer a major problem in America," up from the levels recorded during the past several years (79.7 percent in 1991).

Commitment to Promoting Racial Understanding as a Life Goal
(Rated as 'Essential' or 'Very Important')



A record two out of every five freshmen participated in an organized demonstration last year (40.5 percent, up from 39.0 percent in 1991). This figure continues a pattern of renewed participation in protests and other forms of activism, which is more than double the levels recorded during the late 1960s (15.5 and 16.3 percent in 1966 and 1967, respectively). Plans to participate in student protests during college also remained high (at 6.9 percent, down slightly from 1990's high of 7.1 percent).

The survey also shows the percentage of students who say that "influencing social values" is an 'essential' or 'very important' goal in life reached an all-time high (43.3 percent, up from 39.6 in 1991), while wanting to "influence the political structure" remained near record high levels (20.1 percent, compared

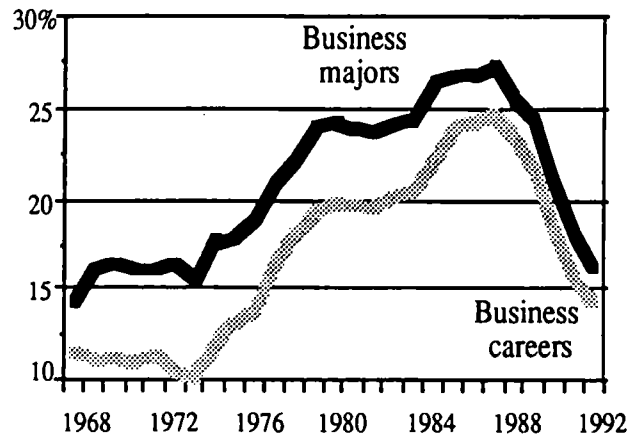
to the 1990 high of 20.6). The goal of "participating in a community action program" reached its highest level of popularity in more than a decade (26.1 percent, up from 23.5 percent in 1991). Nearly one out of three freshmen endorse "becoming a community leader" as a 'very important' or 'essential' goal, doubling the percentage recorded when this question was last asked (in 1972, at 14.9 percent, compared to the 1992 percentage of 30.7).

STRONG INTEREST IN THE HEALTH PROFESSIONS

The percentage of new college freshmen indicating an interest in majoring in the health professions reached a new high in 1992 (15.6 percent, up from 12.9 percent in 1991), continuing a trend started five years ago. This year's interest level represents a doubling of interest since 1987, when 7.2 percent of the entering freshmen wanted to major in these fields. Aspirations for health-related careers parallel the major field interest trends, reaching all-time highs in both nursing (5.7 percent versus 5.2 percent in 1991, up from a low of 2.2 percent in 1987) and medicine/dentistry (5.9 percent versus 4.9 percent in 1991). Interest in allied health careers is also up sharply (8.0 percent in 1992, up from 4.8 percent in 1986).

The percentage of students planning business careers continues to decline, reaching 14.3 percent in the current survey (compared to 15.6 percent in 1991 and the 1987 peak of 24.6

Freshman Interest in Business



percent). With this latest drop, interest in business careers has declined by almost one-half in just five years. Interest in

business-related majors shows a similar pattern of decline, reaching its lowest point since 1972 (16.3 percent in 1992, compared with 15.5 percent in 1972). Although freshman interest in business fields doubled between the 1960s and late 1980s, the strong and consistent declines over the past five years have largely eliminated these gains.

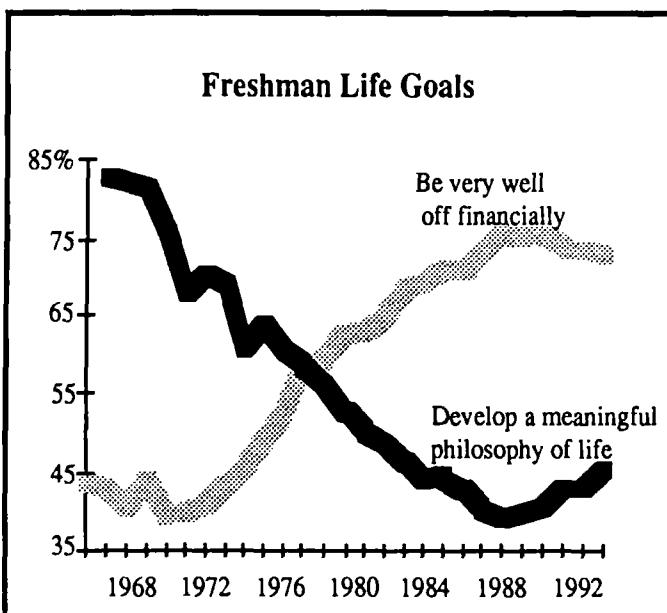
ECONOMIC WOES CONTINUE TO AFFECT STUDENTS

The survey suggests that students have not been insulated from the effects of last year's stagnant economy, and that they are increasingly choosing colleges due to economic, not educational, considerations. Record numbers of students indicate that they selected their freshman college on the basis of low tuition (30.0 percent, up from 27.7 in 1991), because of the offer of financial assistance (28.3 percent, up from 27.8 in 1991), and because they wanted to live near home (23.6 percent, up from 21.3 percent in 1991). The freshmen do not seem satisfied with this situation: One in four indicate they are not attending their 'first choice' college (27.9 percent, up from 26.3 percent in 1991 but down from the high of 32.1 percent in 1988) while a record number predict that there is a 'very good chance' they will transfer to another college before graduating (16.1 percent, up from 13.0 percent last year).

A record one in six freshmen (17.4 percent, compared with 13.1 percent in 1989) indicated a 'major concern' about their ability to finance college, while the percentage who decided to go to college because they "could not find a job" reached an all-time high (8.2 percent, up from 7.3 percent last year and 1978's low of 4.4 percent). A record number also reported their father's occupation as 'unemployed' (3.3 percent).

FRESHMAN LIFE GOALS

Student commitment to "being very well off financially" dropped for the fifth straight year (from 75.6 percent in 1987 to 73.0 percent in 1992), while the percentage of students endorses-



ing "develop a meaningful philosophy of life" as a life goal increased for the fifth straight year (to 45.6 percent). These trends, in combination with the dramatic declines in freshman

interest in business, suggest that students are beginning to shift away from the materialistic philosophy that seemed to be dominant during the 1980s.

ACTIVITIES DURING HIGH SCHOOL

The survey shows that freshman volunteerism is up this year, with a record two out of three (65.6 percent) saying they performed volunteer work during the past year (up from 64.7 percent in 1991). The percentage of students planning to participate in volunteer or community service work during college increased to record levels as well, with 16.8 percent saying there was a 'very good chance' that they would perform such activities while in college.

Beer and alcohol consumption was down among this year's freshmen, with only about one-half of the freshmen saying they 'frequently' or 'occasionally' drank beer (53.5 percent). This is a substantial drop from the three out of four freshmen who reported drinking beer in 1981 and 1982. The current frequency of beer consumption is now about equal to that recorded in the late 1960s. Wine and liquor consumption also declined for the fourth straight year (to 53.9 percent from 66.7 in 1987-88). However, the number of students who agree that "marijuana should be legalized" continued to rebound for the third straight year (to 23.0 percent, up from the low of 16.7 percent in 1989). The current agreement level is nevertheless considerably lower than its peak in the late 1970s. Whether changing attitudes toward the legalization of marijuana simply represents a liberalization of attitudes or increased usage is unclear, but previous research suggests that attitude trends parallel usage trends.

FRESHMAN ATTITUDES

The survey reveals continuing change in the self-assessment of political identification. The percentage of students who classify their political views as 'liberal' or 'far left' increased to its highest point in 15 years (26.7 percent). The percentage who say they are 'conservative' or 'far right' remained stable at 20.3 percent. This resurgence in political liberalism continues a trend that started several years ago, but is still well below the levels recorded during the late 1960s and early 1970s.

The attitudes of freshmen toward specific political issues continue to be mostly liberal, while reflecting changes in the larger political landscape. Interest in maintaining abortion rights and improving the environment remain at or near their respective all-time highs, with nearly two out of three students (64.1 percent) agreeing that "abortion should be legal," and almost nine out of ten (89.7 percent) agreeing that "the Federal government is not doing enough to control environmental pollution." Agreement that "Nuclear disarmament is attainable" reached a record high of 67.8 percent (up from a low of 54.2 in 1985) while the number of students who believe that military spending should be increased reached its lowest point ever (20.8 percent, down from 26.0 percent last year and a high of 38.8 percent in 1982).

The survey results were more mixed on issues of personal freedom. The percentage of students who agree that "employers should be allowed to require drug testing of employees or job applicants" increased for the fourth straight year to a record

high (82.4 percent). The percentage of freshmen who believe that "it is important to have laws prohibiting homosexual relationships" dropped for the fifth straight year to its lowest point ever (to 37.6 percent). Although nearly one-half of the men in the survey (48.6 percent, compared with 28.3 percent of the women) endorse this point of view, the agreement of both men and women has dropped by a similar amount over the last five years. Eight out of ten freshmen believe that "the Federal government should do more to control the sale of handguns" (80.4 percent). A clear majority of freshmen also believe that "colleges should prohibit racist/sexist speech on campus" (61.2 percent for all freshmen), with support being strongest among women (64.5 percent versus 57.2 percent of the men).

Attitudes toward sex continue to change, with the number of students agreeing that "if two people really like each other, it's all right for them to have sex even if they've known each other only for a very short time" reaching a record low (44.2 percent, down sharply from 51.0 percent in 1990). Men, however, are nearly twice as likely to endorse this view (58.8 percent, versus 31.9 percent for women). One in four women (25.2 percent) report that they frequently "discussed safe sex," compared with one in five men (19.0 percent). The percentage of freshmen who believe that "the only way to control AIDS is through widespread, mandatory testing" declined for the fourth straight year to a new low of 63.5 percent. Attitudes toward date rape continue to change, with 11.1 percent of the freshmen disagreeing that "just because a man thinks that a woman has 'led him on' does not entitle him to have sex with her," the lowest recorded value. However, 17.1 percent of the men disagree with this viewpoint (compared to 6.2 percent of the women), demonstrating there are still substantial gender differences on this subject.

The 1992 national survey involved questionnaires completed by 304,935 freshmen entering a national sample of 606 two- and four-year colleges and universities. Of these, 213,630 questionnaires from 404 institutions judged to have surveyed the most representative samples of entering freshman were used to compute the national norms, which are statistically adjusted to represent the nation's total population of approximately 1.7 million first-time freshmen. Since 1966, more than 8 million students and 1,300 institutions have participated in the survey.

This is the twenty-seventh annual report of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. This series, initiated in Fall 1966, is a project of the Cooperative Institutional Research Program (CIRP), a continuing longitudinal study of the American higher education system sponsored by the American Council on Education (ACE) and the Graduate School of Education at the University of California, Los Angeles.

The principal purpose of the CIRP is to assess the effects of college on students (see Astin, et al., 1966). During the past 27 years the CIRP has generated an array of normative, substantive, and methodological research about a wide range of issues in American higher education.

In *The American Freshman*, data have been weighted to provide a normative profile of the American freshman population for individuals engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling. The data are also useful to the general community of current and future college students, their parents and to college faculty.

The survey instrument, the Student Information Form, is revised annually to reflect the changing concerns of the academic community and others who use the information. A major purpose of the freshman survey is to provide initial input information for longitudinal research. Follow-up surveys of individual students in each entering freshman cohort are routinely done two and four years after college entry via the College Student Survey. Longer-term follow-ups are conducted at various intervals depending on funding.

The normative data presented in *The American Freshman* are reported separately for men and for women, and for 35 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the "selectivity level" of the institution.

The Cooperative Institutional Research Program

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of American higher education. Established in 1966 by the American Council on Education (ACE), the CIRP is now the nation's largest and oldest continuing empirical study of American colleges and college students. Since 1966, some 8 million students, 100,00 faculty, and 1,300 institutions have participated in CIRP surveys.

The annual CIRP survey of entering freshmen is now administered through UCLA's Higher Education Research Institute, under the continuing sponsorship of the American Council on Education.

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Upcoming 1993 Cooperative Institutional Research Program Surveys

The Cooperative Institutional Research Program (CIRP) and UCLA's Higher Education Research Institute (HERI) will offer a freshman and College Student Survey in 1993. These surveys, described below, are open to all two- and four-year colleges and universities.

Annual Freshman Survey

The annual survey of entering college freshmen covers an array of demographic, experiential, and attitudinal issues. The questionnaire also covers degree aspirations, major and career plans, and expectations about college. Participating institutions receive a campus profile report, plus national normative data. Institutions can merge their CIRP freshman survey data with other campus data (such as files from the registrar's office) to create a longitudinal data file to assist institutional research, planning efforts, and accreditation studies.

College Student Survey

The College Student Survey provides a cost effective vehicle for campuses interested in outcomes assessment. The College Student Survey is especially effective when used with the CIRP freshman survey to develop longitudinal student data. The survey focuses on student experiences during college, and includes items that measure satisfaction with key aspects of the college experience. These surveys are particularly useful for accreditation reports, retention studies, and self-study assessments.

Related Publications

The American Freshman: Twenty-Five Year Trends. This comprehensive report summarizes twenty-five years of the CIRP freshman survey data. Included with the report is an analytical essay summarizing the major changes in the freshman population over the past two decades. Separate sections will provide the trends for men, women, and all students. This report covers a wide range of issues: demographic characteristics, academic ability, student goals and aspirations, preferences for major and careers, expectations of college, attitudes on political and social issues, and life goal questions.

The American College Teacher: National Norms for the 1989-90 HERI Faculty Survey. Provides an informative profile of teaching faculty at American colleges and universities. Teaching, research activities and professional development issues are highlighted along with issues related to job satisfaction and stress.

For additional information about all HERI publications and survey programs,
please contact the Higher Education Research Institute at UCLA, (310) 825-1925.

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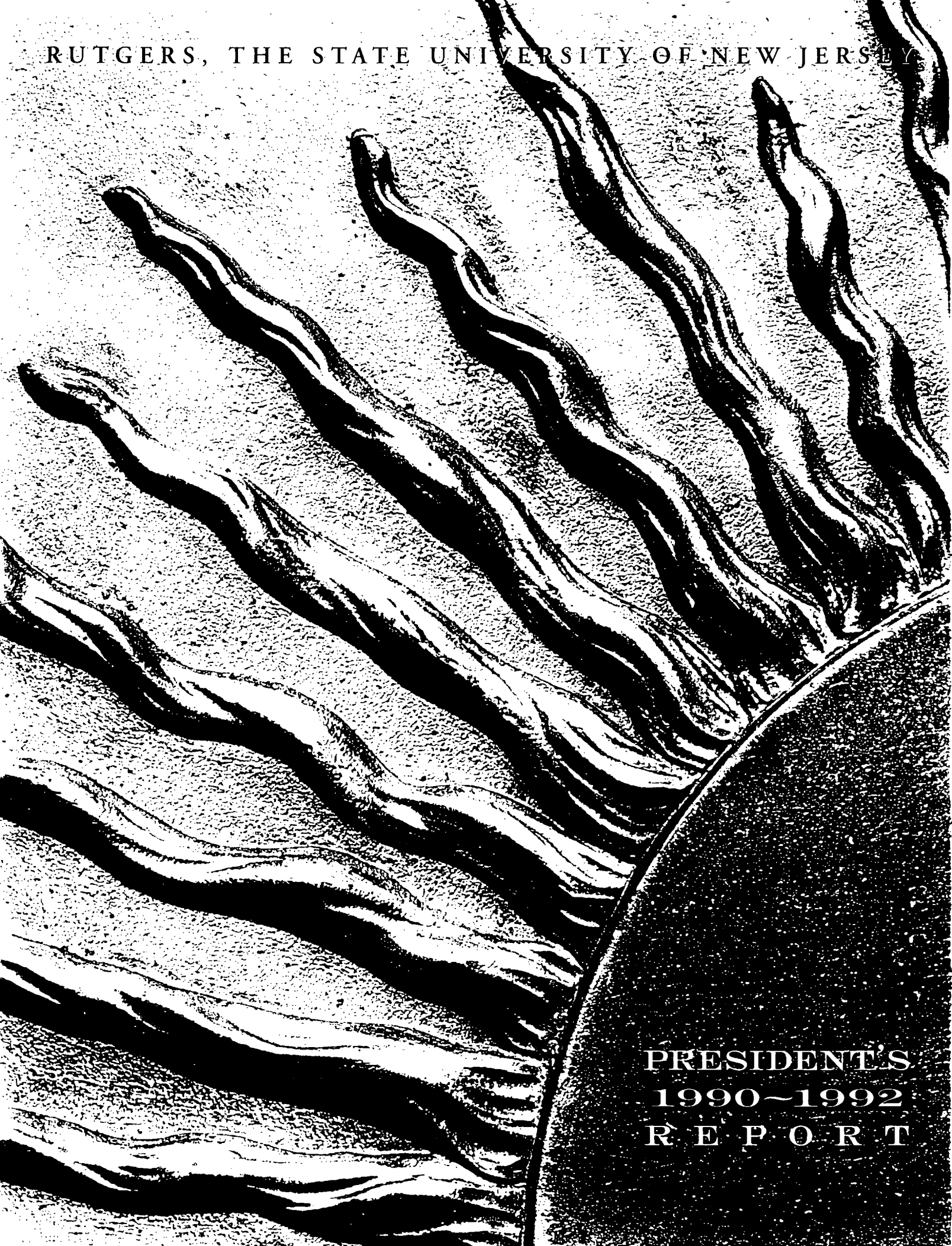
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RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

PRESIDENT'S
1990~1992
REPORT

RENEWING OUR COMMITMENT A Presidential report titled *Undergraduate Education at Rutgers: An Agenda for the Nineties* was released in November 1991. Based upon a number of Rutgers reports from the Academic Forum and from Provosts' committees on all three regional campuses as well as national reports and personal conviction, the report outlined the President's highest priorities for the improvement of undergraduate education throughout the university: renewed emphasis on teaching and service along with research as valued missions; a solid program of teaching enhancement and evaluation; support for teaching and learning, both in the classroom and outside it; and cultivation of a university-wide environment that is open, civil, supportive, disciplined, caring, and just. At the same time, the University Committee on the Undergraduate Curriculum was charged by the President to develop a clear and specific articulation of entrance requirements for incoming students; to suggest means to address the special curricular and teaching issues in the sciences, mathematics, and engineering; to recommend university-wide goals for general education requirements; and to outline a framework for departments to evaluate majors and involve students in research. Each college will be asked to measure its curriculum against the university-wide goals of high standards in basic skills, coherence of general education, and integration in major programs.

TEACHING EXCELLENCE CENTERS At the heart of Rutgers' mission is educational attainment. If our students are not learning and succeeding in their studies, we are failing as an institution of higher learning. In an effort to encourage, promote, and reward the balance



Livingston College marks Diwali, the Indian Festival of Lights, with music, dance, and fireworks, part of a new program titled "Diversity in the World Community."

The Center of Alcohol Studies receives a \$7.2 million grant for research on the treatment of alcoholism.



After two years of painstaking work, the restoration of Winants Hall, the university's first dormitory and one of its most treasured buildings, is completed.

CONTRIBUTING TO NEW JERSEY The university's efforts in outreach are the manifestation of its fulfillment of the public service component of its mission. In last year's budget advocacy process, President Lawrence released *The Joint Future of New Jersey and Rutgers, The State University of New Jersey*, a report which explained the role Rutgers has played in the state's enormous economic and social growth. The report was accompanied by a detailed 10-booklet series entitled *In the Service of New Jersey* outlining the hundreds of public service projects that the university community provides to New Jersey's schools, economy, environment, human needs, health, justice system, cultural activities, government, and citizens.

A Great University for a Great State spotlights the university's achievements in undergraduate and graduate education, research, and public service. *Minding New Jersey's Business: Rutgers and the State's Economy* highlights Rutgers' vital role in the state's economy through its outreach programs for business, high technology transfer, and as a supplier of much of New Jersey's highly trained work force. *Rutgers: New Jersey's Environmental Resource* illustrates the university's myriad activities in preserving and improving the environmental quality of New Jersey, from its coastal waters to its Pine Barrens to its farmlands. *Learning to Make a Difference: Rutgers and New Jersey's Schools* focuses on the vital role of the state university in assisting secondary and elementary schools, particularly urban schools, through joint efforts in literacy, math, and other areas.



JANUARY 1992

James L. Flanagan, Board of Governors Professor of Electrical and Computer Engineering, and Director of the Center for Computer Aids for Industrial

Productivity, wins the prestigious eighteenth Marconi International Fellowship Award.

Local Democracy in Poland is awarded \$1.3 million from the Agency for International Development to continue its work helping Poland establish democratic institutions.

Rutgers: Good for New Jersey's Health headlines Rutgers' various outreach services, policy research, and laboratory research in areas such as AIDS, alcoholism, Lyme disease, and mental health. *Rutgers and the Justice System* features a glimpse into Rutgers' leadership role in the state's judicial and political systems and in tackling societal problems. *People Make the Difference: Rutgers and Human Services* explains the search for better solutions in New Jersey to problems such as caring for the aging, housing, and transportation. *Rutgers: A Cultural Leader* places center stage the wide range of plays, concerts, art exhibits, and other activities offered by the Rutgers campuses at Newark, Camden, and New Brunswick. *For the People: Rutgers' Role in Government Services* underscores the education, training, and hundreds of services provided to government leaders and employees at the local, county, and state levels. *Rutgers: A Public Resource for New Jersey's Citizens* spotlights the numerous outreach activities of Rutgers Cooperative Extension, as well as the services of Rutgers' library system.

An eleventh report in this series is entitled *Rutgers: Continuing the Tradition of Public Service, 1991-1992*. It profiles the extensive media coverage during this past year highlighting the partnership between New Jersey and its State University. Rutgers continues to serve as one of New Jersey's most indispensable and valuable resources. During 1991-92, many of the thousands of programs and activities of Rutgers faculty, students, and staff that directly benefit individuals, businesses, and government were chronicled by New Jersey's newspapers.

RUTGERS: A GOOD NEIGHBOR In addition to the myriad outreach efforts and public service partnerships within the state, a recent study entitled *Rutgers Regional Report: Economic Impact of Rutgers University on the City of New Brunswick and Surrounding Region*, prepared by Professor James Hughes and graduate student Susan G. Blickstein of the Department of Planning and Policy Development, shows that Rutgers plays a key role in the civic and economic life of the city of New Brunswick and the surrounding region. The employees and students at Rutgers have a direct financial impact on New Brunswick and the vicinity. The report outlines the numerous programs initiated at Rutgers that directly benefit the city and area. The university's 8,972 New Brunswick-area employees generate a total of \$250 million in annual consumer expenditures; of this total, a conservative estimate is that \$41 million

Jeffrey K. Lehrer, a junior at Rutgers College, is inducted as the first voting student member of Rutgers' Board of Trustees. His

election marks the first time a student has had a vote on either of the university's governing boards.

FEBRUARY 1992



The award-winning Thomas A. Edison Papers project publishes Volume 2 of the Edison Papers, The Papers of Thomas A.

Edison: From Workshop to Laboratory, June 1873-March 1876.

takes place in New Brunswick. The annual payroll for Rutgers' New Brunswick employees exceeds \$274 million. The university spends a total of \$278.4 million per year on supplies and services; of this total, \$30.7 million is spent on supplies provided by vendors in the New Brunswick area of which \$9.6 million worth is provided by businesses located within the city itself. In total, the university can be credited with over \$2.8 million in annual city property tax revenues, excluding the county portion of the local tax.

Working together with several other public higher education institutions, the Newark campus is deeply involved in contributing to the renaissance of New Jersey's largest city. In addition to numerous collaborative efforts with the schools, arts institutions, city government, and corporations, the Newark colleges are developing a major science park project designed to bring economic development to the area. Small business and minority business assistance programs affiliated with the Graduate School of Management in Newark have a strong record of developing new businesses in those sectors across the state. The Newark campus and NJIT have formed a consortium to cooperate in a number of service and academic areas in order to expand student options and maximize our efficient use of state funds.

At the Rutgers-Camden campus, faculty have worked with the secondary schools in Camden and South Jersey to develop summer programs that offer high school students on-campus experiences at Rutgers (Philadelphia Regional Introduction for Minorities to Engineering, Parent Adolescent Collaboration for Education, Museum Education Enrichment Program, the Summer Algebra Institute, the City Kids Recreation Program, and the LOGO for Mathematics Students Program). A local and then national discussion on health care, involving Rutgers faculty, resulted in a major grant to study health care delivery in South Jersey. Still other professors served on numerous local community boards such as the Walt Whitman Center, the National Conference of Christians and Jews, the Camden City Rotary Club, the Camden City Public Library, and the American Diabetes Association. Literacy tutoring, food drives for the needy, and a campaign to clean up the city are just a few of the student-initiated community projects developed at the Camden campus this past year.



MARCH 1992

New equipment is installed for touch-tone registration, which will make student registration and the adding and dropping of classes much more convenient.



Joseph J. Seneca, Professor of Economics, is appointed University Vice President for Academic Affairs.

UNIVERSITY MISSION AND GOALS

As the sole comprehensive public research university in the New Jersey system of higher education and the state's land-grant institution, Rutgers University has the mission of instruction, research, and service. * Among the principles the University recognizes in carrying out this three-fold mission are the following:

- o Rutgers has the prime responsibility in the state to conduct fundamental and applied research, to train scholars, researchers, and professionals, and to make knowledge available to students, scholars, and the general public.
- o Rutgers should maintain its traditional strength in arts and sciences, while at the same time developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.
- o Rutgers will continually seek to make its educational programs accessible to an appropriately broad student body.
- o Rutgers is committed to extending its resources and knowledge to a variety of publics, and bringing special expertise and competence to bear on the solution of public problems.

Consistent with this mission, the Board of Governors in 1980, following a review of the University's achievements and capabilities as well as New Jersey's needs, adopted a statement of goals that set the bold aspiration of enhancing Rutgers' national and international standing and establishing the University as a major center of higher education.

By pursuing these goals in the 1980's the University has made major strides towards the attainment of a new level of national distinction. These goals shall continue to guide the development of the University in the decade ahead as Rutgers achieves even greater eminence and contributes even more fully to New Jersey's well being in the tradition of this nation's great land-grant universities. As the goals state, Rutgers will:

- o Continue development of the University as a national and international resource by:
 - improvements in the quality of its instruction, research and public service;
 - increased emphasis on the contributions of its scholars; and

- increased emphasis on an atmosphere that stimulates learning, encourages creativity, rewards service, and contributes to the personal and professional growth of all the members of the Rutgers community. *
- o Increase the number of areas of graduate education, research, and scholarship of national and international renown.
- o Improve the already high quality of the undergraduate experience in the liberal arts, seeking both to preserve the diversity of its programs and to develop students who will provide future leadership for the state, the nation and the world.
- o Develop and improve programs to serve society's needs for broadly educated, humane, competent professionals. *
- o Serve the needs of the State of New Jersey by:
 - conducting research on such basic issues of public policy as energy, transportation, urban affairs, agriculture, human services, coastal and marine science and similar areas, especially those of emerging importance;
 - fostering programs in the arts, music, and theater to enhance the cultural environment;
 - conducting research and retraining programs to improve education in the schools;
 - working with state and local government officials to help improve the quality of citizens' lives; *
 - working with business, industry and labor to provide a resource for their research and development needs and for the future education of their personnel; and
 - working to strengthen and improve the institutional capability and performance of state governmental bodies.

As it enters the 1990's, Rutgers reaffirms these overall goals of the University -- goals that set the course for the University in the coming decade and that underlie and inform the missions and goals of the Camden, Newark and New Brunswick campuses.

CAMPUS MISSIONS AND GOALS

Within the context of the overall University goals, each campus has articulated a statement of mission and goals appropriate to its history, traditions, location, population served, size, and stage of development.

Camden Campus

Rutgers-Camden is committed to assuming academic leadership for carrying out the University's goals of teaching, research and service in southern New Jersey. It will implement these goals through the development of a comprehensive campus that will provide a broad range of undergraduate and graduate educational opportunities to a diverse and expanding student body. While ensuring the continued quality of its undergraduate offerings, Rutgers-Camden will develop as a distinguished center for graduate and professional education, including participation in doctoral-level education in selected areas, in southern New Jersey. In addition, the campus will establish centers of research appropriate to its geographic region and expertise, and bearing national and international recognition for excellence. The campus will enhance the quality of its teaching, research and public service programs through recruitment and development of outstanding faculty to complement and augment the existing body of faculty. While continuing to serve the needs of students in southern New Jersey and the Delaware Valley region, Rutgers-Camden will expand the size of its student body through recruitment from a national pool, consistent with maintaining and improving student quality. *

Newark Campus

Rutgers-Newark is a major public university center committed to excellence in teaching, research, and service to the community. Through its undergraduate programs, the institution aims to equip students with knowledge and skills to participate in the economic, scientific, cultural and political life of the community and the nation. Through its graduate and graduate-professional schools, the institution aspires to prepare the nation's scientific, commercial, social and political leaders. This broad definition of goals is also shaped in significant ways by the metropolitan area location in which Rutgers-Newark operates -- a location which is one of the most densely populated regions in the nation. *

Rutgers-Newark is ideally positioned, by its location, history, and program emphases, to take the leadership role in educating leaders and citizens who are technologically literate, racially and socially diverse, and readily adaptable to future opportunities and challenges.

Rutgers-Newark has entered into a new period in its history, an era in which institutional growth in size and stature will be the benchmarks of its future; a major goal is to offer educational and research programs of high quality and impact which will be recognized nationally and internationally. Rutgers-Newark aims to compete at national and international levels in the recruitment of faculty and students and, simultaneously, to pursue vigorously those initiatives that will facilitate access of students from northern New Jersey to its classrooms, laboratories and professional training programs. Indeed, in this highly urbanized state, Rutgers-Newark can become a national role model for urban university centers which wish to pursue the dual goals of excellence and access.

New Brunswick Campus

Rutgers-New Brunswick is committed to promoting excellence in graduate and undergraduate education, in research and scholarship, and in service to the community, state, and nation. With its rich traditions, its size and diversity, and its comprehensiveness of academic programs, it occupies a strategic leadership position within higher education in New Jersey and in the nation. The high quality of its faculty and programs in a wide array of areas, and its momentum toward increased distinction, provide rich opportunities for the campus to continue its evolution toward becoming one of the world's outstanding research universities. With its distinguished history in undergraduate education and its innovative educational structures, the campus will promote the highest quality of instruction and broad learning environments that benefit students at all levels and with varying needs. Rutgers-New Brunswick, through systematic and innovative program development, will continuously strive to meet the highest educational and research standards and thereby join the ranks of the small number of truly distinguished university centers. *

Rutgers-New Brunswick is committed to increasing systematically the number of instructional, research, and service programs of distinction; to retaining and enhancing its strong commitment to undergraduate education; to attracting the most highly qualified students and faculty; and to insuring broad access to its programs. Only by achieving excellence across a broad array of educational, research, and service programs, while maintaining a vigorous commitment to diversity, can the campus fulfill its responsibility to the state and nation and be true to its own history and traditions. *

Rutgers-New Brunswick is dedicated to providing instructional, research, and public service programs that will insure the continued economic, social, and cultural development of the state and its people. In pursuing these goals, the campus will insure that the interrelationship among undergraduate and graduate education, research, and service which is the hallmark of the best public research university center is maintained and strengthened. *

New Jersey Agricultural Experiment Station

In the land-grant tradition, the New Jersey State Agricultural Experiment Station (NJAES) is committed to the development and delivery of basic and applied research in the areas of food, agriculture, and environmental and life sciences, and the application of knowledge gained through research to help the people of New Jersey acquire the understanding and skills needed to address problems in the renewable natural resources. NJAES will seek to build strength in the relevant sciences that will lead to excellence in research and extension, and will give increased emphasis to multidisciplinary approaches to solving complex problems facing modern agriculture and the environment. In adapting the land-grant concept to contemporary circumstances, NJAES will exploit the new technologies which will permit greater efficiency in agriculture and food production and success in solving environmental problems.

Building on existing strengths, NJAES will focus on specific thrust areas of critical importance to New Jersey's economic and social development: intensive production agriculture; food science and nutrition; marine and coastal sciences; environment; and biotechnology.

Office of the Executive Vice President
and Chief Academic Officer
November, 1989

United States Senator Harris Wofford
Class Day Address at the John F. Kennedy School of Government
Cambridge, Massachusetts
June 3, 1992

Faculty, friends, and, of course, all of tomorrow's graduates and your families;

I know that some of you will receive what are called "mid-career" degrees. It reminds me of a recent Hudson Institute study which says that in the next century the average working adult would pass through seven careers.

I don't know that I've constantly been retraining, as Bob Reich might put it, for higher-order, value-added, symbolic analyzing tasks. But, in a sense, my own seventh career -- as the first Democratic Senator from Pennsylvania in 23 years did begin here at the Kennedy School.

I was at an Institute of Politics workshop on the idea of national service just over a year ago. It was here that I learned that Senator John Heinz had been killed in a terrible airplane accident not far from our home in suburban Philadelphia. And it was a month later that I went to the Senate -- determined to make something good come out of the tragedy of John Heinz's death.

I'm also moved to be here tonight -- as I was moved last week at the Kennedy Library dinner across the river on the 75th anniversary of John Kennedy's birth -- because of the ties that bind this school and me together through my leader in one of those earlier careers. This school named after him is, most appropriately, dedicated to enhancing the professionalism of public management. As someone who's always strived to light fires under governments and bureaucracies since I was a teenager, I believe deeply in your mission.

And, of course, I got to keep my new job by winning an election against one of your recent former Institute of Politics directors. Described as "an aging, nearly anonymous New Frontiersman," I was said to be up against a "world-class political pro." "A Bambi up against Godzilla," they wrote.

So I'm here to encourage you to go against the odds, and take on the godzillas -- and even the political pros -- who may stand in your way, as you go forth to your own new frontiers.

And I salute you as you set forth! That's an old Army Air Corps salute that's become the trademark of our Pennsylvania campaign.

Last week at the Library, talking to John Kennedy, Jr., nearly 30 years after his father's assassination, I wondered if maybe my salute sprang from the memory of a little three year-old saluting his father's coffin as the caisson rolled toward Arlington. Maybe I've been wanting to salute John Kennedy for 30 years.

My remarks tonight will try to roll together in one ball a part of John Kennedy's unfulfilled legacy that you and I together should be able to fulfill in our time. I am here to challenge you in one vital sphere to make a reality of John Kennedy's primary proposition, that we should ask not what our country can do for us, but what we can do for our country.

My salute to you comes from my heart, because I know you are not asking what your country can do for you -- a question probably more often asked by your friends across the river at the Business School -- but asking instead what you can do for your country, for your community and for your world.

There is, of course, much you can and will do. And my salute goes with you -- whatever you choose to do. But I want to speak tonight not about how we can draw more and better professionals into public service...that's preaching to the choir in this building.

I want to talk about what all of us, as "amateurs," as lovers of the common good -- that is, what all citizens and especially all young people -- can and should do for their country.

As my wife says -- "complains" might be a better word -- for the past forty years, wherever you set me down, my political compass will quickly spin around and point toward the idea of universal service...and especially to the idea of national service by all citizens coming of age in America. All -- rich and poor and middle class, high school drop-outs and college-bound, young people of all genders and sexual orientations, of all races and cultural backgrounds. I mean service in the military forces as well as in what I hope will be much larger citizens forces.

This idea of universal service, beginning with the young, has taken on new urgency in the aftermath of last month's events in Los Angeles, at a moment when we have finally turned our attention to the problems of our inner cities and of our young people.

It's too bad that to get the nation's attention we must fall from the high rhetoric of 1000 points of light to the 1000 fires in Los Angeles. But in our history it's always been true that on the great problems it takes great pressure, great struggle, great drama, even often great tragedy to get the great action required.

I'm not just thinking of those who marched and went to jail and died to get the right to vote for Black Americans and bring down the walls of legal segregation. I'm thinking specifically about one of my last conversations with Martin Luther King.

He had reached one mountaintop but found the Promised Land still far away, over other peaks of a whole range of mountains yet to be crossed. He was beginning to move up the next steep slope -- the mountain of poverty in our cities, the mountain of class mixed with race, the mountain we have not climbed. And he has met defeat in the streets of Chicago, and was going on to Memphis.

Martin raised the possibility of persuading the people of one of the nation's worst slums to openly, deliberately, peacefully walk out of that slum and, at a publicly-stated time, set it afire. To set a blaze that would sear the conscience of the country. And to go to jail for doing this and stay in jail until the country acted.

I doubt he would have gone that far, but in any case, the fire has come this time and one thing we know is that when fires were set violently in his own day, Martin Luther King's message wasn't "Burn baby, burn!" It was "Learn baby, learn."

Last month, the day after the riots ended, from dawn until dusk, I was in the streets of South-Central Los Angeles. I saw the worst and the best of our country: I saw the burned-out stores, smelled the smoke, and talked with the people. With pastors and parishioners, with high school students, with young black professionals, with police and national guardsmen, with volunteers cleaning the streets.

I saw miles of Los Angeles that had the look of Third World cities I've seen smoldering under police or army rule.

Old graffiti was being painted out at one corner while new graffiti was being sprayed on at another, with Los Angeles Police Department SWAT team members looking across their guns at the most frequent slogan on the walls: "Kill the L.A.P.D."

An unconcerned young man moved away as we neared the graffiti he had just tagged on the last wall of a burned-out block. It was only his nickname to show he'd been there.

"He's a gang-leader," said my guide, Tracy Robinson, a specialist on the gangs that he said had enlisted 90,000 young people -- and caused hundreds of gang-related deaths the previous year.

And I saw the better angels of our nature at work, men and women of all colors and cultures who were clearing the debris in small teams all that long Sunday.

With shovels and brooms thousands of volunteer citizens had responded to the call of Edward James Olmos, to join him at 6 a.m. at First and Broadway. The star of Stand and Deliver and Miami Vice had driven to TV station after station, issuing an appeal to join in cleaning up the mess caused by the fire and then cleaning up the mess that caused the fire. "I'm just using my medium," he told me as we walked along Broadway early Sunday morning.

What struck me with special poignancy was that I had seen it all before. Twenty-seven years ago I walked the streets of Watts after the terrible riots of 1965 engulfed that section of South Central L.A. The refrain from the Sixties song rang through my head, then and now: "When will we ever learn?"

What should we learn from Los Angeles? First of all, that this is not just a crisis of cities, or of race -- though it is indeed both of those -- It is in its most explosive form, a crisis of our young people.

That point was put to me by Pastor A. D. Iverson of the Paradise Baptist Church in Southcentral Los Angeles. He sat in his dark study without electricity, with two candles flickering on the table, and told me that not all the rioters were black or Hispanic, but all were young.

We are losing our young, he said, to alienation, hopelessness, frustration, and anger, to the epidemic of crack cocaine, to the gangs that replace family, church or any other institution that instills the values of responsible citizenship and productive workmanship.

"This was a wake-up call," Reverend Iverson said. "Pray God we don't press the snooze button." The lack of good education, the lack of challenging work or good jobs for which they are ready, the lack of constructive alternatives and opportunities for the young was the crux of the problem, the pastor said.

A remarkable group of volunteer students with whom I met at the end of the day pressed the case that the cause of the alienation among their peers was the sense that they had no way to participate in society, no way to do something important, no alternative form of action than the excitement and camaraderie of the street gangs.

Those high school students, and many of the older people with whom I talked, pointed to the whole process of coming of age in America today. With vivid evidence, they spoke of the need for early childhood education for all, beginning with prenatal care, good day care and Head Start. They liked the idea of using summers, to get challenging experience either in intensive "Upward Bound" learning, or in "Outward Bound" in the wilderness, or in effective apprenticeship work, or in well-organized, demanding community service corps.

They said they would enlist for a year or more of full-time community or national service after high-school, together with other young people from all backgrounds, if well organized projects were available and if their living expenses could be paid.

They wanted to tutor younger kids or care for senior citizens, fight graffiti, reclaim neighborhoods from drug dealers, be supplementary community police, repair parks or rehabilitate homes for the poor.

In any case, they wanted to stop being viewed as the enemy or as a danger and begin to be viewed as a resource -- as talent ready, earlier than people might think, to make a difference.

The toughest indictment of our current dependency system, and the best argument for how to change it, was best put to me a few years ago by a young high school dropout, this time in Philadelphia. He had gone from a street gang into the Philadelphia Youth Service Corps.

When I asked him why he had enlisted in the Corps, he first said something like this:

"Look, all my life people have been coming to do good against me, I got tired of people trying to help me all the time. This Corps asked me to do the helping. I'm doing something now, I'm making a difference."

And I believe this principle makes all the difference. The saving principle in this life, for all of us, is to serve not to be served. To learn responsibility by taking it. To learn citizenship by doing it.

Where does this lead? It leads all the way back to the Thirties for some light on what worked in the Great Depression...and where we went wrong. What worked was the Civilian Conservation Corps that enlisted almost three million young unemployed Americans in residential, army-run camps in or on the edge of our parks and forests.

The corpsmembers of the CCC were challenged to achieve big goals. Their success in later years proved that the qualities of productive workers and good citizens are much the same: initiative, responsibility and teamwork.

What worked with F.D.R. was work -- not the dole, not welfare, but work, and for the CCC corps members -- in the nation's service. The young men of the CCC transformed our parks and forests and then graduated into the National Service of World War II. More importantly, they transformed themselves. Just as the G.I. Bill after that war was one of the best investments America ever made, so was the Civilian Conservation Corps.

And the story of its boldness and speed of its creation should give a fresh sense of possibility to those of you future government servants who have come along in an era when the federal government hasn't been able to take action on any of the great domestic challenges facing our country.

Roosevelt showed how fast and efficiently we can get action when we work together. A week after first outlining the CCC idea, in the middle of March 1933, Roosevelt sent a message to Congress calling for its enactment. Ten days later, March 31, 1933, Congress established the Civilian Conservation Corps in a simple, two-page act.

F.D.R. set a goal of 250,000 corpsmembers in camps by early summer. And by the end of July, there were 1,300 camps with over 300,000 young men in the woods. One of the leaders in developing the CCC was a Colonel on his path up the ranks: George C. Marshall, who managed 17 CCC camps in the southeast. Some people talk about a "Marshall Plan" for our cities. But this is the kind of Marshall Plan I would like to see today.

After World War II, the CCC was forgotten, until the War on Poverty was being planned by Sargent Shriver in the Sixties. The proposed residential Job Corps had some of the elements of the CCC, and it's proved very worthwhile. But it was and is a job-training corps, not a service corps. It is an intense form of learning for those who need it most.

Sargent Shriver used to say that those who really need a good prep school away from the distractions of their home conditions are not the very rich, but the very poor.

He planned for 100,000 young people to be in the Job Corps in the first three years and then go up to half a million. It never got beyond 70,000 because of the war in Vietnam.

When I had the privilege of helping Sargent Shriver in the early days of the War on Poverty we also envisioned a million strong Volunteers in Service to America -- the Peace Corps come home. But VISTA never passed the 10,000 volunteers mark for the same reason.

When the War in Vietnam consumed the attention and resources of the country, the idea of asking all young Americans to serve for a year as volunteers for the rebuilding and education of America was trampled under by the fight over the draft and a war that divided our nation against itself. But the idea of large-scale, voluntary national service has been turned up again by the harsh logic of events that came to a climax in Los Angeles.

Let me tell you more specifically what I have in mind so that I can throw this ball -- this idea for action and social invention -- to you. First, I want to make clear I am not proposing the one big, federally-run domestic Peace Corps that we once envisioned.

Instead, I see us coming to a new GI Bill for all young people, with a voucher for a year or two of living expense stipends that could be used to support work in a wide range of service programs run by local, state or federal governments, or by communities, churches, student organizations or non-profit corporations. After which the corps members would have earned an educational bonus to help pay for college or further job training.

We already have the National and Community Service Act of 1990 to build on. That creative law is supported by Republicans as well as Democrats and its crafting and enactment by the senior Senator from Massachusetts is another of the many ways Ted Kennedy has carried on the legacy of his brothers. That Act has laid the foundation for the rebirth of the CCC and of other forms of effective youth service corps.

Such corps, in which the corpsmembers "serve, earn and learn," are an important part of the answer to the crisis of the young. More than sixty such corps are in operation today around the country. Pennsylvania is proud to lead the way with the largest number of youth corps of all kinds. Every city, every community can develop one or more.

Indeed, I think the best such effort already underway is right here in Boston, the City Year program, founded by Harvard graduates Alan Khazei and Michael Brown. It brings together urban and suburban young people, college-bound and high school dropouts, rich and poor of all colors in an intensive, year-long service corps that offers a weekly stipend of \$100 and a \$5,000 bonus on graduation.

There were five applicants for each place last year. There will be ten for each place this year.

A second building block is Senator Boren's Community Works Progress and Youth Community Corps Programs Act which I am co-sponsoring. Support for two new national youth corps are key elements of that legislation.

A Youth Community Corps would allow secondary school students to earn college scholarships by working on approved community projects after school, on weekends, or in the summer. And a National Youth Community Corps, would create dormitory environments for young people age 17 to 22 to work on projects ranging from reforestation to auxiliary police work to urban renewal. Help me and our dozen Senate co-sponsors to get this bill passed.

Third, we need to reclaim the original idea behind college work study. When Congress created the program almost 30 years ago, it assumed that most of those student jobs would be in the community. But colleges and universities have defined the public service programs that students would work in as programs on campus helping their own budgets.

That's an indictment of the leaders of higher education. I was a college president and was part of that whole process and understand the budget pressures. But join me in asking colleges and universities to see that the majority of those jobs are in fact serving the community.

Fourth, an expanded investment in the Job Training Partnership Act would be helpful. But there is already more than a billion federal dollars a year spent on mandated youth programs. What we need most is a change in approach. Too often the "work experience" for youth in these programs is merely make-work. They punch the clock, fill the time, but do nothing that will give them the chance to develop the kind of skills, sense of discipline and self-reliance that will be essential for them to succeed in the world of work.

These federally funded job programs need to reorganize and refocus their efforts along a youth corps model. Doing so would make possible a quantum leap in youth service without having to spend an additional dollar.

Fifth, we must expand VISTA and the Peace Corps. Having been involved in the founding of both the Peace Corps and Volunteers in Service to America -- our domestic Peace Corps -- I know these programs can change lives. Not only of those who are helped, but of those who do the helping.

That's the hidden genius in the idea of service corps. That's what that Philadelphia Youth Service Corpsmember understood when he said he was tired of people doing good against him. Let me say it once more: Service is a way of developing the characteristics needed not only for responsible citizens, but also for productive workers -- discipline, self-reliance, teamwork, initiative, leadership and a commitment to life-long learning.

There have been enough pilot programs to prove that this approach works in the 90's as the CCC worked in the Thirties. The time has come for the pilots to ignite the whole furnace.

This is one idea that transcends politics, that goes beyond left or right, that draws on the liberal agenda and the conservative agenda at the same time. It is an idea that brings Arthur Ashe and Sam Nunn, Bill Buckley and Bill Clinton, Marian Wright Edelman and Father Hesburgh, Barbara Mikulski and General Schwartzkopf together on the same platform.

Work not welfare is now a self-evident truth and we know we can begin applying this principle to the young. We understand that personal responsibility and self-esteem can't simply be taught, they have to be earned.

It's a scandal that we know this but sit by while another generation of inner-city young people drop out of school, or graduate from school into the streets, joblessness, drugs and the dependency systems of welfare or prison. And it's a scandal that a society with children who need care, roads that need repair, bridges that need building is allowing and sometimes paying able men and women to sit idle. It's a scandal, too, that we do not challenge the college-bound to move beyond a self-centered life of civic indifference.

In cities across our country 10-year-olds point loaded guns at each other's heads. It's time for Congress and the White House, Democrats and Republicans to stop pointing fingers at each other's policies.

It's time to sit together around a table and hammer out solutions that do work, instead of wasting time and money on those that don't.

In our hearts and in our minds we know why angry, jobless, hopeless young people burn and loot their own communities. We don't need another commission, another study, another pilot program. We need action. Immediate and sustained action.

So let us begin. Let's begin at the place where we can most agree. Let's commit ourselves to saving another generation of young people by engaging them in the hard work of building their own communities, starting with the rebuilding of Los Angeles by the young of Los Angeles. Let's challenge and enable and empower them to do so.

The results will not only bring new hope to our nation, but new purpose as well. It will also represent a return to the tradition out of which this school grows: a belief that public service fulfills an obligation to our country, rather than a privilege the country can bestow.

When John Kennedy was asked how he became a war hero, he replied, "I had no choice...they sank my boat." But when he was asked why he entered public service rather than just enjoying his family's wealth, he invariably explained that he felt obligated to serve.

He didn't say that because he had a \$100 million to spare so he might as well run for president. He simply said he owed it to his country.

That was a powerful ethic. An ethic we must return to today if we're to break the gridlock in Washington and take the kind of action the people of this country are calling for to rebuild our economy, reclaim our cities, protect our environment and make the right to affordable health care a reality for every American. An ethic we need to put into action before the problems mounting around us sink our boat.

Let's begin building that ethic in our youngest citizens. And maintain it in our own careers.

The best commencement address I ever heard was given by my best teacher -- though never, unfortunately, in a classroom -- Scott Buchanan, the philosopher and founder of the Great Books program at St. John's College in Annapolis. He told the graduates not to be overawed by the systems, ideologies, and worlds around them because, "for all their high and mighty poses, they are only possibilities, which with boldness, laughter and ingenuity on our part can be set aside and replaced. For the best of all possible worlds is yet to be found, if Satan is to be confounded and God is to be justified."

That was also John Kennedy's approach. I'll never forget his mandate to me as he assigned me to organize executive action for civil rights -- to help him use the power of the Presidency to achieve the full constitutional rights of all Americans.

His job description was just this: "Harris, you know what we need to do in civil rights. Go do it."

That is my message to you tonight. You know much of what needs to be done in America and for America. Now, with boldness, laughter and ingenuity, go do it.

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**UNITED STATES SENATOR HARRIS WOFFORD
PEACE CORPS 30TH ANNIVERSARY
"PEACE SERVICE"
STEPS OF THE LINCOLN MEMORIAL
AUGUST 4, 1991**

What an honor to stand in this special place, among so many friends, to mark an occasion that's so important...not only to those of us here, but to our nation and the world.

My own memories of this site run deep. Embedded not so much in the mind's eye...but in the mind's ear. They go back to my 13th birthday. April 9th, Easter Sunday 1939.

Over the radio came the breathtaking voice of Marian Anderson. Denied the right to sing in Constitution Hall, she stood right here, wrapped in a heavy winter coat against the late-afternoon chill. And those first words out of her mouth:

"My country, 'tis of thee,
Sweet Land of Liberty,
Of thee I sing.

Land where my father's died,
Land of the pilgrims pride,
From every mountainside,
Let freedom ring."

And freedom rang out, clear as a bell -- to a throng of 75,000 spread across this mall. And to millions more across this nation who, like me, sat by their radios. With chills down our spines because of what we heard and felt -- a song of freedom, of justice and hope.

That song rang again from this place a quarter century later. Again, I heard it over the radio. I was with some of you. In Addis Ababa, Ethiopia. By then I was with the Peace Corps in Africa. But again standing in this spot was a great American whose voice rang out for freedom.

Again the call was to make the American dream come true. From every mountainside, in every valley, to see that all God's children are judged by the content of their character and not the color of their skin.

Martin Luther King showed us the way. He pointed out a path those of you here committed yourselves to follow. He said:

"Everybody can be great because anybody can serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's theory of relativity to serve... You only need a heart full of grace, and a soul generated by love."

Peace Corps volunteers have made those words become flesh. Today, we come back together to celebrate three decades of service. One hundred and thirty thousand strong, you have all the flaws the flesh is heir to. You know, too well, how we all fall short.

But I can say this with conviction and from experience: Seeing you in action now over many years, you have hearts full of grace and souls generated by love. And with that power, you have been making a difference, you are making a difference, and you will be making a difference in this world.

On the way to his first inaugural as President, with the nation on the verge of Civil War, the giant of vision and dignity whose image looks down on us today, said "Every great political idea I ever had came from the Declaration of Independence."

Well, I've found that just about every great idea I ever had about public service came from the Peace Corps. One of them came when we stood not far from here on the White House lawn with Sargent Shriver and John Kennedy to send off the first group of Peace Corps volunteers. There was a spirit of urgency in the air. A determination to take personal responsibility and direct action against the pressing human problems facing the people of the developing world.

Today, we have desperate problems right here at home. And our challenge is to apply that same sense of urgency we carried to Ghana and Benin, India and Paraguay to solving the problems of our families in North Philadelphia and South Carolina, the hills of West Virginia and the streets of Southeast Washington.

Our country can still mobilize against military threats and natural disasters across the globe. But the human disaster of drugs and illiteracy, poverty and hunger, crime and dependency is claiming another generation of our young people. And we must take action to break that cycle of despair.

I believe the time has come for returned Peace Corps volunteers and staff to lead a new movement in our own nation. I believe our people -- especially our young people - are ready to serve. Just as you and I were. We just have to find the right way of asking.

I pledge to do my part in the Senate to help find the right way to ask. In the weeks ahead, I'll offer concrete proposals, in the tradition of the Civilian Conservation Corps, the GI Bill and the Peace Corps.

The time has come to develop a system of voluntary national service that touches the lives of millions of young people -- millions, not just thousands. Giving them the chance to serve, earn and learn. To discover, as we have, how great it is to make something better of our lives, and of our community. To raise our sights from the greed and self-interest of this last decade to the active duty citizenship and service of a new era.

I ask you to take your own vow to renew the vow you silently took in joining the Peace Corps -- to engage in true American pursuit of happiness through service. That's the great song of freedom. And I call on you to continue reaching out to one another as you've done these past few days, to do that work and carry that song across this nation.

There's no better place to start than right here and now. With old friends, Abraham, Martin, Marian and John. Who all believed, as we do, that here on earth, God's work must truly be our own.

Instead of any polite applause today I ask you to stand and silently take that common vow, in your own words, and then go forth in your own ways to make our dream come true.

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The Commission on
National and Community Service

**Information Packet
on Grant Recipients**

Prepared for:

The Board of Directors

June 30, 1992

Revised July 15, 1992

**New Hampshire
Concord**

New Hampshire will develop both state and sub-state corps programs focusing on summer, full-time corps for in-school and out-of-school youth. Community needs to be met are: (1) reduction in dropout rate from secondary education and increased return to school for high school dropouts; (2) improvement of the image of youth as productive community assets; (3) creation of a strong volunteer role to mobilize interest in community service and leadership development; and (4) completion of projects that provide long-term public benefits to the environment and human service needs.

Budget Request \$1,025,616
Grant Amount: \$600,751

Project Name: New Hampshire Conservation and Youth Service Corps
Contact: Mr. Ray Worden
Address: New Hampshire Job Training Council
 64B Old Suncook Road
 Concord, NH 03301
Phone: 603 - 228-9500
Fax: 603-228-8557

**New Jersey
Trenton**

This proposal seeks to enhance and expand the New Jersey Youth Corps by: adding a one year full-time community service component; providing a full-time comprehensive summer community service component with JTPA; adding post-service benefits and implementing training programs focusing on leadership training with Higher Education Innovative programs.

Budget Request \$2,820,697
Grant Amount: \$1,000,000

Project Name: New Jersey Youth Corps
Contact: Mr. Martin Friedman
Address: New Jersey Dept. of Higher Education
 20 W. State Street, CN 542
 Trenton, NJ 08625
Phone: 609-633-6628
Fax: 609-984-9300

**New Jersey
Trenton**

The Board has given preliminary approval for New Jersey to further develop its school strengthening model. The project would build on previous programs for school development by adding a unique community service component for involving parents and college students in schools. While favorably impressed with the proposal, the Board concluded that a planning grant will enable New Jersey to undertake additional preparatory work for a project possibly in the 1993 grant cycle.

Budget Request \$4,712,942.00
Grant Amount: \$150,000.00 (Planning Grant)

Project Name: Urban Schools Service Corps
Contact: Mr. Martin Friedman
Address: New Jersey Dept. of Higher Educ.
 20 W. State Street, CN 542
 Trenton, NJ 08625

Phone: 609-633-6628
Fax: 609-984-2684

**Oklahoma
Oklahoma City**

Oklahoma has proposed a career development/mentorship model that will assign up to 20 AFDC recipients to entry-level jobs in health care organizations and will provide training and mentoring aimed at helping them develop relevant job skills as they serve. This model is unusual in that it is in the health care field, where the need for trained personnel and the number of available jobs is expanding relatively rapidly.

Budget Request \$190,815.00
Grant Amount: \$200,000.00

Project Name: Health Career Volunteers
Contact: Ms. Susan Hall
Address: OK Department of Human Services
 P.O. Box 25352
 Oklahoma City, OK 73125

Phone: 405-521-3500
Fax: 405-521-6684

**Native American Educational Services (NAES)
Chicago, IL**

NAES will establish student service programs that address four needs in the Native American community; 1) high school retention through tutoring and mentoring programs, 2) better understanding of parental rights regarding foster care through a juvenile and parental rights education program, 3) improvement of facilities through a grounds and housing renovation volunteer project, and 4) conservation of natural resources through a resource management curriculum development project. Four different campuses will be involved in Chicago; Fort Peck, MT; Minneapolis; and Menominee, WI.

Budget Request \$121,350.00**Grant Amount:** \$84,650.00**Project Name:** Family Community Service Partnership**Contact:** Mr. Robert V. Dumont**Address:** NAES College
2838 W. Peterson
Chicago, IL 60659**Phone:** 312-761-5000**Fax:** 312-761-3808**New Jersey Department of Education
Trenton, NJ**

The New Jersey Department of Education will establish three new service components. The Urban School Enrichment Program will involve students in designing and conducting after school, weekend and summer service programs for urban elementary and secondary students. The College Leadership Program is a year-long leadership training program for 90 college students, and the Campus program will provide funds for service-learning curriculum development.

Budget Request \$520,527.00**Grant Amount:** \$200,000.00**Project Name:** Higher Education Innovative Projects**Contact:** Dr. Martin Friedman**Address:** NJ Dept. of Higher Education
20 W. State Street, CN 542
Trenton, NJ 08625**Phone:** 609-833-6628 / 984-2684**Fax:** 609-984-9300

**New Hampshire
Concord**

New Hampshire's plan is to enhance teacher education in community service, provide state level technical assistance to local schools in developing quality community service projects, and distribute mini-grants to local educational institutions for implementation of projects.

Budget Request \$73,333.00
Grant Amount: \$54,656.00

Project Name: New Hampshire Serve America
Contact: Mr. Ray O. Worden
Address: New Hampshire Job Training Council
 64B Old Suncook Road
 Concord, NH 03301
Phone: 603-228-9500
Fax: 603-228-8557

**New Jersey
Trenton**

Two RFPs will be distributed for projects which address environmental problems and societal issues related to poverty, with the intent of increasing youth citizenship, contributing to educational reform, and helping students gain an appreciation for diversity. Service-learning opportunities will be expanded for youth from diverse backgrounds to work together in common community service activities. School-based projects will bring students and adults together from low wealth and non-low wealth districts. Community-based agency projects will involve out-of-school, special needs, imminent drop-out youth and adults.

Budget Request \$600,000.00
Grant Amount: \$493,302.00

Project Name: Serve-America
Contact: Mr. Martin Friedman
Address: New Jersey Dept. of Higher Education
 20 W. State Street, CN 542
 Trenton, NJ 08625
Phone: 609-984-2684
Fax: 609-984-9300



PENNSYLVANIA CONSERVATION CORPS
Department of Labor and Industry
1304 Labor and Industry Building
Seventh and Forster Streets
Harrisburg, PA 17120
(717) 783-6385
FAX (717) 787-9458

February 25, 1993

SUBJECT: Pennsylvania "Summer of Service" 1989

TO: Marty Rodgers
Office of Senator Wofford

FROM: Don Mathis *Don Mathis*
Pennsylvania Conservation Corps

Attached, in chronological order, is a series of clips, speeches, and press releases from 1989 re Governor Casey and HLW's "summer of service." Hot stuff from the pioneers.

Obviously, Senator Wofford's legacy as Labor and Industry Secretary lives on as best evidenced by our Pennsylvania Conservation Corps state funds/ federal JTPA/ National and Community Service Act Summer Youth Service Corps.

Some more of these tasty green press clip books included.

Thanks for your great work and patience, and of course, to Senator Wofford for his stellar leadership.

Help us get Vice President Gore for our conference in April!

↓ Shirley —
FOR PRESIDENT'S SPEECH.
HW DID THE SUMMER OF SERVICE
IN PA IN 1989.
HW ALSO WANTS TO STRESS
(1) WORK-STUDY (2) JTPA FOR
SUMMER CORPS AND (3) HIGHER
ED BASED CORPS. NY DIRECT

SERVE • EARN • LEARN

15 224.4158

EXCERPTS FROM
GOVERNOR ROBERT CASEY'S ADDRESS
UNITED WAY OF PENNSYLVANIA ANNUAL MEETING
MAY 9, 1989

I want to congratulate John Briscoe on joining your board. John's a Peace Corps veteran and the Director of the Governor's Office of Citizen Service--we call it PennSERVE. By joining the United Way team, John typifies the closeness of the partnership that's blossomed between the Commonwealth and the United Way.

It's the kind of public-private partnership that's essential if we're to meet our people's growing human services demands as we head toward the turn of the century. Pennsylvania has a great tradition of neighbor helping neighbor, stranger helping stranger--and, thanks to you, that tradition is stronger than ever. It's strong because Pennsylvania's like a family, growing together, sharing the good times with the bad. In this family, the strongest help the weakest--and like any good family, we leave no one out and no one behind.

I've been talking about spending, and both of us--public and private--we've both discovered that there's much more to giving than digging deep into our wallets; that there's giving of time and talent, energy and presence.

Volunteer citizen service is one of the most urgent common goals that we share.

United Way's Second Century initiative is aimed at a doubling of volunteer resources nationwide.

Here we're able to help you as well.

Harris Wofford, the State's Secretary of Labor and Industry, has dedicated much of his public career to motivating both the young and the old to volunteer service. Harris worked for John Kennedy, and helped set up the Peace Corps nearly 30 years ago. Now he's helping me in Harrisburg, where we are establishing Pennsylvania as a national leader in voluntary service that benefits the common good.

Last year, as we marked the 25th anniversary of President Kennedy's death, we created the Governor's Office of Citizen Service, called PennSERVE, to rekindle the Kennedy-era spirit of community service. PennSERVE's mission is to inspire all Pennsylvania citizens to engage in some form of community service.

Harris also has worked closely with the United Way in helping you put together your Citizens Service Project for Pennsylvania. Both the Commonwealth and the United Way realize the importance of asking our fellow citizens to serve rather than to be served. We're asking today's generation, as President Kennedy asked once before, to "give back a little of what you've received."

Martin Luther King Jr. understood when he told us that
"everyone can be great, because everyone can serve."

Volunteerism is powerful and it's contagious. I believe that we get the best from ourselves and others when we're presented with challenge, not with drift. That's why I strongly endorse the United Way's Citizen Service Project. With your help, we're mustering a new kind of citizen army, recruiting legions of men, women and young people to march together for the common good.

One result of our public-private partnership for citizen service will be a great expansion of youth service to the communities of Pennsylvania this summer. We are calling for a Summer of Service by young people in all the youth service corps and college and school-based volunteer programs and the 25,000 young people in the Job Training Partnership's summer youth employment program. This is another way Pennsylvania is taking the lead and pointing the way in this new era of community service.

We have the obligation--and together, we have the means--to make community service the common expectation and common experience of all our citizens. And when we've done that, our's will be a land of caring people, investing in each other, with a sense of active citizenship that's worthy of our future.

NEWS RELEASE
NIA

COMMONWEALTH OF PENNSYLVANIA

Office of the Governor
Commonwealth News Bureau
Room 603, Capitol
Harrisburg, PA 17120

CONTACT: John L. Taylor
Deputy Secretary
for Public Information
(717) 783-1116

FOR IMMEDIATE RELEASE

GOV. CASEY SAYS VOLUNTEERS MAKE GOOD CITIZENS

HERSHEY (May 9) -- Gov. Robert P. Casey told leaders of the United Way of Pennsylvania today that government programs and private charities cannot meet human needs without volunteers willing to give of their time, their talents and themselves.

"We have the obligation -- and together, we have the means -- to make community service the common expectation and common experience of all our citizens," the governor said at the annual statewide meeting of United Way.

"And when we've done that, ours will be a land of caring people, investing in each other, with a sense of active citizenship that's worthy of our future."

Gov. Casey hailed a United Way effort to double its number of volunteers and noted that last year he established the Governor's Office of Citizen Service (PennSERVE) to promote volunteerism across the Commonwealth.

"Both the Commonwealth and the United Way realize the importance of asking our fellow citizens to serve rather than be served," the governor said. "Volunteerism is powerful, and it's contagious."

The PennSERVE effort is being spearheaded by Secretary of Labor and Industry Harris Wofford, who helped President Kennedy establish the Peace Corps nearly 30 years ago, and John Briscoe, a Peace Corps veteran, who is director of the new office.

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1989

NEWS RELEASE

COMMONWEALTH OF PENNSYLVANIA
Office of the Governor
Commonwealth News Bureau
Room 603, Capitol
Harrisburg, PA 17120

CONTACT: Frank Lynch
(717) 787-7530

FOR IMMEDIATE RELEASE

GOV. CASEY HAILS VOLUNTEERS AS "ACTIVE DUTY CITIZENS"

PHILADELPHIA (Sept. 23) -- Hailing young Pennsylvanians engaged in community service work as "local heroes," Gov. Robert P. Casey today led a swearing-in ceremony in which hundreds of young volunteers pledged themselves to "active duty citizenship."

"I salute all that you did in this 'Summer of Service' and all that you'll do in the winter ahead," Gov. Casey said.

"Today, I'd like you to take an oath of citizenship. With this oath you'll solemnly pledge to continue fighting on the front lines for conservation, for education, for safe and healthy neighborhoods -- and for an end to illiteracy, crime and drugs."

Gov. Casey made his comments during the swearing-in ceremony for the first annual Student and Youth Service Celebration in Fairmount Park.

Young people representing service projects throughout the state took part in the event, including members of the Pennsylvania Summer Youth Service Corps, an initiative launched by Gov. Casey in June as a pioneering link between service to the community and traditional federally funded summer jobs programs for disadvantaged youth.

Many school-based and college volunteer programs were represented, as well as members of the youth service corps operated in 16 Pennsylvania communities last summer.

Following the governor's address and the swearing-in ceremony, participants marched from Memorial Hall to Belmont Plateau in Fairmount Park for a tree-planting ceremony.

"When you build a home for the homeless or tutor a child who can't read, you're a hero," Gov. Casey said. "When you clear a trail in a state park or clean up a river, you are a hero. When you help a disabled person, or join an anti-drug vigil, you're a hero."

Gov. Casey added that participation in community service also presents young people with a challenge that will benefit them throughout their lives.

"The camaraderie of community action, the excitement of working together, the challenge of a wilderness experience, these adventures and the achievements of service provide a bright alternative to the false highs and illusory gains of criminal gangs and drugs," he said.

The event was sponsored by the Private Industry Council of Philadelphia, the Mayor's Office of the City Representative, the Philadelphia Ranger Corps, the Pennsylvania Citizen Service Project, the city's community-based Anti-Drug Coalition, Philadelphia-area anti-drug groups, Pennsylvania student and youth service corps and business and labor.

In addition to the Summer Youth Service Corps, the Governor's

Office of Citizen Service (PennSERVE) has organized several initiatives to encourage and enable citizens of all ages to contribute to their communities in a meaningful way.

Other programs include support of three Urban Youth Service Corps, one in Philadelphia and two in the Pittsburgh area; creation of a \$1.2 million program to help 40 Pennsylvania schools start or expand school-based community service programs, and support of college-based literacy initiatives.

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1989

**FIRST ANNUAL STUDENT AND YOUTH SERVICE CELEBRATION
AT MEMORIAL HALL
FAIRMOUNT PARK, PHILADELPHIA
September 23, 1989**

REMARKS OF GOVERNOR ROBERT P. CASEY

With that symbolic Certificate of Citizen Service, I salute you. I want all of you to know how proud I am to be here to thank all of you for your "Summer of Service," for your dedication and for the contribution each of you will make in the years ahead.

It's been said before, far better than I can say it, by Martin Luther King, Jr.: "Everybody can be great, because everybody can serve."

You may not realize it, but you're making history. As Kathy Sledge just told you in her song, you're heroes. All of you are heroes and you can fly higher than an eagle because of what you're doing. Cayanna Brown, this little second grader right here, said it very well when she said "You're the light of the world, so let your light shine."

Senator Specter was absolutely right when he said that what you're doing is probably the most powerful antidote that we have in America today to all the poison that's out there on the streets in the form of illegal drugs. So we salute you for your effort and dedication.

When you build a home for the homeless or tutor a child who can't read...you are heroes.

When you clear a trail in a state park or clean up a river...you are heroes.

When you help a disabled person, or join an anti-drug vigil...you are a hero.

You may not think you're making history, but you are. You're improving the lives of others and making a difference in your community.

That's why citizen service is such a vital weapon in our fight against drugs.

I'm thrilled to see so many neighborhood anti-drug teams here today. And to learn about the all-night vigil many of you will hold tonight in one of the city's most drug-infested neighborhoods. You're going to Indiana Avenue, starting at American Avenue. You represent active duty service on the front lines--a direct assault that's an integral part of our citizen service program.

In a very real sense, all forms of citizen service are vital to the war on drugs. The camaraderie of community action...the excitement of working together...the challenge of a wilderness experience...these adventures and the achievements of service provide a bright alternative to the false highs and illusory gains of criminal gangs and drugs.

Though you represent many service corps, doing many different things, you're also one--a diverse, but unified, corps of Commonwealth citizens. E Pluribus Unum--"Out of Many--One." That's the motto of our nation.

And the meaning of today's celebration. Citizen service represents a renewed commitment to our Founders' idea of a Common Good. That's what being a Commonwealth is all about.

So your dedication and hard work is an inspiration to all of us involved in citizen service. And while I'm so proud of all you've done, I want you to do even more. I want us to add a special new dimension.

Today, I ask you to take a historic step forward with me. On behalf of the Commonwealth you've already served so well, I'd like you to take with me a pledge of citizenship.

With this oath you'll solemnly pledge to continue fighting on the front lines--for conservation, for education, for safe and healthy neighborhoods, and for an end to illiteracy, crime and drugs.

It's a lot like the oath immigrants take when they come to our country and pledge to support the Constitution of the United States.

You know, I get goose bumps every time I see one of those ceremonies--the look on our new citizens' faces, the tears in their eyes, the pride they're feeling because they're now citizens of our country.

Quite often, they're barely able to take the oath in English. The words may be broken, but they ricochet off the walls. They have that much power, that much meaning. You can truly feel how much citizenship means to these people.

Most of us have never felt that overwhelming sense of pride in our country. We take our citizenship, and the freedoms that accompany it, for granted. We've all pledged allegiance to the flag of the United States and the Republic for which it stands, but we've never taken a pledge to uphold the duties of our citizenship.

That's what I'd like to change today. I'd like Pennsylvania--and you, here and now--to set the standard for the entire country. I'd like you to become, today, the first Americans to be sworn in as active duty citizens.

I will read that pledge and then ask you to raise your right hands and repeat it after me:

I do solemnly swear that I will serve as an active citizen of my community, my state and my country and will accept equally the opportunities and duties of citizenship.

I will support the Constitution and the laws of the United States of America and of the Commonwealth of Pennsylvania.

I will participate actively as a self-governing member of our state and nation. When I am of voting age, I will register to vote and I will cast my ballot in every public election. I will inform myself about the problems of my community, my state and my country, and will work with my fellow citizens to solve those problems.

I will further act as a citizen through volunteer service to secure liberty and justice for all.

Now, no law requires you to take this oath today. There are no penalties if you break it. It's an oath of conscience you can take alone or with others.

It's quite simply a pledge to be a full and true citizen of our Commonwealth and of our country--an **active-duty citizen.**

It will send a message to other young people that you're not going to sit on the sidelines in the game of freedom. You're going to be in the starting line-up.

If you're ready to join me in this pledge--and I ask everyone here today, young and old, to participate--raise your right hand and repeat after me:

[Reads Pledge]

Thank you. I'm confident that you will live up to that oath.

What I want to say to you now is important. I want all of you to know that each person here today, each young person in this audience, is special and unique. Each of you has a special spark, a special personality that makes you who you are. You have a contribution to make that is unlike any other person on the face of the earth.

My daughter Erin is here today. She took part in volunteer service. The kids in that effort used to wear tee-shirts, and on those tee-shirts it said "God don't make junk." And you know something, God don't make junk.

You're all special people and you have a future. You can go as far and climb as high as you want to. As Kathy Sledge said, you can fly higher than eagles. And as Martin Luther King said, "you can be great because you can serve." If you are true to your oath, you will be great citizens.

Just remember that what you're doing is powerful, and it's contagious, and it's inspirational and it's what's going to save the future of this country. So go forth from here, and continue as active duty citizens, because if you do you're going to be happy and you're going to be productive and you're going to make America the kind of country that all of us want it to be.

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N E W S R E L E A S E

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FOR IMMEDIATE RELEASE

CITIZEN SERVICE PROGRAMS MUST BE EXPANDED, GOVERNOR SAYS

CHICAGO (July 31) -- Gov. Robert P. Casey called on the nation's governors today to work with the President and Congress to fashion legislation for a national citizens' service program.

"Volunteerism is powerful and it's contagious," Gov. Casey said during a discussion on citizens' service at the annual meeting of the National Governors' Association (NGA) here. "It proves we get the best from ourselves and others when we're presented with challenge, not with drift."

The governor, who initiated Pennsylvania's acclaimed PENNSERVE voluntary service program upon taking office in 1987, called for the formation last year of an NGA task force to study each state's citizens' service programs. The task force policy position was issued today at a meeting of the NGA's Committee on Human Resources to be considered by the full NGA membership on Tuesday.

"We have the obligation and the means to make community service the common expectation and common experience of all our citizens," Gov. Casey said.

The task force policy, which was developed with the help of state Labor & Industry Secretary Harris Wofford and PENNSERVE

director John Briscoe, emphasizes the need for a full spectrum of paid and volunteer programs, a strong role by the states, the importance of building on existing programs and principles of sound program management.

The policy will be used as the NGA's guide in lobbying the Bush Administration and Congress for enactment of citizens' service legislation.

Dr. Harry Silcox, principal of Lincoln High School in Philadelphia, attended the session and outlined the school's participation in a project to clean up a creek that runs through Fairmount Park and maintain four historic mansions.

Gov. Casey noted that Pennsylvania is at the forefront of community service through programs such as "Summer of Service," in which communities participating in the federally funded summer employment program establish short-term service projects.

"So 26,000 Pennsylvania young people won't just have a summer job," he said. "They'll be able to improve the quality of their hometown's life, whether it's reclaiming long-neglected park land or cleaning up a decaying neighborhood."

The governor said that a major aspect of such a program is that it provides a chance to participate in community service activities to those who cannot afford to volunteer.

"We've had remarkable success using citizen service programs which include living stipends to help young people make it back into the economic mainstream," he said, "to paying jobs in the private sector, to high school and beyond."

Gov. Casey also cited Pennsylvania's efforts through the following programs:

- * Establishment of full-time, year-round Urban Youth Corps in Philadelphia, Pittsburgh and McKeesport to serve more than 1,000 youth in 1989-90, with a goal of launching five new local corps next year.

- * Continued support for the Pennsylvania Conservation Corps, the second largest of its kind in the nation that provides opportunities to "work, earn and learn" for more than 500 economically disadvantaged men and women between 18 and 25 years old.

- * Summer Corps programs that serve more than 500 youth in 16 communities. Plans are to expand the program to serve 5,000 next year.

- * PENNSERVE grants of \$1.2 million over three years to support school-based community service programs in 39 schools. More than 50 Pennsylvania school districts give credit for such service, and the Pittsburgh and Philadelphia school districts have major community service initiatives underway.

- * With combined state and foundation support, 25 colleges are promoting community service on campus under the Pennsylvania Campus Compact.

- * A new college-based Literacy Corps that offers college credit courses to education students about literacy training methods and literacy training program design and management. Practice as a literacy volunteer is required.

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FOR IMMEDIATE RELEASE

GOV. CASEY LAUDS PRESIDENT'S CALL TO NATIONWIDE YOUTH SERVICE

HARRISBURG (June 21) -- Gov. Robert P. Casey today welcomed President Bush's entry into the volunteer youth service area with his proposal for voluntary national youth service.

"Pennsylvania already is a national leader in voluntary youth service with its PennSERVE program," Gov. Casey said.

"The creation of PennSERVE, which is designed to expand opportunities for service, has shown our commitment to community service, beginning with our youth.

"President Bush's announcement today is the type of presidential commitment that is needed if the kind of citizen service Pennsylvania has pioneered is to flourish throughout the United States," the governor said.

The governor called upon Pennsylvanians of all ages to engage in service to their communities.

"Community service not only directs personal energy and know-how to society's most pressing problems, but I believe we reach our fullest potential as human beings when we work toward a common good."

More than 100 Pennsylvanians, representing 10 youth service programs throughout the state, were present at the White House in Washington when the President outlined his proposal.

In 1987, Gov. Casey created the Governor's Office of Citizen Service (PennSERVE) to expand opportunities for service. Pennsylvania is recognized as a national leader in community service and has been hailed by congressional leaders and U.S. Labor Secretary Elizabeth Dole as the leading or "lighthouse" state in youth service.

With the support of PennSERVE, a number of community service programs were initiated or expanded in Pennsylvania, including:

- * Summer Youth Service Corps. This initiative, announced by Gov. Casey June 3, re-directs funds from the traditional federal summer jobs program for economically disadvantaged young people into programs that perform much-needed community projects while enhancing the education, skills and self-esteem of young participants.

- * Urban Youth Service Corps. Operating in Philadelphia, Pittsburgh and McKeesport, these year-round corps offer young people a chance to enhance their education while completing projects that reinforce what is learned in the classroom.

- * School-based Community Service Initiative. In March, Gov. Casey announced that 40 Pennsylvania schools will receive annual grants of \$5,000 each under a three-year, \$1.2 million program designed to start or expand school-based community service programs.

- * Literacy Initiative. In his budget request, Gov. Casey proposed a college- and university-based literacy corps which

would support tutoring by college students. This is being planned in conjunction with the Campus Compact of 25 colleges and universities that joined together to develop major campus community service programs.

In addition, Pennsylvania has the second largest full-time Conservation Corps in the nation. The Pennsylvania Conservation Corps has given nearly 7,500 young Pennsylvanians the chance to "work, earn and learn" while serving the environmental and recreational needs of our Commonwealth.

PennSERVE also works with the independent Citizen Service Project based with the United Way of Pennsylvania, which is promoting youth service programs in all 67 counties, all school districts, and all colleges and universities.

"One result of our public-private partnership for citizen service is a great expansion of youth service to the communities of Pennsylvania this summer," Gov. Casey said.

"We are calling for a 'summer of service' by young people in all the youth service corps and college- and school-based volunteer programs, and the 25,000 young people in the Job Training Partnership's summer youth employment program.

"Again Pennsylvania is taking the lead and pointing the way in this new era of community service," Gov. Casey said.

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**Governor Robert P. Casey
Weekly Radio Address
June 3, 1989**

Every summer for the past twenty years, our state has helped direct federal funds to provide summer jobs for thousands of young people. For teenagers who -- for much of their lives -- haven't always received the kind of education, financial support or had the family environment that're so important to future success.

Young people enrolled in these programs earn a modest salary for summer work in public agencies or non-profit groups. Sometimes these jobs give worthwhile training, but all too often, they've simply meant cutting grass or filing papers. Rarely have these kids had a chance to feel that they're doing something meaningful, not only for themselves, but for their communities. Rarely have they been challenged to develop job skills, a sense of teamwork and reliability. Rarely have their summer job experiences helped them enhance their ability to compete in school and, ultimately, in the world of adult work.

By and large, such federally funded programs haven't successfully challenged these young people with meaningful, rewarding work -- work that's not only important, but that also builds character and encourages a sense of obligation to the community.

But in Pennsylvania, we're changing all that. This summer we're beginning a shift from the traditional summer job program for economically disadvantaged youngsters. We're setting it on a new course that provides real opportunity for both community service and personal growth.

I'm today announcing the creation of the Pennsylvania Summer Youth Service Corps. A new approach which changes the summer job focus from marking time with make-work to serving community needs and enriching skills that will be vital later in life.

I've often said that we get the best from ourselves and others when we're presented with a challenge, not with drift. That's why I established the Governor's Office of Citizen Service -- or PennSERVE. For more than a year, PennSERVE has been working to make some form of public service the common expectation and experience of all of Pennsylvania's young people.

And that's why we're calling for a Summer of Service in youth service corps and college and school-based volunteer programs throughout our Commonwealth. This year, in a spirit of public-private partnership, we're actively seeking to expand

opportunities for disadvantaged young people to serve their fellow citizens -- while also improving themselves.

We've already supported the creation of three Urban Youth Service Corps -- one in Philadelphia and two in the Pittsburgh area. And in March I announced a \$1.2 million program to help 40 Pennsylvania schools to start or expand school-based community service programs.

And in my budget request to the General Assembly I asked for funding that will help college-based literacy organizations develop programs for students to become volunteer literacy tutors to people in the community.

Today, I'm also announcing the allocation of some \$31 million in federal summer job funds, some of which will help support the new Summer Youth Service Corps.

At our urging, 16 of the state's 28 local job training organizations have agreed to dedicate a portion of their summer youth dollars to organize their young workers into crews dedicated to highly visible community service projects.

Through the corps, some 400 young people, most of them economically disadvantaged, will be contributing their energies and their efforts to work that a lot of us will be noticing in the months ahead. The goal is to give more of our young people the chance for a summer job that means more than just a paycheck.

Many of the crews will begin their summer employment with a rugged four-day wilderness experience, an "Outward Bound" program that's designed to enhance self-esteem and produce a spirit of trust and teamwork. There will also be academic help available to youngsters who need to enhance basic school skills.

This morning at historic Fort Mifflin in Philadelphia, 35 young men and women are receiving training to lead small crews throughout Pennsylvania on projects that benefit the community and provide the participants with a rewarding summer work experience.

Then its off into their home areas to begin the much-needed work projects. What these corps-members will be doing all depends on what's needed in their hometowns. For example:

In Pittsburgh, students will be renovating and restoring Highland Park;

In Montgomery County they'll be helping to reclaim Stony Creek by building dams and clearing the stream;

A crew from the Lehigh Valley will be repairing and replacing recreational facilities Bethlehem's Sand Island/Franklin Park;

And in Franklin County, corps-members will be helping to make Caledonia State Park a better place to take the family.

Most of these projects never would have been done if not for the Summer Youth Service Corps. All of us will benefit from the work that'll be accomplished before the summer's through.

But what really matters is the kids. Through their service corps experience, these young people will be investing their time and their talent to projects that mean something -- to them and to the community.

But we fully intend to expand our efforts to make community service the focus of the summer job program next year, and every summer after that. This is another way Pennsylvania is taking the lead in a nationwide movement toward citizen service. There's even legislation now pending in Congress which would establish throughout the country exactly the kind of program we've started here in Pennsylvania.

We have the obligation -- and together, we have the means -- to make community service the common expectation and common experience of all our citizens. And when we've done that, our's will be a state -- and a country -- of people who care for one another, invest in each other, with a sense of active citizenship that's worthy of our past and of our future.

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NEWS RELEASE

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EMBARGOED FOR RELEASE AFTER 10 A.M. SATURDAY, JUNE 3

GOVERNOR ANNOUNCES CREATION OF SUMMER YOUTH SERVICE CORPS

HARRISBURG (June 3) -- Gov. Robert P. Casey today announced the creation of a Summer Youth Service Corps in Pennsylvania, a pioneering effort to link community service with traditional federally funded summer jobs program for economically disadvantaged youth.

The service corps -- to operate in 16 Pennsylvania communities June through August -- will be supported with \$750,000 in grants, part of an overall \$31.1 million summer jobs allocation the governor announced in his weekly radio message.

Gov. Casey called the initiative "a new approach which changes the summer job focus from marking time with make-work to serving community needs and enriching skills that will be vital later in life."

"Through the corps, some 400 young people, most of them economically disadvantaged, will be contributing their energies and their efforts to work that a lot of us will be noticing in the months ahead," Gov. Casey said. | "The goal is to give more of our young people the chance for a summer job that means more than just a paycheck."

The summer jobs program is supported with federal Job Training Partnership Act Title II-B funds, made available through the state Department of Labor and Industry.

At the governor's urging, 16 of Pennsylvania's 28 local job training service delivery organizations have agreed to dedicate a portion of their summer-youth monies to fund service corps.

Through the corps, 316 economically disadvantaged youth and 109 other young people will be organized into 41 small crews led by paid crew leaders. State grants totaling \$86,403 will allow participation by youth who do not qualify as disadvantaged under federal guidelines.

The crews will work on highly visible community service projects needed in their hometowns. Many participants will begin their summer employment with a four-day wilderness experience designed to enhance self-esteem and encourage a spirit of teamwork. In addition, assistance will be available to those needing to enhance basic school skills.

Crew leaders are being trained today at Fort Mifflin in Philadelphia. Part of their training involves helping the Philadelphia Urban Youth Service Corps landscape the grounds surrounding the fort. The historic site is being restored through a grant from Mellon Bank.

Gov. Casey pledged "to expand efforts to make community service the focus of summer job programs next year and every summer after that."

The Summer Youth Service Corps program is one of several initiatives organized by the Governor's Office of Citizen Service (PennSERVE), which Gov. Casey established to encourage and enable

citizens to contribute to their communities in a meaningful way.

Other programs include support of three Urban Youth Service Corps, one in Philadelphia and two in the Pittsburgh area; creation of a \$1.2 million program to help 40 Pennsylvania schools start or expand school-based community service programs; and support of college-based literacy initiatives.

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1989

Attached are two lists describing summer-jobs grants. The first list contains information on the 16 service delivery areas (SDAs) that are sponsoring Summer Youth Service Corps programs and the second summarizes total federal summer youth allocations to all 28 SDAs.

The governor's radio message is also attached.

SERVICE DELIVERY AREAS OPERATING SUMMER YOUTH SERVICE CORPS

City of Pittsburgh- \$111,326 to fund four Summer Youth Corps projects, employing 40 disadvantaged young people in landscaping and park restoration, clean-up of public lands, and nursing home aide work.

Allegheny County - \$15,000 for the Summer Youth Handicapped Training Enclave to provide job experience and assistance to 10 "special needs" youth; and \$17,000 to provide 10 youth with jobs in community beautification projects.

Beaver County - \$20,520 for 10 youths to participate in conservation projects at Hopewell Community Park; an additional \$6,752 for five youths to take part in a basic skills tutoring and recreation project through the Beaver Falls School District.

Westmoreland/Fayette - \$18,710 for 10 youths to work at Linn Run State Park.

Tri-County (Butler, Armstrong and Indiana) -- \$36,142 for 12 youths to work on trail maintenance and fish habitat improvement at Moraine State Park.

Six County (Cameron, Clearfield, Elk, Jefferson, McKean and Potter) - \$19,000 for 16 youth work at East Branch Dam Park, Elk County and at the Kinzua State Park, McKean County.

Mid-State (Mifflin, Centre, Clinton, & Lycoming counties) - \$24,772 to employ eight young people clearing and marking the Old Logger's Trail in Trout Run, Lycoming County; an additional \$24,772 to employ eight youth to refurbish facilities and repair playground equipment at the Lycoming Day Care and Jersey Shore Day Care centers.

Philadelphia - approximately \$120,000 to employ 113 corps members on a variety of tasks, including on-the-job training in construction and maintenance jobs. Participants may also take

SUMMER SERVICE CORPS

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advantage of remedial education and work-readiness seminars.

Bucks County- \$10,944 for 10 young people working to repair and refurbish picnic facilities at Care Creek Park in Langhorne.

Montgomery County - \$40,266 to employ 10 workers to help with a reclamation project at Stony Creek, Norristown; and \$76,000 for two programs, one in the eastern part of the county and one in the western portion, each employing 10 corps members on various municipal projects.

Delaware County - \$20,200 to employ 12 participants working on the Delaware County Bicentennial Youth Service Corps project in Rose Tree Park, Media; and \$16,200 for 12 workers on another project at the Colonial Pennsylvania Plantation at Ridley Creek State Park.

Chester - \$40,000 for 10 corps members employed by the county's Summer Youth Service Corps work project.

Lehigh Valley - \$20,000 for 10 youth to help restore of the Sand Island/Franklin Park recreation area, Bethlehem.

Lancaster County- \$17,752 for 10 corps members employed by the Lancaster Area Vo-Tech Project in jobs providing printing and carpentry experience.

Franklin-Adams - \$37,296 for the Manito Summer Work Experience Program, providing basic skills training and general maintenance work experience for 12 corps members at Gettysburg National Park and eight members each at Caledonia State Park, Scotland School for Veterans' Children and Wilson College.

Susquehanna Employment and Training Corp. (SETCO) (Dauphin, Cumberland, Perry and Lebanon counties) - \$26,640 to provide training and work experience for 40 participants in a college intern program.

SUMMER SERVICE CORPS

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TOTAL FEDERAL SUMMER YOUTH ALLOCATIONS

Service Delivery Area	Summer 1989 allocation	Total youth served
Erie	\$ 897,145	921
Northwest Consortium (Clarion, Crawford, Forest, Venango & Warren counties)	\$ 950,033	422
Pittsburgh	\$2,041,058	1,528
Allegheny County	\$1,821,641	1,650
Beaver County	\$ 743,583	325
Tri-County (Butler, Armstrong, Indiana counties)	\$1,093,203	665
Fayette-Westmoreland	\$2,496,784	1,725
Washington-Greene	\$1,217,000	710
Six County (Cameron, Clearfield, Elk, Jefferson, McKean and Potter counties)	\$ 891,297	578
Southern Alleghenies (Fulton, Bedford, Blair, Cambria, Huntingdon & Somerset)	\$1,817,139	1,360
Mid-State (Mifflin, Centre, Lycoming, Clinton)	\$ 865,793	609
Central Region/CRTS (Columbia, Juniata, Montour, Northumberland, Snyder & Union)	\$ 823,841	533
Northern Tier (Bradford, Sullivan, Susquehanna, Tioga & Wyoming counties)	\$ 474,169	432
Lackawanna County	\$ 507,056	375
Pocono Counties (Wayne, Carbon, Monroe, & Pike)	\$ 490,612	339
Luzerne/Schuylkill	\$2,489,412	1,850
Philadelphia	\$4,771,374	6,000
Bucks County	\$ 572,017	400
Montgomery	\$ 813,916	500
Delaware County	\$ 574,193	400
Lehigh Valley (Northampton and Lehigh)	\$1,049,685	800
Berks County	\$ 586,526	475
SETCO (Dauphin, Cumberland, Perry, Lebanon)	\$ 694,890	720
York County	\$ 577,177	450
Lancaster County	\$ 448,583	244
Franklin-Adams	\$ 357,371	237
Mercer-Lawrence	\$ 595,619	400
TOTALS -	\$31,112,508	25,054

United States Senator Harris Wofford
Class Day Address at the John F. Kennedy School of Government
Cambridge, Massachusetts
June 3, 1992

Faculty, friends, and, of course, all of tomorrow's graduates and your families;

I know that some of you will receive what are called "mid-career" degrees. It reminds me of a recent Hudson Institute study which says that in the next century the average working adult would pass through seven careers.

I don't know that I've constantly been retraining, as Bob Reich might put it, for higher-order, value-added, symbolic analyzing tasks. But, in a sense, my own seventh career -- as the first Democratic Senator from Pennsylvania in 23 years did begin here at the Kennedy School.

I was at an Institute of Politics workshop on the idea of national service just over a year ago. It was here that I learned that Senator John Heinz had been killed in a terrible airplane accident not far from our home in suburban Philadelphia. And it was a month later that I went to the Senate -- determined to make something good come out of the tragedy of John Heinz's death.

I'm also moved to be here tonight -- as I was moved last week at the Kennedy Library dinner across the river on the 75th anniversary of John Kennedy's birth -- because of the ties that bind this school and me together through my leader in one of those earlier careers. This school named after him is, most appropriately, dedicated to enhancing the professionalism of public management. As someone who's always strived to light fires under governments and bureaucracies since I was a teenager, I believe deeply in your mission.

And, of course, I got to keep my new job by winning an election against one of your recent former Institute of Politics directors. Described as "an aging, nearly anonymous New Frontiersman," I was said to be up against a "world-class political pro." "A Bambi up against Godzilla," they wrote.

So I'm here to encourage you to go against the odds, and take on the godzillas -- and even the political pros -- who may stand in your way, as you go forth to your own new frontiers.

And I salute you as you set forth! That's an old Army Air Corps salute that's become the trademark of our Pennsylvania campaign.

Last week at the Library, talking to John Kennedy, Jr., nearly 30 years after his father's assassination, I wondered if maybe my salute sprang from the memory of a little three year-old saluting his father's coffin as the caisson rolled toward Arlington. Maybe I've been wanting to salute John Kennedy for 30 years.

My remarks tonight will try to roll together in one ball a part of John Kennedy's unfulfilled legacy that you and I together should be able to fulfill in our time. I am here to challenge you in one vital sphere to make a reality of John Kennedy's primary proposition, that we should ask not what our country can do for us, but what we can do for our country.

My salute to you comes from my heart, because I know you are not asking what your country can do for you -- a question probably more often asked by your friends across the river at the Business School -- but asking instead what you can do for your country, for your community and for your world.

There is, of course, much you can and will do. And my salute goes with you -- whatever you choose to do. But I want to speak tonight not about how we can draw more and better professionals into public service...that's preaching to the choir in this building.

I want to talk about what all of us, as "amateurs," as lovers of the common good -- that is, what all citizens and especially all young people -- can and should do for their country.

As my wife says -- "complains" might be a better word -- for the past forty years, wherever you set me down, my political compass will quickly spin around and point toward the idea of universal service...and especially to the idea of national service by all citizens coming of age in America. All -- rich and poor and middle class, high school drop-outs and college-bound, young people of all genders and sexual orientations, of all races and cultural backgrounds. I mean service in the military forces as well as in what I hope will be much larger citizens forces.

This idea of universal service, beginning with the young, has taken on new urgency in the aftermath of last month's events in Los Angeles, at a moment when we have finally turned our attention to the problems of our inner cities and of our young people.

It's too bad that to get the nation's attention we must fall from the high rhetoric of 1000 points of light to the 1000 fires in Los Angeles. But in our history it's always been true that on the great problems it takes great pressure, great struggle, great drama, even often great tragedy to get the great action required.

I'm not just thinking of those who marched and went to jail and died to get the right to vote for Black Americans and bring down the walls of legal segregation. I'm thinking specifically about one of my last conversations with Martin Luther King.

He had reached one mountaintop but found the Promised Land still far away, over other peaks of a whole range of mountains yet to be crossed. He was beginning to move up the next steep slope -- the mountain of poverty in our cities, the mountain of class mixed with race, the mountain we have not climbed. And he has met defeat in the streets of Chicago, and was going on to Memphis.

Martin raised the possibility of persuading the people of one of the nation's worst slums to openly, deliberately, peacefully walk out of that slum and, at a publicly-stated time, set it afire. To set a blaze that would sear the conscience of the country. And to go to jail for doing this and stay in jail until the country acted.

I doubt he would have gone that far, but in any case, the fire has come this time and one thing we know is that when fires were set violently in his own day, Martin Luther King's message wasn't "Burn baby, burn!" It was "Learn baby, learn."

Last month, the day after the riots ended, from dawn until dusk, I was in the streets of South-Central Los Angeles. I saw the worst and the best of our country: I saw the burned-out stores, smelled the smoke, and talked with the people. With pastors and parishioners, with high school students, with young black professionals, with police and national guardsmen, with volunteers cleaning the streets.

I saw miles of Los Angeles that had the look of Third World cities I've seen smoldering under police or army rule.

Old graffiti was being painted out at one corner while new graffiti was being sprayed on at another, with Los Angeles Police Department SWAT team members looking across their guns at the most frequent slogan on the walls: "Kill the L.A.P.D."

An unconcerned young man moved away as we neared the graffiti he had just tagged on the last wall of a burned-out block. It was only his nickname to show he'd been there.

"He's a gang-leader," said my guide, Tracy Robinson, a specialist on the gangs that he said had enlisted 90,000 young people -- and caused hundreds of gang-related deaths the previous year.

And I saw the better angels of our nature at work, men and women of all colors and cultures who were clearing the debris in small teams all that long Sunday.

With shovels and brooms thousands of volunteer citizens had responded to the call of Edward James Olmos, to join him at 6 a.m. at First and Broadway. The star of Stand and Deliver and Miami Vice had driven to TV station after station, issuing an appeal to join in cleaning up the mess caused by the fire and then cleaning up the mess that caused the fire. "I'm just using my medium," he told me as we walked along Broadway early Sunday morning.

What struck me with special poignancy was that I had seen it all before. Twenty-seven years ago I walked the streets of Watts after the terrible riots of 1965 engulfed that section of South Central L.A. The refrain from the Sixties song rang through my head, then and now: "When will we ever learn?"

What should we learn from Los Angeles? First of all, that this is not just a crisis of cities, or of race -- though it is indeed both of those -- It is in its most explosive form, a crisis of our young people.

That point was put to me by Pastor A. D. Iverson of the Paradise Baptist Church in Southcentral Los Angeles. He sat in his dark study without electricity, with two candles flickering on the table, and told me that not all the rioters were black or Hispanic, but all were young.

We are losing our young, he said, to alienation, hopelessness, frustration, and anger, to the epidemic of crack cocaine, to the gangs that replace family, church or any other institution that instills the values of responsible citizenship and productive workmanship.

"This was a wake-up call," Reverend Iverson said. "Pray God we don't press the snooze button." The lack of good education, the lack of challenging work or good jobs for which they are ready, the lack of constructive alternatives and opportunities for the young was the crux of the problem, the pastor said.

A remarkable group of volunteer students with whom I met at the end of the day pressed the case that the cause of the alienation among their peers was the sense that they had no way to participate in society, no way to do something important, no alternative form of action than the excitement and camaraderie of the street gangs.

Those high school students, and many of the older people with whom I talked, pointed to the whole process of coming of age in America today. With vivid evidence, they spoke of the need for early childhood education for all, beginning with prenatal care, good day care and Head Start. They liked the idea of using summers, to get challenging experience either in intensive "Upward Bound" learning, or in "Outward Bound" in the wilderness, or in effective apprenticeship work, or in well-organized, demanding community service corps.

They said they would enlist for a year or more of full-time community or national service after high-school, together with other young people from all backgrounds, if well organized projects were available and if their living expenses could be paid.

They wanted to tutor younger kids or care for senior citizens, fight graffiti, reclaim neighborhoods from drug dealers, be supplementary community police, repair parks or rehabilitate homes for the poor.

In any case, they wanted to stop being viewed as the enemy or as a danger and begin to be viewed as a resource -- as talent ready, earlier than people might think, to make a difference.

The toughest indictment of our current dependency system, and the best argument for how to change it, was best put to me a few years ago by a young high school dropout, this time in Philadelphia. He had gone from a street gang into the Philadelphia Youth Service Corps.

When I asked him why he had enlisted in the Corps, he first said something like this:

"Look, all my life people have been coming to do good against me, I got tired of people trying to help me all the time. This Corps asked me to do the helping. I'm doing something now, I'm making a difference."

And I believe this principle makes all the difference. The saving principle in this life, for all of us, is to serve not to be served. To learn responsibility by taking it. To learn citizenship by doing it.

Where does this lead? It leads all the way back to the Thirties for some light on what worked in the Great Depression...and where we went wrong. What worked was the Civilian Conservation Corps that enlisted almost three million young unemployed Americans in residential, army-run camps in or on the edge of our parks and forests.

The corpsmembers of the CCC were challenged to achieve big goals. Their success in later years proved that the qualities of productive workers and good citizens are much the same: initiative, responsibility and teamwork.

What worked with F.D.R. was work -- not the dole, not welfare, but work, and for the CCC corps members -- in the nation's service. The young men of the CCC transformed our parks and forests and then graduated into the National Service of World War II. More importantly, they transformed themselves. Just as the G.I. Bill after that war was one of the best investments America ever made, so was the Civilian Conservation Corps.

And the story of its boldness and speed of its creation should give a fresh sense of possibility to those of you future government servants who have come along in an era when the federal government hasn't been able to take action on any of the great domestic challenges facing our country.

Roosevelt showed how fast and efficiently we can get action when we work together. A week after first outlining the CCC idea, in the middle of March 1933, Roosevelt sent a message to Congress calling for its enactment. Ten days later, March 31, 1933, Congress established the Civilian Conservation Corps in a simple, two-page act.

F.D.R. set a goal of 250,000 corpsmembers in camps by early summer. And by the end of July, there were 1,300 camps with over 300,000 young men in the woods. One of the leaders in developing the CCC was a Colonel on his path up the ranks: George C. Marshall, who managed 17 CCC camps in the southeast. Some people talk about a "Marshall Plan" for our cities. But this is the kind of Marshall Plan I would like to see today.

After World War II, the CCC was forgotten, until the War on Poverty was being planned by Sargent Shriver in the Sixties. The proposed residential Job Corps had some of the elements of the CCC, and it's proved very worthwhile. But it was and is a job-training corps, not a service corps. It is an intense form of learning for those who need it most.

Sargent Shriver used to say that those who really need a good prep school away from the distractions of their home conditions are not the very rich, but the very poor.

He planned for 100,000 young people to be in the Job Corps in the first three years and then go up to half a million. It never got beyond 70,000 because of the war in Vietnam.

When I had the privilege of helping Sargent Shriver in the early days of the War on Poverty we also envisioned a million strong Volunteers in Service to America -- the Peace Corps come home. But VISTA never passed the 10,000 volunteers mark for the same reason.

When the War in Vietnam consumed the attention and resources of the country, the idea of asking all young Americans to serve for a year as volunteers for the rebuilding and education of America was trampled under by the fight over the draft and a war that divided our nation against itself. But the idea of large-scale, voluntary national service has been turned up again by the harsh logic of events that came to a climax in Los Angeles.

Let me tell you more specifically what I have in mind so that I can throw this ball -- this idea for action and social invention -- to you. First, I want to make clear I am not proposing the one big, federally-run domestic Peace Corps that we once envisioned.

Instead, I see us coming to a new GI Bill for all young people, with a voucher for a year or two of living expense stipends that could be used to support work in a wide range of service programs run by local, state or federal governments, or by communities, churches, student organizations or non-profit corporations. After which the corps members would have earned an educational bonus to help pay for college or further job training.

We already have the National and Community Service Act of 1990 to build on. That creative law is supported by Republicans as well as Democrats and its crafting and enactment by the senior Senator from Massachusetts is another of the many ways Ted Kennedy has carried on the legacy of his brothers. That Act has laid the foundation for the rebirth of the CCC and of other forms of effective youth service corps.

Such corps, in which the corpsmembers "serve, earn and learn," are an important part of the answer to the crisis of the young. More than sixty such corps are in operation today around the country. Pennsylvania is proud to lead the way with the largest number of youth corps of all kinds. Every city, every community can develop one or more.

Indeed, I think the best such effort already underway is right here in Boston, the City Year program, founded by Harvard graduates Alan Khazei and Michael Brown. It brings together urban and suburban young people, college-bound and high school dropouts, rich and poor of all colors in an intensive, year-long service corps that offers a weekly stipend of \$100 and a \$5,000 bonus on graduation.

There were five applicants for each place last year. There will be ten for each place this year.

A second building block is Senator Boren's Community Works Progress and Youth Community Corps Programs Act which I am co-sponsoring. Support for two new national youth corps are key elements of that legislation.

A Youth Community Corps would allow secondary school students to earn college scholarships by working on approved community projects after school, on weekends, or in the summer. And a National Youth Community Corps, would create dormitory environments for young people age 17 to 22 to work on projects ranging from reforestation to auxiliary police work to urban renewal. Help me and our dozen Senate co-sponsors to get this bill passed.

Third, we need to reclaim the original idea behind college work study. When Congress created the program almost 30 years ago, it assumed that most of those student jobs would be in the community. But colleges and universities have defined the public service programs that students would work in as programs on campus helping their own budgets.

That's an indictment of the leaders of higher education. I was a college president and was part of that whole process and understand the budget pressures. But join me in asking colleges and universities to see that the majority of those jobs are in fact serving the community.

Fourth, an expanded investment in the Job Training Partnership Act would be helpful. But there is already more than a billion federal dollars a year spent on mandated youth programs. What we need most is a change in approach. Too often the "work experience" for youth in these programs is merely make-work. They punch the clock, fill the time, but do nothing that will give them the chance to develop the kind of skills, sense of discipline and self-reliance that will be essential for them to succeed in the world of work.

These federally funded job programs need to reorganize and refocus their efforts along a youth corps model. Doing so would make possible a quantum leap in youth service without having to spend an additional dollar.

Fifth, we must expand VISTA and the Peace Corps. Having been involved in the founding of both the Peace Corps and Volunteers in Service to America -- our domestic Peace Corps -- I know these programs can change lives. Not only of those who are helped, but of those who do the helping.

That's the hidden genius in the idea of service corps. That's what that Philadelphia Youth Service Corpsmember understood when he said he was tired of people doing good against him. Let me say it once more: Service is a way of developing the characteristics needed not only for responsible citizens, but also for productive workers -- discipline, self-reliance, teamwork, initiative, leadership and a commitment to life-long learning.

There have been enough pilot programs to prove that this approach works in the 90's as the CCC worked in the Thirties. The time has come for the pilots to ignite the whole furnace.

This is one idea that transcends politics, that goes beyond left or right, that draws on the liberal agenda and the conservative agenda at the same time. It is an idea that brings Arthur Ashe and Sam Nunn, Bill Buckley and Bill Clinton, Marian Wright Edelman and Father Hesburgh, Barbara Mikulski and General Schwartzkopf together on the same platform.

Work not welfare is now a self-evident truth and we know we can begin applying this principle to the young. We understand that personal responsibility and self-esteem can't simply be taught, they have to be earned.

It's a scandal that we know this but sit by while another generation of inner-city young people drop out of school, or graduate from school into the streets, joblessness, drugs and the dependency systems of welfare or prison. And it's a scandal that a society with children who need care, roads that need repair, bridges that need building is allowing and sometimes paying able men and women to sit idle. It's a scandal, too, that we do not challenge the college-bound to move beyond a self-centered life of civic indifference.

In cities across our country 10-year-olds point loaded guns at each other's heads. It's time for Congress and the White House, Democrats and Republicans to stop pointing fingers at each other's policies.

It's time to sit together around a table and hammer out solutions that do work, instead of wasting time and money on those that don't.

In our hearts and in our minds we know why angry, jobless, hopeless young people burn and loot their own communities. We don't need another commission, another study, another pilot program. We need action. Immediate and sustained action.

So let us begin. Let's begin at the place where we can most agree. Let's commit ourselves to saving another generation of young people by engaging them in the hard work of building their own communities, starting with the rebuilding of Los Angeles by the young of Los Angeles. Let's challenge and enable and empower them to do so.

The results will not only bring new hope to our nation, but new purpose as well. It will also represent a return to the tradition out of which this school grows: a belief that public service fulfills an obligation to our country, rather than a privilege the country can bestow.

When John Kennedy was asked how he became a war hero, he replied, "I had no choice...they sank my boat." But when he was asked why he entered public service rather than just enjoying his family's wealth, he invariably explained that he felt obligated to serve.

He didn't say that because he had a \$100 million to spare so he might as well run for president. He simply said he owed it to his country.

That was a powerful ethic. An ethic we must return to today if we're to break the gridlock in Washington and take the kind of action the people of this country are calling for to rebuild our economy, reclaim our cities, protect our environment and make the right to affordable health care a reality for every American. An ethic we need to put into action before the problems mounting around us sink our boat.

Let's begin building that ethic in our youngest citizens. And maintain it in our own careers.

The best commencement address I ever heard was given by my best teacher -- though never, unfortunately, in a classroom -- Scott Buchanan, the philosopher and founder of the Great Books program at St. John's College in Annapolis. He told the graduates not to be overawed by the systems, ideologies, and worlds around them because, "for all their high and mighty poses, they are only possibilities, which with boldness, laughter and ingenuity on our part can be set aside and replaced. For the best of all possible worlds is yet to be found, if Satan is to be confounded and God is to be justified."

That was also John Kennedy's approach. I'll never forget his mandate to me as he assigned me to organize executive action for civil rights -- to help him use the power of the Presidency to achieve the full constitutional rights of all Americans.

His job description was just this: "Harris, you know what we need to do in civil rights. Go do it."

That is my message to you tonight. You know much of what needs to be done in America and for America. Now, with boldness, laughter and ingenuity, go do it.

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From the office of...

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FOR IMMEDIATE RELEASE

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**SENATOR WOFFORD SALUTES COMMISSION'S PROGRESS; SAYS
NATIONAL SERVICE MUST MOVE FROM PROMISE TO REALITY**

WASHINGTON (January 14) -- United States Senator Harris Wofford, who helped found the Peace Corps and is a strong advocate of a new system of national service, today issued the following statement on the release of the Commission on National and Community Service's first annual report:

"The Commission on National and Community Service and the Points of Light Foundation were started with strong bipartisan support by one of the most creative pieces of legislation crafted in this decade.

"In the past year, the Commission has begun to promote the development of a major national and community service movement focused on our young people, but welcoming Americans at every stage of life. Today's report details some of the efforts in the Commission's first year of operation and presents a bold vision of national and community service for the future.

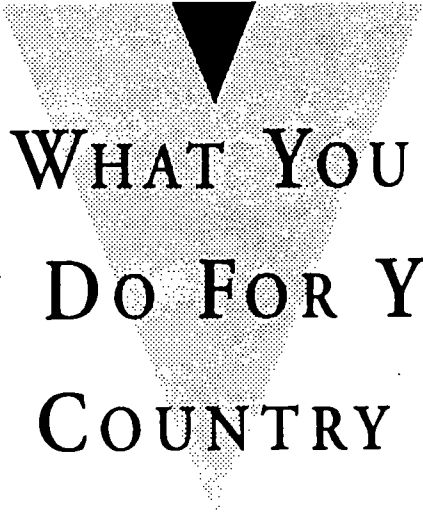
"This first report of the Commission points a practical way toward the step-by-step, year-by-year development of a diverse, decentralized and voluntary system of national service. The report describes the success of "pilots" of youth service all across the nation, from the Mississippi Delta Corps to Pennsylvania's PENNSERVE, from Boston's City Year to the Los Angeles Conservation Corps, from the University of North Alabama to Notre Dame and kindergarten through high school efforts in almost every state.

"It is time for the pilots to ignite the whole furnace so that the opportunities for national and community service will be available to a far larger number of Americans.

"This account of what works and what doesn't and proposals for how to build on this experience should be of great help to President-elect Clinton and Congress as we take-up the challenge of turning the idea of national service from a promise to a reality.

"I salute the work of this Commission and its able Board and look forward to working closely with them to bring the spirit of the Peace Corps home.

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WHAT YOU CAN DO FOR YOUR COUNTRY

Final Galley Edition



Report of the Commission on National and Community Service

Executive
Summary

In 1990 Congress passed the National and Community Service Act, which recognized the need for a renewal of the ethic of civic responsibility in the United States. The Act authorized the creation of a Commission, governed by a bipartisan 21-member board of directors, and charged it with numerous responsibilities including the making of grants in four areas: K-12 schools, higher education, youth corps, and national service models. Congress appropriated \$75 million for fiscal year 1992.

During its first year of operation, the Commission received 504 applications from 388 applicants for \$226 million in these four areas, and made 153 grants totaling \$62 million. In addition, the Commission has either made, or is making, grants for innovative projects concerned with Foster Grandparents in Head Start centers, the Peace Corps and an effort related to historically black colleges and universities, rural youth, retirees and volunteer service, and special state governors' initiatives, and for one or more regional service learning clearinghouses. It assisted in the development of the President's Youth Service Awards program and an Executive Order calling on federal agency heads to encourage their employees to participate in community service. It selected a specialized firm to evaluate grantee programs. It took initial steps to build working partnerships with grantees and others in the field of community service, and to facilitate shared learning among community service leaders. Nevertheless, much remains to be done.

The Act requires the Commission to submit an annual report to Congress covering the programs that receive grants, and to "advise the President and the Congress concerning developments in national and community service that merit attention."¹ This first report concentrates mainly on the second of those tasks, since states and their subgrantees are still early in the implementation process.

In this report we characterize the current state of community service in the country, discuss the grants and other actions the Commission has taken, and sketch some alternatives about the way forward. (We use the term "community service" to refer to the full scope of service activities—full-time and part-time, unpaid and stipended, occurring in free-standing organizations such as youth corps as well as those integrated in schools and other community or service organizations, or simply as one person reaching out to help others. We reserve the term "national service" for ser-

vice that represents a major life-commitment—roughly, a year or more of full-time service, or its equivalent in part-time service over a longer period.) The report is based on field visits by board members and staff, consultations with many people active in community service, and hearings on national and community service held in December, 1992 in Minneapolis, Los Angeles and Washington, D.C.

This report is intended to be a useful contribution to the nationwide dialogue on national and community service that is already well underway.

We have published a separate document that gives the details of all grants made and actions taken by the Commission to date. Also available is a staff discussion paper on national service expansion.

1—The Promise of National and Community Service

Although we recognize the large-scale contributions of adult and senior citizen volunteers, and envision them to be a major part of a network of community service opportunities, this report, reflecting the Commission's initial priority, focuses largely on youth service. Examples in this chapter illustrate how engaging young people in productive service can build self-esteem and self-discipline, develop practical skills, establish bonds of community, inculcate a sense of civic responsibility, and provide something valuable to others.

What's more, youth service can be a potent form of "social judo." Unemployment, crime, drugs, social disintegration—these problems are bad for all, but worst for our young people. As examples in this chapter demonstrate, community service can turn the citizens most burdened by these problems into important parts of the solution.

What is needed, more than any specific service program, is a culture of service and a network of community service opportunities, open to and inviting to all, from kindergarten through adulthood.

2—A Context for Action

This chapter reports on how the Commission's work had a great deal on which to build, both in the traditions of our country and its people, and in the momentum of a revitalized youth service movement that has been gathering strength for more than a decade.

The diverse currents of the resurgent youth service movement are springing up from state and local, public and private initiatives all around



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the country. As promising as this movement is, many programs are new and small, funding is often tenuous, and there is too little supporting infrastructure and evaluation.

The Commission adopted a strategic vision that stresses integrating community service into the fabric of American life. The Commission defined three main strategies: Encouraging model programs, developing leaders and organizational infrastructure, and contributing to visionary, coalition-building leadership of the field.

We appreciate that our own role is limited, not only because our financial contribution is a relatively small share of the total being spent on community service at present, but also because federal agencies have been notably unsuccessful at solving local community problems. But even in a limited role, the actions of the federal government can make an important contribution to the state of community service.

3—The Formative Years: Service Learning Among School-Age Youth (The Act's Subtitle B, Part I)

Several schools around the country have already made learning through service an integral part of the regular school curriculum. And youth-serving organizations and community-based groups increasingly view young people as resources for the community rather than as simply recipients needing services themselves.

A recent survey reported that 61 percent of 12-17-year-olds volunteered an average of 3.2 hours per week in 1991. Research and evaluation studies of service learning in schools are limited, but they consistently tend to show positive results for both server and served. However, available information suggests that service learning activities are reaching relatively few children during their time in school.

To seed further growth and expansion, the Commission in the last year distributed \$16.9 million to 47 states, the District of Columbia, Puerto Rico, 3 Indian tribes, and 5 local organizations. (The \$16.9 million represents 75 percent of the \$22.5 million appropriation for Subtitle B, which also includes higher education.) Some funds went to eight states designated as "leader states," capable of serving as models and resources for other grantees.

For improving school-age service, we put forward two goals for consideration:

1. *Elementary, middle, and high schools in which service is a central practice across the curriculum should exist in every state and major metropolitan area.*

2. All middle school students should have the opportunity to participate, ideally during the summer, in an intensive community service program, at least once before high school.

Achieving these goals would require, among other steps, developing innovative leaders and the level of service in schools, supporting service learning coordinators, training teachers in service learning, and building or supporting existing state or regional resource centers.

4—Community Service in Higher Education (Subtitle B, Part II)

Higher education can be a cornerstone for the broad-based, life-long network of community service opportunities that we would like to see in this country. And service experiences during this critical period of growth can have a powerful impact on people's choices concerning careers and life interests.

Although the seeds of some town/gown partnerships were planted in the 19th century, since the 1980s a surge of activity has been carrying the college community service movement beyond its earlier base. There are no aggregate statistics, but we know that last year more than 140,000 students at Campus Compact's 305 member schools participated in weekly service. The Campus Outreach Opportunity League works with students and faculty at 650 institutions, and 150 schools provide academic credit for service learning programs offered by the Partnership for Service Learning. And there are countless local and national, student-initiated service programs. But the potential of the 14.2 million students in higher education and their 3600 institutions has just begun to be tapped.

The Commission awarded 58 grants totaling \$5.2 million for programs in over 200 colleges and universities. Most fell into one of four categories: supporting multi-institution programs and infrastructure, putting service learning into teacher training, encouraging innovative models of tutoring and mentoring, and sponsoring innovative projects in other areas.

Here, we also put forward two goals for consideration:

1. Most colleges and universities in the country should be offering a wide variety of opportunities for students to do worthwhile service in their communities. To do so, they are likely to need active community service centers.

2. Higher education institutions in every state and metropolitan area should be making substantial contributions to meeting key public priorities: school reform, community revitalization, and leadership development for the community service field.



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5—Youth Corps: Reconnecting America's Youth (Subtitle C)

Youth corps (generally full-time, stipended programs) can offer young people a lot, especially the “forgotten half” of our young people who don’t go to college, the 10 million 16- to 24-year-olds who don’t have jobs and aren’t in school, the military, or prison. At their best, they encourage a service ethic, help corpsmembers develop job skills and disciplines, and create a sense of community. Among the ingredients of good corps are active service learning built into everything the corps do, a variety of worthwhile work assignments—including some in education and human services, and attention to the development of marketable skills.

In 1991, 58 state and local corps (in 26 states plus the District of Columbia) provided service opportunities to approximately 13,500 young people in year-round programs and another 4600 in summer programs. In addition, a few corps provided part-time opportunities to about 1000 young people. The average annual cost per corpsmember is between \$15,000 and 20,000.

Half the states don’t have a single corps and most of those in existence operate on a shoestring and are hard-pressed to provide the corps experience needed for maximum impact on corpsmembers. Funding and attrition are chronic problems of most corps.

The Commission awarded approximately \$22.5 million in grants to 24 states and localities, and six Indian tribes—some to be used for starting new corps, some for strengthening established programs, and some for special disaster relief grants. The states in turn are awarding subgrants to local corps. Our impression is that the corps could have profitably used at least twice the level of funding we were able to provide.

We put forward two goals for consideration:

1. *Enable all established corps to achieve high quality in four key areas critical to ensuring meaningful service experiences for corps members: quality of assignments, service learning, preparation for post-service life, and staff development.*
2. *Expand substantially the number of opportunities available for young people to serve in youth corps.*

6—National Service: From Theory to Practice (Subtitle D)

Subtitle D of the Act charges the Commission with making grants to states or Indian tribes for “the creation of full- and part-time national and community service programs” that will “serve as effective model(s) for a large-scale national service program.” Congress appropriated \$22.5 mil-



lion to fund such grants (and related activities, such as training and evaluation) during fiscal year 1992. Last year, the Commission granted funds to eight programs to test a variety of different answers to the principal questions usually raised about national service.

Based on the limited amount we already know, we can provide some help in answering questions that the Administration and Congress may soon have to consider:

Why national service? In general, the best programs seem to address four objectives in combination: Addressing unmet social needs, enhancing personal development and building skills and employability of the participants, bringing diverse participants together on the common ground of service to others, and providing the people to strengthen and knit together the community service network as a whole.

Who would serve? In our view, community service opportunities should be available to all, but the initial expansion of national service should focus mainly on youth.

In what kind of program would people serve? A network of diverse, locally-based programs would respond best to America's great variety of needs and circumstances and to the variety of capabilities and interests of prospective volunteers. Such activities would include some federally-operated programs, as well as ones that are operated by state and local governments and by private organizations.

What work would volunteers do? They would perform a wide variety of roles in the four areas set out in Subtitle D of the Act—education, human services, public safety, and the environment.

Should service be mandatory or voluntary? It should be voluntary, though participation ideally would be widespread. Participants are likely to be most committed and effective when they have made a positive decision to volunteer.

Should participants in national service receive stipends? In our view, volunteers should receive cost-of-living stipends for programs of full-time and equivalent part-time service. Volunteers must have enough to live on, or the opportunity to serve will be available only to the well-off. Furthermore, post-service benefits for educational and training expenses would be useful.

How would national service be funded? Using one scenario, the Commission estimates that the total annual cost for 100,000 national service participants would probably be in the range of \$2 billion. If the funding partnership provided for in the Act is followed, the incremental cost to the federal government would be substantially less than that amount.

Our observation of current programs and our analysis of the main



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challenges lead us to believe that it would be feasible to expand the number of worthwhile national service opportunities to approximately 100,000 within a few years, if Congress elects to appropriate the amount of money necessary. In order to expand well, at least four key challenges would have to be met: leadership development, program development, training and support, and network coordination.

7. Building the Community Service Network

The Commission looks forward to the day when community service is so integrated into the fabric of American life, involving thousands of institutions both public and private, that it engages millions of Americans in dealing with critical social problems at the local level.

This chapter describes some communities that are well along the way toward building community service networks. The networks are being funded by a range of interested parties, including organizations such as schools and parks whose mission is supported by community service integrated into the way they do their work; public and private organizations concerned with youth development; all levels of government; and foundations, corporations, and individual citizens. In spurring new program development, the federal government's role includes fostering local innovative programs and network builders.

Building the community service network we envision would call for leadership at all levels. However, the President, supported by other federal leaders, could make a crucial contribution by placing community service squarely on the agenda for national renewal. Several initiatives would help: Engaging the heads of our major institutions in community service leadership, encouraging concrete initiatives by federal departments and agencies to make optimal use of community service approaches, and calling on all Americans to participate in an annual Serve America Day.

If America is able to stimulate and support the development of a more effective community service ethic, the expansion of community service opportunities, and the broadening and strengthening of organizational infrastructure and leadership, then young people—in fact, all Americans—will have ample answers to the question: What can you do for your country?

FOOTNOTE

¹The National and Community Service Act of 1990, as amended, Pub. L-101-610, Section 190(c) (1).

United States Senate

WASHINGTON, DC 20510-3803

THE CIVILIAN COMMUNITY CORPS (CCC) DEMONSTRATION PROGRAM

Legislative History

Originally introduced in March as part of S.2373, the Civilian Community Corps was accepted as an amendment to the 1992 Defense Authorization Bill -- offered by Senators Boren, Wofford, Nunn, Kennedy, Mikulski, Simon, Dixon, Dole, Warner, Domenici, McCain, Reid and Seymour. For FY'93, the appropriations for the Civilian Community Corps will be \$20 million.

The CCC component was one of three civil-military youth service initiatives that were included as part of both bills by this strong bipartisan coalition. \$30 million was appropriated to the National Guard Youth Opportunities Pilot Programs to run ten demonstration programs for dropouts and other at-risk youth. These programs, run by the National Guard, are part residential and part non-residential in nature. \$20 million was also appropriated for the Commission on National and Community Service to run programs that involve former, inactive or discharged military personnel in non-residential youth service efforts and/or are located in communities negatively impacted by military downsizing.

Program, Participants & Content

There will be established two divisions of the new CCC: a Summer National Service Program and a National Service Program.

The Summer National Service Program will give young people between the ages of 14-18, primarily from disadvantaged backgrounds, the opportunity to work for a few months on projects that will benefit the community. In return they can receive room, board, reimbursement of necessary expenses, a living allowance, and either an educational credit up to a maximum of \$1,000 or half that amount in a post-service cash benefit.

The National Service Program will give a diverse group of young people between the ages of 17-25 -- from all over the country of all races, classes, creeds and socio-economic backgrounds -- an opportunity to work on valuable community projects for 9 months to 1

year. Corpsmembers will receive advance service training in project-specific skills so as to be able to tackle more difficult assignments of greater community benefit. The National Service Program provides room, board, reimbursement of necessary expenses, a living allowance, and an educational credit up to a maximum of \$5,000 or half that amount in a post-service cash benefit.

Initiatives will be developed to assist corpsmembers complete the transition from the CCC to school or work. Support services shall be provided to the extent necessary.

The CCC programs are to be run by a permanent cadre that in addition to retired, discharged or inactive military service persons, shall be composed of persons with experience in service, educational or other arenas. The cadre will also ensure the training of the corpsmembers of both the summer and national service programs. This cadre will be comprised of people from diverse ethnic, economic, professional and geographic backgrounds.

Every corpsmember will take part in a 3-6 week common curriculum that includes a comprehensive service-learning curriculum designed to promote team-building, discipline, leadership, work, training, citizenship, and physical conditioning. National Service corpsmembers will receive additional project-specific skills training.

Each camp superintendent will identify and select community service projects that will encourage diverse teams working together in corps. The projects will be labor intensive, and provide community benefit and opportunities for service-learning and skills development. The Secretaries of Agriculture, Interior, and HUD shall develop proposals for Corps projects pursuant to guidelines prescribed by the Director. Other public and private agencies, including representatives of local communities in the vicinity of a Corps camp, as well as corpsmembers themselves, may also develop proposals for projects. As defined by the National and Community Service Act of 1990, community service includes physical labor, and human and social services.

Administration of the Demonstration Program

The new CCC will be run under the auspices of the bipartisan Commission on National and Community Service -- a federal agency created by the National and Community Service Act of 1990.

A Director will be named by the Commission's Board. The Director may be a retired military person. The Director will be advised by a Civilian Community Corps National Advisory Board comprised of various Secretaries and persons appointed by the Director who are broadly representative of educational institutions, industry, youth organizations, labor unions, service groups...to assist in the development and administration of the new CCC.

The new CCC will be residential in nature and to the maximum extent practical will use excess capacity in military bases. Also to the maximum extent practical, retired, discharged or inactive military personnel will be involved in operating the new CCC.

The Defense Department shall establish a Liaison Office to the CCC to help coordinate activities and to help develop a cadre of personnel to manage and supervise CCC camps, projects, and corpsmembers.

The Department of Labor, in conjunction with the Department of Defense, will help to identify and assist in establishing a recruiting system for young men and women corpsmembers.



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Senate

Mr. WOFFORD. Mr. President, in passing the higher education reauthorization bill, the Senate is taking an important step in adapting our Nation's system of higher education to the realities of the 1990's and the challenges of the next century. This legislation will improve access to education for low and middle-income students who, in recent years, have been squeezed between spiraling tuition costs and the unavailability of scholarships and student loans. I hope this bill marks the beginning of a new commitment to focusing our resources on investments in our Nation's most precious natural resources—our children.

I am particularly pleased about two elements of the measure. First, this higher education reauthorization includes a provision that will make it easier for middle-income families to send their children to college. This provision—which is based on the very first piece of legislation that I introduced in the Senate, S. 1140—will stop the collision of two American dreams: the dreams of owning a home and the dream of sending children to college. Families who have college-bound children understand too well that they can't get financial aid because of the accumulated equity in their homes. Families who spent years paying off their mortgages should not be penalized for their efforts by our system of financial aid.

The provision I underscore tonight excludes the value of a family's home or farm from the calculation of the parents' assets. It helps struggling middle-class families on limited incomes send their children to college. No longer will college aid be out of reach for children from families whose home is their only major asset. Tonight we send to the President, a bill to protect the American dream, and to

make certain that parents seeking to pass on a better and brighter future to their children can do just that. In many respects that is the essence of the American Dream: hope for a better life for our children.

The second element of this bill I want to highlight is our improvement of the Federal Work-Study Program. When Congress created the Work-Study Program almost 30 years ago, it envisioned that many of the college students who received this new form of student financial assistance would give back to their communities through service. Congress called upon colleges and universities to develop opportunities for work-study students to work "in the public interest," providing education, health, recreation, and other services that would not otherwise be available to the community.

Over the past decades, Congress has repeatedly encouraged colleges and universities to incorporate community service into their work-study programs.

A recent GAO report makes clear, however, that only a tiny fraction of youth who receive work-study are engaged in community service. Students—representing a vast resource of skills, talents and energy—who could be performing work of real benefit to the community are all too often left with low-skilled jobs unrelated to either societal needs or students' personal goals.

This conference report changes that and incorporates a number of practical changes designed to restore community service to its intended role as an essential component of any work-study program. Most significantly, it includes a modest and practical mandate—that at least 5 percent of Federal work-study dollars go to students engaged in community service. In addition, the measure makes several improvements in the

community service aspects of the Work-Study Program:

Adopting a single broad definition of community service which encompasses both on- and off-campus service, including support services to students with disabilities;

Ensuring that work-study recipients learn about the opportunity to work in community service rather than more typical work-study jobs;

Permitting colleges to devote a higher proportion of work-study funds to locating and developing community service jobs for students;

Increasing the authorized appropriations for work-study and increases the maximum Federal share for typical work-study jobs, which will ensure that institutions will retain the ability to place work-study students in essential on-campus jobs;

As an added incentive, distributing reallocated moneys to colleges and universities that attain a threshold of 10 percent of their work-study dollars going to students engaged in community service.

As the former college president of Bryn Mawr and the State University of New York at Old Westbury, I hope that colleges and universities will rise to the occasion and go far beyond the 5 percent mandate.

In total, this measure will constructively redirect funding to allow thousands of young people to direct their creative energies to the tremendous needs of our Nation—tutoring, mentoring, battling illiteracy, serving the elderly, feeding the hungry, and housing the homeless.

PennSERVE Links Grassroots Resources To Respond to Diverse Community Challenges

Whenever America has faced a great crisis such as World Wars I and II or the Great Depression, it has called its youth to service — organized, for example, as the Civilian Conservation Corps or the Peace Corps.

PennSERVE, the Governor's Office of Citizen Service, was created in 1988 by Governor Casey, and is based on the concept that youth are a vital resource to solve community problems.

PennSERVE is administered within the state Department of Labor and Industry and has a close working relationship with the Department of Education. Focusing particularly on community service for young people, on the premise that the practice of service established early will last a lifetime, PennSERVE's initiatives now include school-age and college service-learning grant and training programs and summer and year-round conservation corps.

Pennsylvania invests nearly \$15 million each year in state and federal funds in supporting and encouraging community service programs for young people.

Pennsylvania's economic prosperity and social harmony depend upon our ability to instill in youth the skills and virtues of teamwork, tolerance, understanding and the ethic of service and cooperation. The effective citizenry that is needed to meet the demands of a global society require people skilled in problem solving, lifelong learning, compromise and initiative which can be acquired through regular involvement in community service.

The PennSERVE model is based on the concept that community service, need not — and indeed should not — be organized as a single federal bureaucracy. Rather, service should begin in communities through thousands of local programs supported, encouraged and stimulated at the state and national levels, but be responsive to local conditions and linked to local needs.

President-elect Bill Clinton has frequently stated his intention to launch a national community service system as one of his five top domestic priorities.

Pennsylvania Service Corps

PennSERVE's newest initiative is the Pennsylvania Service Corps, which is funded by a \$5.8 million grant from the Commission on National and Community Service and administered jointly with the Pennsylvania Association of Colleges and Universities. The Corps will be operated as a Pennsylvania Peace Corps. It will recruit, train, place, support and assess 400 full- and 750 part-time corps members over the next three years.

Full-time Corps members, who must be at least 17 years of age, will receive a basic stipend of \$8,800 per year, health insurance and a post-service benefit of \$3,000 which must be used for educational pur-

poses. They can serve for up to two years. Part-time corps members must commit to three years of service.

They agree to provide nine hours per week of service and in return receive a \$2,000 educational benefit which can be used for education or for down-payment of a first house.

Corps members will be placed in programs where they can multiply their effectiveness by mobilizing other youth to serve. For example, they might work with a school district as a community service coordinator, arranging community place-

~~ment opportunities for other youth.~~

Pennsylvania's economic prosperity and social harmony depend upon our ability to instill in youth the skills and virtues of teamwork, tolerance, understanding and the ethic of service and cooperation.

ments and assisting a teacher in a community service class.

Placement sites will be responsible for day-to-day supervision, provision of working sites and administrative support and for meeting one-half of the cost of the post-service benefit (full-time \$2,500/part-time \$1,000).

The goal of the Corps is to provide training for future community service leaders through an intense service experience with a strong (20 days per year) training component. In addition it seeks to provide enthusiastic and trained staff to existing and emerging agencies.

School-Age Service

PennSERVE has also encouraged schools and community based organizations to provide community service opportunities. Through a small grants program which has supported service-learning in 167 schools and provided teacher training to over 3,000 teachers schools are encouraged to adopt the powerful learning potential of "learning by making a difference."

The word is spreading. The proportion of schools offering academic credit for community service has grown from five percent in 1989 to 20 percent in 1992. One school district required community

service for graduation in 1989; now 10 school districts require it. The Department of Education now has a Center for Service Learning and Educational Reform. The Pennsylvania Institute for Environmental and Service Learning in Philadelphia and the Volunteer Youth Leadership and Training Program in Pittsburgh offer teacher training, for-credit courses in service learning and assessment and evaluation technical assistance.

Various success stories from across the state demonstrate the effectiveness of service-learning in meeting educational goals:

▲ At a community Literacy Corps in rural Chestnut Ridge School District in Bedford County, service has become a way of life for nearly all students. During the five years that community service has been fostered, the drop-out rate has been cut in half and the proportion of young people going on to higher education has increased from 30 percent to over 80 percent.

▲ In Philadelphia, a high school Literacy Corps which enrolled 73 youth in five high schools last year saw the proportion of youth going to college increase from 29 percent in October to 70 percent by June.

▲ In Pittsburgh, the OASES program, which enrolls failing seventh graders in a program of community service and vocational education during the eighth grade, consistently places 25 percent of its formerly failing students on the honor roll.

College-Age Service

At the college level, PennSERVE supports the Pennsylvania Literacy Corps, launching Literacy Corps on 23 campuses. Credit-bearing courses have trained over 1,000 tutors and worked with over 2,500 clients. Fourteen of the first 16 campuses to get contracts have made the Corps a formal and internally supported part of the curriculum, assuring a growing future supply of trained literacy tutors.

PennSERVE also has worked closely with Pennsylvania Campus Compact, an organization of 42 college presidents dedicated to increasing the role of community service in higher education.

Pennsylvania Conservation Corps

During the 1930's, nearly 300,000 Pennsylvanians served in the Civilian Conservation Corps. In 1984, Pennsylvania revived the CCC concept in the form of the Pennsylvania Conservation Corps. The Corps has provided an opportunity to "serve, earn and learn" to more than 9,500 young men and women.

In the process, the Corps has built over 150 cabins, nearly 4,000 picnic tables, dozens of park buildings and thousands of

miles of trails statewide. For every dollar invested in the Corps, over \$1.50 in completed projects is returned to the state.

In addition, thousands of young people — all unemployed when they joined the Corps — have learned the satisfaction of seeing a job through to completion, learned how to work on a team and get to work on time and received formal academic training. The Corps provides minimum-wage level stipend and assistance in job placement, in addition to work experience and formal skills training.

Since PennSERVE took over operation of the Corps one-and-one-half years ago, the corps concept has spread. There are now 14 local corps operating year-round in Pennsylvania and providing full-time opportunities for 500 young people.

Summer corps provide service opportunities to younger youth (14-21) for six to eight weeks during the summer. During the summer of 1992, more than 4,000 young people organized in 420 crews served in service corps organized through the state's Private Industry Councils. They completed 450 projects in 62 counties.

PennSERVE's goal is to so expand corps opportunities that every youth in the state will have a chance to serve in a corps either during the summer or for a full-year and in so doing earn scholarship funds for college, trade-school or apprenticeship.

For more information on the Pennsylvania Service Corps, contact Amy Hart, Director, Pennsylvania Service Corps, c/o Pennsylvania Association of Colleges and Universities 800 N. Third Street, Harrisburg, PA 17102, 717-232-4446.

For more information about support for school-age community service, contact Louise Giugliano, PennSERVE 1304 L&I, Harrisburg, PA 17120, 717-787-6749.

For more information about the Pennsylvania Conservation Corps, contact Don Mathis, Director, Pennsylvania Conservation Corps 1304 L&I, Harrisburg, PA 17120, 717-783-6385. For the Summer Corps contact the nearest local Private Industry Council/Service Delivery Area.

This article was contributed by JOHN A. BRISCOE, Director, PennSERVE, the Governor's Office of Citizen Service.

EDITOR'S NOTE: U.S. Senator Harris Wofford of Pennsylvania was instrumental in creating PennSERVE when he was state Secretary of Labor and Industry under Governor Casey. He continues to be a strong advocate of community service on all levels, local, state and national. See the April-May 1992 issue of *Community Affairs* for his commentary on the subject.

**UNITED STATES SENATOR HARRIS WOFFORD
PEACE CORPS 30TH ANNIVERSARY
"PEACE SERVICE"
STEPS OF THE LINCOLN MEMORIAL
AUGUST 4, 1991**

What an honor to stand in this special place, among so many friends, to mark an occasion that's so important...not only to those of us here, but to our nation and the world.

My own memories of this site run deep. Embedded not so much in the mind's eye...but in the mind's ear. They go back to my 13th birthday. April 9th, Easter Sunday 1939.

Over the radio came the breathtaking voice of Marian Anderson. Denied the right to sing in Constitution Hall, she stood right here, wrapped in a heavy winter coat against the late-afternoon chill. And those first words out of her mouth:

"My country, 'tis of thee,
Sweet Land of Liberty,
Of thee I sing.

Land where my father's died,
Land of the pilgrims pride,
From every mountainside,
Let freedom ring."

And freedom rang out, clear as a bell -- to a throng of 75,000 spread across this mall. And to millions more across this nation who, like me, sat by their radios. With chills down our spines because of what we heard and felt -- a song of freedom, of justice and hope.

That song rang again from this place a quarter century later. Again, I heard it over the radio. I was with some of you. In Addis Ababa, Ethiopia. By then I was with the Peace Corps in Africa. But again sanding in this spot was a great American whose voice rang out for freedom.

Again the call was to make the American dream come true. From every mountainside, in every valley, to see that all God's children are judged by the content of their character and not the color of their skin.

Martin Luther King showed us the way. He pointed out a path those of you here committed yourselves to follow. He said:

"Everybody can be great because anybody can serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's theory of relativity to serve... You only need a heart full of grace, and a soul generated by love."

Peace Corps volunteers have made those words become flesh. Today, we come back together to celebrate three decades of service. One hundred and thirty thousand strong, you have all the flaws the flesh is heir to. You know, too well, how we all fall short.

But I can say this with conviction and from experience: Seeing you in action now over many years, you have hearts full of grace and souls generated by love. And with that power, you have been making a difference, you are making a difference, and you will be making a difference in this world.

On the way to his first inaugural as President, with the nation on the verge of Civil War, the giant of vision and dignity whose image looks down on us today, said "Every great political idea I ever had came from the Declaration of Independence."

Well, I've found that just about every great idea I ever had about public service came from the Peace Corps. One of them came when we stood not far from here on the White House lawn with Sargent Shriver and John Kennedy to send off the first group of Peace Corps volunteers. There was a spirit of urgency in the air. A determination to take personal responsibility and direct action against the pressing human problems facing the people of the developing world.

Today, we have desperate problems right here at home. And our challenge is to apply that same sense of urgency we carried to Ghana and Benin, India and Paraguay to solving the problems of our families in North Philadelphia and South Carolina, the hills of West Virginia and the streets of Southeast Washington.

Our country can still mobilize against military threats and natural disasters across the globe. But the human disaster of drugs and illiteracy, poverty and hunger, crime and dependency is claiming another generation of our young people. And we must take action to break that cycle of despair.

I believe the time has come for returned Peace Corps volunteers and staff to lead a new movement in our own nation. I believe our people -- especially our young people -- are ready to serve. Just as you and I were. We just have to find the right way of asking.

I pledge to do my part in the Senate to help find the right way to ask. In the weeks ahead, I'll offer concrete proposals, in the tradition of the Civilian Conservation Corps, the GI Bill and the Peace Corps.

The time has come to develop a system of voluntary national service that touches the lives of millions of young people -- millions, not just thousands. Giving them the chance to serve, earn and learn. To discover, as we have, how great it is to make something better of our lives, and of our community. To raise our sights from the greed and self-interest of this last decade to the active duty citizenship and service of a new era.

I ask you to take your own vow to renew the vow you silently took in joining the Peace Corps -- to engage in true American pursuit of happiness through service. That's the great song of freedom. And I call on you to continue reaching out to one another as you've done these past few days, to do that work and carry that song across this nation.

There's no better place to start than right here and now. With old friends, Abraham, Martin, Marian and John. Who all believed, as we do, that here on earth, God's work must truly be our own.

Instead of any polite applause today I ask you to stand and silently take that common vow, in your own words, and then go forth in your own ways to make our dream come true.

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TUESDAY, JANUARY 19, 1993

You Help Raise the Roof To Welcome Clinton

Hundreds Fix Theater, Answer Call to Serve

By Robert O'Harrow Jr.
Washington Post Staff Writer

As Mario Alvarez brushed bright blue paint on old cinderblock walls yesterday, he explained why he and his friends passed up the inaugural bash on the Mall in favor of their own party to refurbish an abandoned theater in Northeast Washington.

"I think this is the clearest way to show how much we can achieve," Alvarez, 23, of Mount Pleasant, said over the din of throbbing music. "For us, this is fun."

Hundreds of volunteers like Alvarez converged on the Atlas Theater at 13th and H streets NW for

"I think there's a lot of hope."

— James Simmons

an "urban barn raising." The idea was to welcome President-elect Clinton to the White House and show support for his idea of a national youth service corps.

Some volunteers sanded the walls. Some painted colorful designs on any space available. Others poured concrete on cracks in the floor of the cavernous former movie theater. Music blared throughout the day, and now and then groups of teenagers and young adults started dancing.

"A lot of people say that young people don't do anything," said Trina Melton, 23, of Northwest

Washington. "I say we do do things."

Organizers said they hope the refurbished theater will become a "think tank" for youth ideas and an anchor to economic development in the H Street area.

According to plans, two floors of offices for national volunteer groups will be built in the largest space. A coffee shop will be built in the entrance to attract local residents and train budding entrepreneurs, said Steve Barr, one of the organizers. "It's bigger than the building itself," said Barr, who was responsible for the Rock The Vote campaign on MTV to bring out young voters last year. "The door is open to young people to participate."

But the project already has some support in high places. Eli Segal, Clinton's director of National Youth Service, stopped by yesterday. Between painting the words "Serve Now" on a wall and praising volunteers, Segal said such projects would receive financial support from the Clinton administration.

"We are going to help," Segal said. "This is a kind of metaphor for what we're trying to do. We need to figure out more programs like this. . . . Bill Clinton views [national service] as one of the cornerstones of his campaign." Organizers said they are going to need the help.

Although they managed to raise about \$50,000 in donations since the election to put on the party, the future of the project depends on whether they can raise more money and refurbish the building at low cost. They will know for sure in 45



Clinton Wright and Eric Moone, both 19, work on the Atlas Theater in the District.

days after architects assess the building, Barr said.

Such things didn't matter to James Simmons, 21, of Boston, who came to the District for the inauguration but heard about the "urban barn raising" and decided to help. He

he knows young people all over who want to volunteer to make life in the cities better. "I think there's a lot of hope," said Simmons, decked out in paint-splattered overalls. "A lot of young people are willing to do community service."

The Washington Post

SUNDAY, DECEMBER 13, 1992

THE WASHI

National Service Initiative Takes Shape With Boston's 'City Year' as One Model

Program Combines Work, Incentives for Diverse Group Age 18-23

By Mary Jordan
Washington Post Staff Writer

BOSTON—It's a bone-cracking 3 degrees below zero with the wind chill, but 240 young people in fireball-red jackets do their jumping jacks anyway on the concrete plaza outside City Hall.

Commuters streaming out of the nearby Government Center train station are staring. They're cold just watching. "What the heck is going on?" asks Cambridge house painter Michael Guarino.

What's going on, groaning and all, is perhaps the most successful urban corps program in America, one expected to shape the national service program that President-elect Clinton has called a defining initiative of his administration.

Clinton's transition team recently visited the program known as City Year. They saw firsthand how men and women, age 18 to 23, fan out after morning calisthenics into schools, housing projects and poor neighborhoods to teach, paint and clean.

Eventually, the federal program—the first details of which are now beginning to emerge—could put millions of Americans to work as a way to pay for college. During the campaign, Clinton's aides were sketchy on the details of the plan, describing it as a program in which college graduates would be given a \$10,000 stipend plus a \$10,000 student loan forgiveness for each year of service. They estimated that it would eventually grow into an \$8 billion program.

"We have an absolutely brilliant model for community service in City Year," said Will Marshall, president of the Progressive Policy Institute, who is working with the transition team on national service. He said the Clinton administration could build a test project based on City Year and programs like it "to see whether national service works on a large scale."

In discussions during the team's Dec. 4 visit here, a consensus on how the national service program should work began to emerge, according to several of those at the meeting. Attendees included Sens. Sam Nunn (D-Ga.), Harris Wofford (D-Pa.) and Barbara A. Mikulski (D-Md.); Rep. Dave McCurdy (D-

Okla.); Al From, head of Clinton's domestic policy transition team; University of Maryland public affairs professor Bill Galston; Northwestern University sociology professor and national service specialist Charles Moskos; and Marshall.

First, there is growing agreement among Clinton's advisers that the program should be expanded to include not only college students working to pay off loans but also high school graduates trying to earn money for a college education or vocational training.

Like City Year, which enrolls Andover and Exeter graduates along with knife-scarred gang members, Clinton's program would strive for a strong class, racial and ethnic mix. This is distinct from many urban corps projects that are mainly for poor or troubled students.

The national effort also is likely to use existing locally based jobs programs, which would be coordinated through a new Washington-based umbrella office or agency. Clinton's advisers are considering channeling federal money to a mix of programs—a supervised team approach like City Year and individual job placements like those offered in the Volunteers in Service to America (VISTA) program. They also are discussing funding for programs based on the model of the Depression-era Civilian Conservation Corps that would deploy squads to work with police, teachers or hospitals.

The federal Commission on National and Community Service this week is holding hearings in three cities, including a Friday session in Washington, to hear from the public on how a national plan would work and whom it would serve.

"There is no one royal road to national service," said Galston, a member of Clinton's transition team on national service. There are many diverse programs in existence and under the new program, he said, "that diversity is not going away."

Despite Clinton's pledge to make national service a defining initiative of his presidency and considerable bipartisan support for the concept, the promise is expected to be difficult to implement.

Opposition is expected over the billions it will cost, the unions it may irritate, and the philosophy of linking college aid to a work obligation.

"There is a lot of interest in it, but it's easier said than done," said Leslie Lenkowsky, president of the Hudson Institute, a conservative think tank, and board member of the Commission on National and Community Service.

Lenkowsky said the commission recently made a \$7 million grant to the Boston program to double its current enrollment to 550 young people. Given the money involved—about \$20,000 per student each year—a massive program, Lenkowsky predicted, "is just not going to happen."

During the campaign, aides to Clinton said he planned to build up the program gradually until funding was at least \$8 billion a year. Some of his advisers are recommending that he quickly devote \$2 billion to test a program like City Year on a national scale.

Alan Khazei, co-founder of City Year who met with Clinton during a campaign visit to the program, said: "I think the '90s are different from the '30s. What we have learned over the past 50 years is that the federal government is most effective when it is working in partnership with the state, local communities and private sector."

City Year, which until this year was exclusively privately funded, is five years old. This year, it selected 240 students from a field of 800 applicants. One student wanted a year off from Vanderbilt University, another, unsure of what she wanted to do, delayed enrolling at Stanford University; several were sent by probation officers.

George Colon, a 19-year-old father from Puerto Rico, had been looking for a job when he thought to apply to the red-jacketed corps. He had seen them around his home town of Chelsea, a bankrupt community outside Boston.

Now he finds himself cleaning up Garden Cemetery, a large historic graveyard dating to the Civil War and a place where he and a gang of friends used to cause trouble. Amid the trash Colon and others find this day: two hypodermic needles and a knife. Already, they have hauled out the back seats of Chevrolets, bottles of Southern Comfort and 3,000 large bags of trash.

Because of their work, for the first time in years the green space is not an eyesore. Suddenly, people



BY JOHN MOTTERN FOR THE WASHINGTON POST

After morning callisthenics outside City Hall in Boston, City Year participants will fan out to work at area service projects.

no longer are stealing the American flags left on tombstones. Most of the prostitutes have stopped turning tricks in the broke-open crypts.

"Those kids worked like ants," said Nadine Mironshuck, a neighbor who lives on the cemetery's edge. "People were streaming out of their houses to congratulate them, coming up to them offering them lemonade. It meant so much to have this space back."

Colon and others earn \$100 a week, and at the end of nine months—if they have shown up on time and not missed work—they earn a \$5,000 bonus. It can go toward college, rent or whatever.

All City Year students must sign a contract that warns they will be docked for staying home and will lose the whole bonus if they drop out. The applicants list their preference for work such as teaching English, working in public schools, painting housing projects or helping troubled youths.

Before the year is over, City Year participants also must register to vote, obtain a library card, produce a résumé, complete a workshop in tax preparation and, if they are not high school graduates, earn a GED.

Carrie Davis, a College Park, Md., resident, came a long way here in search of a service program. She works in the Williams School, an elementary and junior high school in Chelsea where children rush up to her in the playground to tell her their problems. In the classroom, she helps the teacher.

Chris Brownlee, who grew up in a wealthy neighborhood outside Boston and deferred going to Ohio Wesleyan University, works at the Central Avenue housing project, where his crew is building a boys and girls club in what was an unused storage area that smelled like a rotting restroom. For days, he's been scrubbing graffiti and painting.

At first, Brownlee said, residents of the housing project were skeptical of these newcomers in red jackets. "They complained about the smell of the paint. They were

cynical," he said. "But now, they thank you."

Gary Orren, professor of public policy at Harvard's Kennedy School of Government who is working with the program, said he sees it as the "premier model for the nation."

"There is no reason that if it's working here in Boston, the same wouldn't be true in Pittsburgh or anywhere else in America."

Staff writer Dan Balz in Washington contributed to this report.

National Journal

THE WEEKLY ON POLITICS AND GOVERNMENT

JULY 4, 1992/NO. 27

STATE OF THE STATES

NEAL R. PEIRCE

FOR THE YOUNG, SERVICE WITH A SMILE

Rugged and demanding youth service programs, says Sen. Harris Wofford, D-Pa., could be one of America's best antidotes to ominous social dissolution and Los Angeles-style riots during the 1990s.

The chances for social tranquillity in the years ahead are slim, as Wofford sees it, unless the nation moves with determination and speed to reengage its poor, its jobless and its disillusioned and turned-off young people.

"We know why angry, jobless and hopeless young people burn and loot their own community," Wofford recently told students at Harvard University's John F. Kennedy School of Government. "We don't need another commission, another study, another pilot program. We need action."

The concept of youth service has come a long way since 1933, when President Franklin D. Roosevelt conceived the idea of the Civilian Conservation Corps (CCC). FDR asked Congress to act in March; the response was almost instantaneous. By July, more than 300,000 of the nation's jobless young men—from the slums of New York City to the dust bowl of Oklahoma—were out in the woods, working on conservation projects and receiving special-education courses.

Many of the 2.5 million young people who went through the CCC would later describe it as an immense skill and confidence-builder, a turning point in their lives akin to direct military service.

There was, in fact, military discipline in the camps. One of the most prominent CCC organizers was the redoubtable Gen. George C. Marshall. Many reserve military officers were hired to run CCC operations. Young men were handed leftover uniforms and boots from World War I and housed in barracks or tents.

Few politicians these days dare to push for a single, massive federal service corps—a reincarnation of the CCC. But since the formation of the California Conservation Corps in the 1970s, inventive youth service and conservation corps programs have spread to 27 states. Altogether, according to Youth Service America, a Washington-based organization that develops and promotes the idea, there are 75 such programs, operating on combined budgets of \$180 million. They enroll about 25,000 young people.

The vast majority of programs involve tough calisthenics, uniforms and other real demands—often the first constructive discipline that many of the young enrollees have ever experienced.

Consider, for example, City Year in Boston, which was launched by Michael Brown and Alan Khazei, two young Harvard Law School graduates, expressly to create a youth service prototype for communities from coast to coast.

City Year offers its 17-22-year-old recruits a \$100-a-week stipend (the CCC paid \$1 a day) and a \$5,000 scholarship on graduation. The recruits are poor, rich, black, white, Asian, Hispanic, inner-city gang, suburban prep. It's one of the few programs, in fact, that doesn't draw just poor youth, but kids from

widely divergent backgrounds. They not only get to meet, but also learn to work cooperatively together.

City Year's enrollees work in teams of 10-12, building playgrounds and soup kitchens, rehabilitating homeless shelters, distributing food to the hungry, tutoring and mentoring younger kids, assisting the sick. The program builds self-confidence, leadership skills and "a community of idealism," says co-founder Brown.

Hundreds of thousands of youths nationwide could be enrolled in similar programs. And it could happen. The Commission on National and Community Service, which was created by Congress in 1990, is just getting ready to make about \$60 million in grants to some of the nation's best youth service programs.

Wofford believes that Congress should, in the wake of the violence in Los Angeles, at least double that amount and then "scrounge and redirect money" from lots of sources, including, for instance, about \$700 million a year in questionably useful Job Training Partnership Act money. And why not use defense dollars to let several thousand competent people who are now leaving the military serve as leaders of youth service programs? Military bases slated for

shutdowns could also serve as youth service camps.

Wofford favors a national voucher system to provide kids who sign up for youth service programs with living allowances and, on successful completion, bonuses for their education.

Arkansas Gov. Bill Clinton, the likely Democratic presidential nominee, has a parallel idea: a universal educational loan program in which young people could pay off college loans with two or three years of public service or as future add-ons to their income taxes.

"We need these kids on the front lines—to serve, and not be served," Wofford said. "I'm sick and tired of the patronizing social service approach—treating young people as problems, dangers, menaces. We need to turn them around and let them discover themselves as resources."

Critics can argue, of course, that myriad state and local youth service programs will be of uneven quality and that their long-term dividends are uncertain.

But there is a competent national youth service commission to guide the movement. And there have been enough pilot programs to prove that youth service is a powerful way to divert poor kids from a life of the streets, joblessness, drugs and, all too often, crime and prison.

Youth service is also one of the few tools society has to reclaim college-bound kids, as Wofford puts it, from "a self-centered life of civic indifference."

Can a nation that's plagued by a \$400 billion deficit rationally contemplate spending billions on a universal youth service program? The fiscal answer is no. The human, commonsense answer is yes. Without such a commitment, America's social fabric will keep on unraveling, rendering incalculable damage not just to budgets, but also to the nation's security. ■

The concept of youth service has come a long way since 1933, when FDR conceived the idea of the Civilian Conservation Corps.

Clinton Is Fervent About Tying College Loans To National Service, but Cold Realities Set In

By GERALD F. SEIB
And CATHY TROST

Staff Reporters of THE WALL STREET JOURNAL

WASHINGTON — Amid a jumble of issues President-elect Clinton discussed with top congressional Democrats over dinner in Little Rock recently, one topic stood out.

The issue was Mr. Clinton's plan to establish a National Service program to make college loans to students who would pay them back by doing community service as teachers, police officers, nurses or counselors. Participants recall that Mr. Clinton himself raised the idea at the dinner and proceeded to discuss it with special passion.

As that episode illustrates, President-elect Clinton hasn't lost any of the fervor that Candidate Clinton displayed for eliminating existing student loan programs and replacing them with a kind of hybrid of the Peace Corps and the G.I. Bill.

Grappling With Tough Questions

But behind this idealistic vision, colder realities are beginning to set in. Mr. Clinton's aides are privately grappling with tough questions about how grand the program should be and how the new administration will foot a bill that could rapidly run into billions of dollars. The Clinton team must make a fundamental decision about how much of the program to run from Washington and how much to turn over to states and cities. And politically, Mr. Clinton must cope with the opposition that the idea arouses among unions and the military.

"Clinton has a shot at mobilizing the idealism and energy of a very significant number of young people, as Roosevelt did with the Civilian Conservation Corps and John F. Kennedy did with the Peace Corps," says Roger Landrum of Youth Service America, an advocacy group that has been talking with the Clinton transition team on the issue. But, Mr. Landrum adds, "he hasn't made decisions about size

or money or process. . . . The test for Clinton is how he combines the Platonic idea with the grass-roots side of it."

The idea of a voluntary National Service program has been germinating for several years among both Democratic and Republican policy thinkers. But it has been a special favorite of the Democratic Leadership Council, an organization of moderate to conservative Democrats. Mr. Clinton once was chairman of the DLC, and has made DLC President Al From head of domestic policy for his transition.

The National Service idea was prominently discussed at a 1987 DLC conference that Mr. Clinton attended, an event that may mark the conception of the Clinton plan. "It was there that we talked about National Service, and he sort of caught the fever," says Will Marshall, president of the Progressive Policy Institute, a think tank associated with the DLC.

Handful of Top Priorities

There is no doubt that he still has the fever. He has listed the National Service plan as one of a handful of top legislative priorities. The idea, in fact, has emerged as a main vehicle for translating Mr. Clinton's campaign theme that citizens have responsibilities, not just rights.

The concept has been tested on a small scale through the federal Commission on National and Community Service, which was created in 1990 by legislation sponsored by Democratic Sens. Sam Nunn of Georgia and Edward Kennedy of Massachusetts. That legislation authorized \$75 million to fund experimental service programs.

But the vagueness with which Mr. Clinton described his grander vision during the campaign has left open a host of tricky questions that will only now be addressed. The Clinton formulation has been simple and straightforward: Existing student loan programs would be scrapped and replaced by a National Service Trust Fund. Those who borrow from

the fund could repay their loans by committing a small percentage of their post-graduation earnings over time — or they could agree to do "work their country needs" through community service.

In a candid passage at a recent press conference, Mr. Clinton himself acknowledged how many questions that formulation leaves unanswered. He called National Service an idea "I feel very passionate about, but there are a lot of factual questions that have to be asked. How much money should everybody be able to borrow a year? What contributions should people's families be expected to make, if any? If you put this into effect, how are you going to keep the colleges and the universities of this country from using it as an excuse to explode tuition even more?"

The question most pressing to Clinton aides at the moment is cost. Because there's no clear definition about how big or broad the program would be, there's no way to calculate its cost precisely.

But a look at some smaller programs gives an idea of how expensive the proposal could become. City Year, a Boston program Mr. Clinton visited during his election campaign, puts young city residents to work on community projects in return for a salary of \$100 a week and \$5,000 to apply to college after nine months of work. It estimates that the cost of each participant is about \$20,000 a year. Based on that figure, Alan Khazei, City Year's 31-year-old president, envisions a national program with 500,000 youths by the end of the decade at a cost of \$10 billion a year.

Of course, the overall cost of any Clinton program will depend on how much in offsetting savings is achieved by eliminating existing student loan programs; they cost the federal government about \$5 billion a year in defaults and administrative costs. And Clinton advisers are toying with variations on the basic plan that could have a different impact on the budget. For instance, Mr. From said in

Student Loan Costs

The federal government currently about \$5 billion a year to cover default costs and administrative costs of the guaranteed student loan program.

COST	
FISCAL 1992	
Default Costs	\$2.9
Interest Subsidy	\$2.2
LOANS (billions)	
Loan volume	\$14.6
Number of guaranteed student loans	5.1 million
Number of borrowers	3.7 million
Source: Department of Education	

a recent television interview that the Clinton team is considering the option of allowing students who have graduated from high school to do community service work to earn vouchers, which they then could apply for college education later.

Whatever the cost, the idea is sure to arouse opposition in some quarters. Some labor activists have always opposed the National Service concept, fearing it would produce low-cost workers who would steal jobs from union members.

Others object on more philosophical grounds. "The main problem with National Service is that it suggests that people, mainly, have these incredible duties to the state," complains Doug Bandow, an analyst at the Cato Institute, a libertarian think tank. "That runs counter to the principles of this country. Power rises from the citizens to the state."

And military leaders have been leery of a National Service program, fearing it could siphon away intelligent and ambitious young people whom the armed services hope to recruit. "If you went to National Service, the military might get as high a quality a person, because some of the people who would go into the military might do this instead," says Lawrence Korb, a former assistant secretary of defense for manpower affairs.

But Mr. Korb also notes that such a problem will diminish as the shrinking of the U.S. military reduces the number of new military recruits to 200,000 a year from 330,000 in Cold War days. He and others think a National Service program is needed, in part to give another avenue in society to poor and minority youths who could no longer find a path for advancement in the shrunken armed forces.

In fact, the principal challenge the Clinton administration faces may be to create a program joined by all kinds of youth, not simply middle-class students, and to send them into meaningful rather than make-work jobs. "You don't want to wake up one day and find rich kids working off benefits by being lifeguards at the community pool," says Frank Newman, president of the Education Commission of the States.

Battle Stations: Dell Is at War With Kidder Analyst Who Is Raising Questions on Its Currency Trading

Continued From First Page

company was complying with accounting rules in its treatment of the currency losses. Though Price Waterhouse came back with an all-clear sign for Mr. Inman, the board's edict was clear: Cut out the speculative trading.

Barely a month later, James R. Daniel, Dell's 44-year-old chief financial officer, said he was stepping down for "personal reasons" and a trader involved in the currency operation, William Bernstein, also left the company. Though Mr. Inman says the former CFO was a proponent of an aggressive currency trading program, Mr. Daniel said in an interview that the matter had no bearing on his decision to leave the company. In fact, Mr. Daniel said he was unaware of any aggressive currency trading at Dell at all, even though the company

Korus realized he would need help deciphering Dell. With Kidder's blessing, he took the unusual step of hiring a squad of bankers, accountants and foreign-currency analysts to dissect the company and determine whether Dell's earnings were less than they seemed.

One of those people was Ezra Zask, a consultant who once headed Manufacturers Hanover's European exchange operations. Mr. Zask, digging through old Dell financial reports, found that Dell had sold currency option contracts worth \$435 million as of Feb. 2, 1992, the end of the company's fiscal year. That number was far above Dell's international sales of about \$200 million that year. "We were floored," says Mr. Zask.

After a two-month investigation that

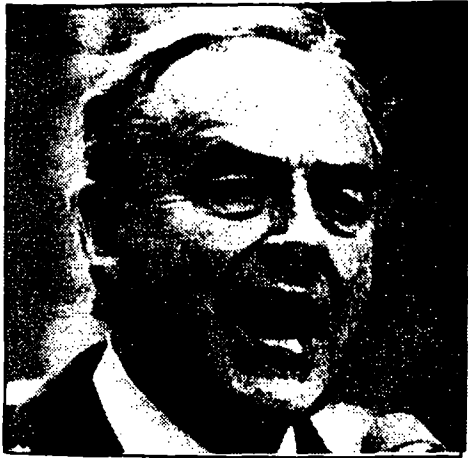
into stock trades surrounding the company's earnings announcement, and also into "unusual" Kidder short stock trades before the conference call, SEC officials wouldn't comment on whether they are investigating the situation.

Dell officials, organized into a team assembled by Mr. Dell himself, then began suggesting in interviews with reporters and other analysts that Mr. Korus regularly takes what they termed "extreme" positions on companies he covers. They said his clients are predominantly hedge funds that hold short positions, selling borrowed stock in the hope of replacing it with lower-priced shares as the price drops. "It wasn't uncommon to sleuth out that Korus was at the root of some of the negative rumors that were on the street"

MUST

The Boston Globe

THURSDAY, JUNE 4, 1992



SEN. HARRIS WOFFORD
"We need action"

At Harvard, Wofford urges students to serve US

By Victoria Benning
GLOBE STAFF

CAMBRIDGE — Sen. Harris Wofford told students here last night to continue the legacy of President Kennedy by serving their country and encouraging others to do so.

He urged the students at the John F. Kennedy School of Government to resist being swayed by what may seem to be intimidating odds.

Wofford, a Pennsylvania Democrat who won his seat against long odds, served as a

civil rights adviser to Kennedy. Wofford said the country's young people are in crisis, and that service corps, on both the national and local levels, are the key to preparing, training and saving young people.

Wofford said he visited Los Angeles following the riots last month and said the young people he talked to said they are tired as being viewed as "the enemy" and instead want to be seen as resources. He said wide-

Campaign '92

scale service programs, similar to the Civilian Conservation Corps created by Franklin Roosevelt the 1930s, would develop those "resources." Through their work with the corps, he said, CCC workers transformed themselves.

"Service is a way of developing the characteristics needed, not only for responsible citizens, but for productive workers," he said. Service also shows young people personal responsibility and self-worth — principles that he said must be learned.

Wofford said the country must act immediately. The resources needed to implement

such service corps already exist. It is time, he said, to sit down and hammer out solutions.

"We know why angry, jobless and hopeless young people burn and loot their own community. We don't need another commission, another study, another pilot program," he said. "We need action."

He told of Kennedy's mandate during the civil rights struggles. "He said, 'Harris, you know what we need to do in civil rights. Go do it,'" Wofford said. "That's my mandate to you tonight. You know what needs to be done ... go out and do it."

The Washington Post

THURSDAY, MAY 21, 1992

David Boren and Harris Wofford

Lessons of the '30s

Not the dole, not welfare, but work.

In the wake of the Los Angeles violence, there are some signs that our political leaders may be willing to stop playing the politics of fixing blame and start fixing problems. It's time to put into policies that work instead of wasting time and money on those that don't.

While more resources will have to be invested, the solution is clearly not as simple as increased funding for existing welfare and job training programs. Enterprise zones and home ownership programs have their place, but they are not enough by themselves. What is most needed is a change in thinking and a new approach that looks at what has worked in the past.

If we are going to solve the urban crisis in this country, we need to work our way out of it—literally. In the 1930s, America addressed an economic and social crisis with a straightforward, action-oriented approach: the Works Progress Administration and Civilian Conservation Corps. What worked for FDR was work—not the dole, not welfare, but work, both in the WPA and the CCC.

During the eight years the WPA was in existence in the late '30s and early '40s, 8 million WPA workers built more than 650,000 miles of roads, highways and sidewalks, 125,000 public buildings (including 39,000 schools), 124,000 bridges, 8,000 parks and 18,000 playgrounds. They wrote hundreds of books and created countless artistic works. They served more than 1 billion meals to hungry schoolchildren and sewed more than 382 million garments for those in need. All of this required an investment of about \$90 billion in today's terms.

By comparison, what has our welfare system created in the past eight years? At a cost of over \$900 billion spent on all public assistance, we have managed to produce little more than subsistence-level payments to an increasingly hopeless and alienated segment of American society. By simply handing people checks, the system robs them of a sense of being part of the communities where they live and of any motivation to achieve. There is nothing worse for a person's self-esteem than to have no reason to get out of bed in the morning and no useful work to perform.

A young high school dropout involved in Philadelphia's Youth Service Corps understood that with productive work he not only helped his community, he also helped himself: "I got tired of people coming to do good against me, trying to help me all the time. This corps asked me to do the helping. Now I'm making a difference."

We now understand that personal responsibility and self-esteem can't simply be taught; they have to be earned. It is a scandal that we sit by while another generation of inner-city young people drops out of school and onto the streets, into joblessness, drugs and the dependency systems of welfare and prison. A society with children who need care, roads that need repair and bridges that need building cannot afford to pay able men and women to sit idle. America's inner-city poor do not want to be viewed as a



danger, as the enemy, but rather as a resource, as talent ready to make a difference.

We have been joined by a diverse group of Democratic and Republican senators in proposing a new program that would provide work opportunities for those on welfare and the unemployed by bringing back the WPA and CCC in modern versions.

Under this new "Community WPA" (CWPA) program, all welfare recipients, with the exception of mothers with very young children and those enrolled in education and training programs, would be required to take an available job in a sponsored project if they cannot find jobs elsewhere. Many young men not counted in official unemployment figures are falling through the cracks in the current system because they never held a job entitling them to unemployment compensation or received AFDC benefits. They, too, would be eligible to participate.

In addition to the CWPA, there would be two youth programs that would provide work opportunities to high school students and young adults in exchange for educational benefits. A new "Youth Community Corps" would enable students from seventh to 12th grade to work up to 250 hours per year in demanding community service projects. The second youth division, the "National Youth Community

Corps," would create camps or dormitory units for young people to work on such projects as reforestation, auxiliary police service and park or low-income housing reconstruction. Those still in school would participate in the summers, and those out of school would work year-round.

Many people out of the work force today lack the skills and training of those who went to work for the WPA and CCC in the Depression years. There will therefore be an even greater need for supervisors who can help train workers on the job. The Army ran the CCC in the 1930s. Now is a good opportunity for many of the talented people being forced into early retirement from the military because of changes in the world to take up this leadership role again. In addition, as Sen. John Warner said recently, military facilities that are slated for closing have already been paid for by the taxpayers and should be put to use:

"Why not fill those empty bunks and dormitory barracks with young people who need a chance to work and whose talents are needed to rebuild America?"

America worked its way out of a crisis in the 1930s. If we get to work, we can do it again today.

David Boren is a Democratic senator from Oklahoma. Harris Wofford is a Democratic senator from Pennsylvania.

COLUMN ONE

A Cure for Idealism or Joblessness

SERVICE: College Graduates Join Volunteer Agencies

■ Volunteer agencies are seeing a surge of interest from college seniors. For some students it's a shift away from the Me Decade. For others, it's mostly the path to a paycheck.

By BARRY M. HORSTMAN
and JENNIFER TOTH
TIMES STAFF WRITERS

When he graduated from Northwestern University and fulfilled his Navy ROTC obligation, Marty Siewert did not anticipate that he would spend seven months unemployed, soberly pondering the real-world value of his college degree and military experience.

Discouraged and "just about to get panicky" over his job search, Siewert finally landed with a federal poverty-fighting program in Hollywood where, paradoxically, he tries to help others find employment.

"I've always been interested in social service, so this is a good opportunity to get a better feel for it," said Siewert, sitting in the small, cluttered office from which he finds temporary jobs for teenage runaways and homeless youths in an effort to get them off the streets. "Plus, with the economy the way it is, I feel lucky to be working here—or anywhere."

Emblematic of a rise in volunteerism among college-age individuals that blends idealism with economic realities, Siewert recently began a one-year enlistment in Volunteers in Service to America (VISTA), the Great Society-era federal agency dedicated to alleviating domestic poverty.

A stagnant economy, changing attitudes toward volunteer work and heightened interest in world events have given organizations such as VISTA, the Peace Corps and Teach for America a higher profile on college campuses, generating applications at an unparalleled rate.

In the first week of January, for example, the Peace Corps' Washington telephone lines were jammed with so many calls—nearly 900 a day at one point—that the system broke down, according to Mike Berning, the agency's director of recruitment. At the same time last year, the Peace Corps' information hot line drew 150 to 200 calls a day, Berning added.

The flood of young applicants eager for public service contradicts common assumptions about the supposed apathy of the twenty-something generation, conjuring up images of predecessors who responded to President John F. Kennedy's "ask what you can do for your country" exhortation in the 1960s.

"College students are a lot more idealistic than the media give them credit for," said Teach for America founder Wendy Kopp, whose program recruits graduates who majored in fields other than education to lead two years teaching in needy school districts.

Volunteerism, seen at best in recent years as a well-intentioned

Continued from A1
diversion from the fast track, is being increasingly viewed by college students as a logical entry point into the workplace instead of the postponement of a career.

"For me, this wasn't a case of putting off the corporate world—it was a matter of choosing a job where I could work for social change," said Eric Verhoogen, a Teach for America member who teaches mathematics at an inner-city Los Angeles high school.

Hundreds of other college students are making the same choice, underlining that commitment through their willingness to work for poverty-level salaries, often in drab, undesirable surroundings, in emotionally and professionally challenging jobs where psychic income is the dominant currency.

Siewert, for example, works out of a run-down Los Angeles Free Clinic office where the institutional dreariness is relieved only slightly by a view of the famous Hollywood sign. Because VISTA workers earn less than minimum wage—an average of \$610 monthly, supplemented by a \$95-per-month payment upon completion of service—he shares an apartment with another VISTA volunteer in a high-crime neighborhood.

A husky 26-year-old Milwaukee native with a soft-spoken manner and ready smile, Siewert seeks to persuade public and private employers to hire runaways and homeless youths between the ages of 16 and 23—a formidable task, given business' reluctance to depend on troubled individuals with little in their present circumstances to justify confidence.

Gaining Stability

Most of the jobs offered are light labor or low-level clerical positions, though one unusual success story saw a homeless 20-year-old gain a bit part in "The Wonder Years" television show. Youths may participate in the program for a maximum of four months, and while that is sufficient time for some to begin turning around their lives, it is only a brief respite from the streets for others.

"The satisfaction is seeing some people gain stability in their lives, but the frustration is realizing it's very difficult to help a lot of them," Siewert said. "Still, every day, you feel like you have a chance to make a difference. You don't get that with many jobs."

VISTA officials say that is exactly what their agency offers to recruits.

Often referred to as the "domestic Peace Corps," VISTA is seeing a surge in sign-ups on college campuses, in part because of a nationwide recruitment effort by the agency, its first in a decade. Hoping to capitalize on the growing receptivity to volunteerism on campuses, VISTA won congressional funding to hire nine regional recruiters, each of whom will target five campuses—and visit many others—in a drive that could bring in hundreds of recruits.

Recent visits to campuses in Los Angeles, Claremont and San Diego produced recruiting dividends, as VISTA staffers had no difficulty turning applicants for low-paying positions in programs that deal with homelessness, drug abuse, hunger and unemployment—and that often require out-of-state moves to work among society's

poorest and neediest.

College students already account for a growing share of VISTA's 3,300-member volunteer force—about 240 of whom work in California—increasing from 11% in 1989 to 15% last year. People 55 and older make up another 20%, as do people without college degrees between 18 and 27. The remainder of the volunteers are widely distributed among other age groups.

Struck a Chord

During its 2½-year-history, Teach for America also has struck a responsive chord on college campuses. When news of its establishment hit campuses in 1990, the organization received 2,500 applications for 800 positions. Last year, it had 3,100 applications and accepted 700 people, about 90% of them recent college graduates.

"There are so many [college] seniors wandering around absolutely unhappy with their options," said Kopp, a 24-year-old Princeton graduate who developed the idea in a senior thesis. "They want to pursue an agenda they believe in and they want to make a difference."

Kopp's inspiration for Teach for America came at a 1988 San Francisco meeting dealing with ways to improve the nation's educational system. Her subsequent 170-page thesis laid out the framework for a privately funded, nonprofit program designed to alleviate persistent teacher shortages in inner cities and rural areas.

In contrast to the subsistence allowances received by VISTA and Peace Corps workers, Teach for America volunteers are paid normal starting teacher salaries by local schools, ranging from \$15,000 in rural Arkansas to \$29,000 in Los Angeles. Several dozen major corporations, such as Mobil and Citicorp, have donated financing to cover the organization's operating costs.

Even so, the teacher salaries are hardly substantial, and the primary appeal for Teach for America applicants is the challenge of tackling difficult: urban and rural assignments.

"There's a real esprit de corps atmosphere," said Darrell Barker, an elementary school teacher in South-Central Los Angeles. "It gives teaching an esteem that makes it exciting."

New Enthusiasm

At the Peace Corps, meanwhile, the pendulum's swing back toward volunteerism has been fueled by enthusiasm over serving in former Communist Bloc nations. Over the next year, the Peace Corps plans to open 250 to 500 field positions in the Commonwealth of Independent States, formerly the Soviet Union.

In 1991, the 30-year-old organization waded through 13,735 applications to fill just 3,800 trainee positions. Three months into 1992, the Peace Corps already has 1,100 more applicants than at this time last year and expects to surpass 1991's figure by at least 3,000.

The Peace Corps draws about 45% of its volunteers from people 50 or older, largely because of foreign nations' requests for experienced business professionals and environmental experts, according to recruiter Berning. But about 30% of the agency's 6,000 field

positions are filled with people between 23 and 28, and Peace Corps officials stress that needs and limited slots, not a lack of young applicants, are behind the aging of its staff.

★ Public Allies: The National Center for Careers in Public Life, which was formed last year, also is proving popular among young people. Its founder and executive director in Washington, 27-year-old Venessa Kirsch, plans to help place college graduates in organizations confronting such social concerns as the environment, child poverty, homelessness and campaign reform. For example, the center hopes to eventually assign recruits to organizations such as the Sierra Club, Common Cause and the Children's Defense Fund as well as to local shelters for runaway youths or abused women.

Without only about 80 slots in Washington, Chicago and Helena, Mont., to fill this year, it already has received hundreds of inquiries—at a time when center officials still are soliciting contributions from corporations and individuals.

"We're hoping to prevent problems, not just deal with them," Kirsch said. "We're going after people who want to volunteer but are sick of working at homeless shelters every week and not feeling that what they're doing is making a difference."

1960s Idealism

From the perspective of some top federal administrators, the volunteer agencies' resurgence on campus is seen as a return to 1960s-style idealism after the self-absorption of the Me Decade of the 1980s, when college graduates felt compelled to land high-paying jobs and quickly move up career ladders.

"The shortage of jobs certainly is pushing some students in this direction," said Don Stewart, a spokesman for ACTION, an umbrella organization that oversees domestic volunteer programs. "But you also need the idealism to be there, and we're certainly seeing volunteerism increasing on campuses."

Revived Spirit

While federal officials speak glowingly of the "revived spirit of volunteerism," some recent applicants emphasize that theirs is an idealism born largely of economic necessity.

"This isn't a '60s thing for me—I'm not a neo-hippy," said USC senior Beth Lipton, a journalism major whose bleak job prospects have led her to consider joining VISTA. "I'm interested in doing something about literacy, but I'm also interested in finding a job. If you've got a job for me, I'll skip VISTA.... But I know people with master's [degrees] driving taxis. So I'm trying to be flexible."

Similarly, Kristin Larson, a Pomona College senior, explained that the shock of seeing dozens of homeless people sleeping on the streets in Washington prompted her to consider signing up for VISTA. But she quickly added: "With the job situation being so scary, my idealism might leave, and I'd probably go for the money if I get a job offer."

Anita Fuchslocher, a Teach for

America kindergarten teacher in Los Angeles, admits being relieved when she was accepted by the program and no longer had to worry about overcoming difficult economic conditions in New England, where she went to college and where family lives.

"I saw so many friends having trouble finding good jobs that I was really worried," she said. "So I was happy when this came along."

Even VISTA Director Patricia Rodgers in Washington detects a difference between the save-the-world idealism that drove many of the agency's volunteers in the 1960s and the attitudes of current campus applicants.

"There's a pragmatism that comes along with the idealism today," Rodgers said. "People still want to accomplish something. But they're not seeking to achieve the impossible. The attitude perhaps is a little more practical and realistic than what you found in the '60s."

This brand of pragmatic compassion common among recruits is typified by VISTA volunteer Douglas May, who recently began working at Los Angeles' Chrysalis project in a job-development program for the unemployed.

"I'm basically very, veryervative, so I'm skeptical about a lot of government programs," May said. "But I like the idea of putting a federally paid volunteer in the hands of a private nonprofit organization. That's much more effective."

Hesitant to Enlist

Ironically, while job shortages have drawn many college students to the doorstep of volunteer agencies, they also make some potential recruits hesitant to enlist. Kimberly Kilgour, Pomona College's acting director of career development, said their fear is that by the time they emerge from the programs the "job market could get worse."

For many volunteers, however, altruistic motivations override economic concerns.

Some even bypass lucrative private-sector alternatives, as did Jameson Hill, a 27-year-old Teach for America instructor in rural Louisiana who passed up a job in international banking to follow in the footsteps of an inspiring teacher.

"I wanted to help people the way she helped me," Hill said of a high school French teacher who "taught me to learn and to be excited."

The two became close friends and years later, when Hill applied for the Teach for America program, the teacher wrote one of his letters of recommendation. What prevents the story from having a completely happy ending is that, about a week before Hill learned that he had been accepted, his former teacher died of cancer.

"She's a big reason why I'm here," Hill said. "She helped me see the joy of helping others and the value of working to improve the future."

William Baldwin, a USC senior contemplating several volunteer options, added that many students are "learning that there's more to being satisfied than making \$50,000, \$60,000 a year."

"The '80s showed us that values may be satisfying in the short run," Baldwin said. "But eventually they go belly up. I programs have a lasting value that isn't going to disappear."

The Washington Post

SUNDAY, MAY 10, 1992

Can a New 'Army' Save Our Cities?

With Discipline and Training, Our Alienated Young Could Find New Lives

By Arthur Ashe

ONCE AGAIN, seething, residual anger has burst forth in an American city. And the riots that overtook Los Angeles 10 days ago were a reminder of what knowledgeable observers have been saying for a quarter-century: America will continue paying a high price in civil and ethnic unrest unless the nation commits itself to programs that help the urban poor lead productive and respectable lives.

Once again, a proven program is worth pondering: national service.

Somewhat akin to the military training that generations of American males received in the armed forces, a 1990s version would prepare thousands of unem-

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ployable and undereducated young adults for quality lives in our increasingly global and technology-driven economy. National service opportunities would be available to any who needed it and, make no mistake, the problems are now so structural, so intractable, that any solution will require massive federal intervention.

In his much-quoted book, "The Truly Disadvantaged," sociologist William Julius Wilson wrote that "only a major program of economic reform" will prevent the riot-prone urban underclass from being permanently locked out of American economic life. Today, we simply have no choice. The enemy within and among our separate ethnic selves is as daunting as any foreign foe.

Families rent apart by welfare dependency, job discrimination and intense feelings of alienation have produced minority teenagers with very little self-discipline and little faith that good grades and the American work ethic will pay off. A military-like environment for them with practical domestic objectives could produce startling results.

Military service has been the most successful career training program we've ever known, and American children born in the years since the all-volunteer Army was instituted make up a large proportion of this targeted group. But this opportunity may disappear forever if too many of our military bases are summarily closed and converted or sold to the private sector. The facilities, manpower, traditions, and capacity are already in place.

Don't dismantle it; rechannel it.

Discipline is a cornerstone of any responsible citizen's life. I was taught it by my father, who was a policeman. Many of the rioters have never had any at all. As an athlete and former Army officer, I know that discipline can be learned. More importantly, it *must* be learned or it doesn't take hold.

A precedent for this approach was the Civilian Conservation Corps that worked so well during the Great Depression. My father enlisted in the CCC as a young man with an elementary school

education and he learned invaluable skills that served him well throughout his life. The key was that a job was waiting for him when he finished. The certainty of that first entry-level position is essential if severely alienated young minority men and women are to keep the faith.

We all know these are difficult times for the public sector, but here's a chance to add energetic and able manpower to America's workforce. They could be prepared for the world of work or college—an offer similar to that made to returning GIs after World War II. It would be a chance for 16- to 21-year-olds to live among other cultures, religions, races and in different geographical areas. And these young people could be taught to rally around common goals and friendships that evolve out of pride in one's squad, platoon, company, battalion—or commander.

We saw such images during the Persian Gulf War and during the NCAA Final Four basketball games. In military life and competitive sports, this camaraderie doesn't just happen; it is taught and learned in an atmosphere of discipline and earned mutual respect for each other's capabilities.

Ethnic hatred, like that portrayed in Los Angeles, is also taught and learned.

A national service program would also help overcome two damaging perceptions held by America's disaffected youth: that society just doesn't care about minority

youngsters and that one's personal best efforts will not be rewarded in our discriminatory job market. Harvard professor Robert Reich has opined that urban social ills are so pervasive that the upper 20 percent of Americans—that "fortunate fifth" as he calls them—have decided quietly to "secede" from the bottom four-fifths, and the lowest fifth in particular. We cannot countenance such estrangement on a permanent basis. And what better way to answer skeptics from any group than by certifying the technical skills of graduates from a national service training program?

Now, we must act decisively to forestall future urban unrest. Republicans must put aside their aversion to funding programs aimed at certain cultural groups. Democrats must forget labels and nomenclature and recognize that a geographically isolated subgroup of Americans—their children in particular—need systematic and substantive assistance for at least another 20 years.

The ethnic taproots of minority Americans are deeply buried in a soil of faith and fealty to traditional values. With its accent on discipline, teamwork, conflict resolution, personal responsibility and marketable skills development, national service can provide both the training and that vital first job that will reconnect these Americans to the rest of us. Let's do it now before the fire next time.

Volunteers Can Be Key To Problem Solving With Community Service

There is a powerful African-American spiritual, *A Balm in Gilead*, which suggests that in the midst of tremendous challenges and problems always exists the very solution to those challenges and problems. The spiritual is one of helping and healing, resilience and responsiveness, saving and strength. For individuals the "balm" comes from within, for society the solution originates in individual caring and action.

Today our nation faces an array of serious challenges and problems. And it is the American people in all their wonderful diversity — young and not so young, of all races and creeds, of all income and education levels, of so many different talents — that can provide the solution to these problems through community service efforts.

The successful integration of service programs throughout our society — into schools, corporations, churches, retirement centers, and government agencies — can be a catalyst that will help transform America. Service is a powerful tool that can be used to tackle some of society's most difficult problems by fostering the ability to work as a team, solve problems, share ideas, and then transform those ideas into action. As communities across the nation confront shrinking budgets and increased needs, it is imperative that we revitalize the role of service at all levels. According to *Independent Sector*, the value of formal volunteer time by adults was estimated at \$170 billion in 1989. Yet, only an estimated 54 percent of adults volunteered in 1989. Think of what could happen if we increased these numbers by half.

Our state of Pennsylvania leads the nation in its innovative support for citizen service. All across this proud Commonwealth, people from all walks of life are making a significant difference in their communities. And while the following is by no means exhaustive, I'd like to highlight just a few programs:

In Philadelphia, *The Center for Intergenerational Learning* at Temple University has developed 12 programs that bring youth and elders together to meet community needs and enrich each others' lives. One such program in North Philadelphia called *Across Ages* creatively involves approximately 180 middle school students in community service in local nursing homes, while at the same time matching them with older mentors who will help them navigate the obstacles of adolescence.

In Pittsburgh, *Generations Together*, based at the University of Pittsburgh, provides technical assistance to organizations interested in intergenerational service programs and researches the impact of such programs. They also have a model child care training and employment program for older workers, place senior volunteers in elementary schools as resource persons, and run mentor programs.

In Williamsport, the local high school has created *WILLSERVE*, feeding energetic young people into community agencies where they are trained to help those in need while considering career options. The school has even developed an elective service-learning course.

In Philadelphia a movement of young people, *Empty the Shelters*, has formed

partnerships stressing community organizing, public education and the empowerment in remedying homelessness. *Empty the Shelters* includes an eight-week summer of social action training young people from across the nation to foster social change. It is working and the movement is now spreading and being adapted to local conditions in a variety of cities throughout the country. Also in Philadelphia, at St. Joseph's University, *HAWKS: Help A Wonderful Kid Succeed* is mentoring children in need of support and guidance.

In Montgomery County, senior volunteers are caring for children with special needs and their families through the efforts of RSVP, the Variety Club and Developmental Center and ACTION in an effort called *Homefriends*.

In Butler County, Slippery Rock University and the United Way have combined to organize *Kids That Care: Bringing the Pieces Together* which has been launched in cooperation with six school districts. In addition to mentoring match-ups, one of their exciting initiatives is a series of workshops directed by and for young people that address issues of concern for young people and our nation. And the idea is spreading to other counties in the state.

In Harrisburg, *PENNSERVE*, an entity

that I had the good fortune of helping to start while heading the Department of Labor and Industry under Governor Casey, is challenging all Pennsylvanians to be of service to those in need and to make our state a better place.

And again, in Philadelphia, the Boys and Girls Clubs innovatively award grants to young people dedicated to improving their communities through a program called *Youth Are Resources*. In its third year of operation under a William Penn Foundation grant, 39 youth-initiated projects have been launched involving over 800 young people and over 30,000 beneficiaries. Reflecting the creative energy of young people, the projects are quite diverse in approach and in the issues addressed.

The strength of our democracy depends on educated, informed and involved citizens. Citizenship entails certain responsibilities, one of which I firmly believe to be service to the larger community. We need to show people that community service is not merely an extracurricular activity that may or may not fit into their spare time. As my friend Marian Wright Edelman, president of the Children's Defense Fund, is fond of saying "service is the rent we pay for living."

Community service is a powerful way to teach citizenship and respect for human dignity and to develop leadership — things that can't be taught primarily by talking. Community service is learning by doing.

Community service benefits those that serve and those served, as well as our society as a whole. Moreover, our communities benefit from more than just the services provided.

Regrettably, too often in our society the younger generation is viewed in terms of its problems, seniors are forgotten or seen as burdens, and business people are thought to be caught up in a culture of greed. Community service can help us to see each other as resources rather than problems, and build bridges between the generations. Through service, people learn that they can make a difference to themselves, their families and their communities.

We all are looking for constructive, innovative, and effective programs in which to invest our money and our time, and I've always believed we need even more comprehensive service efforts. Programs that encourage people of all ages and talents to participate in enterprises can benefit their local communities, as well as our nation.

If we are going to succeed at creating opportunities for service, however, the private sector must become even more involved either by financially underwriting service programs or by creating opportunities for service at the grassroots level.

Mentor programs, sponsored financially or through actual personal commitments, could and should link members of the business community with young people. This partnership would allow young people to consider future life options and provide additional role models and examples of caring adults.

Programs like *Phila-a-Job*, which uses federal Job Training Partnership funds to

provide a summer-long program for disadvantaged, inner-city kids is another option. Programs should be focused around effective job training, community improvement, and individual self-esteem. Controls need to be implemented to ensure that businesses accept young people into their workplaces, providing adequate guidance and substantive projects to ensure the quality of the program. The *Philadelphia Ranger Corp.*, *Youthbuild* and *City Year* are other options for meaningful business participation.

***"Community service
can help us to see
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Senator Wofford

I believe that implementing a system of national and community service is a means of asking all Americans to swear themselves into the high office of active citizen. By encouraging and changing the way we perceive and treat the young, the elderly, the disadvantaged, and all those who can make a difference, we can change the way future generations realize their potential.

Everyone can be on the front lines of service in preparing our nation for the 21st century. Thank you for helping to put me on the front line. I salute you, and I know that we can and will work together to build a better future for Pennsylvania and for America.



HARRIS WOFFORD (D-Pennsylvania) was elected to the United States Senate in November, 1991 following his interim appointment to the Senate by Governor Casey in May, 1991. Senator Wofford serves on three Senate committees: Foreign Relations, Environment and Public Works and Small Business.

The New Deal for the '90s



Rudy Basch, 71, and Pennsylvania Conservation Corps members at Raccoon Creek State Park.

AP PH

With unemployment at an eight-year high, policy makers look to public works jobs

By Tom Mashberg
SPECIAL TO THE GLOBE

PITTSBURGH — Mike Prebeg was a master carpenter for 18 years before recession left him dozing in an old cabin in the woods. Then along came the Pennsylvania Conservation Corps, a federally funded jobs program modeled after the New Deal.

"Now we're building these new cabins," he said, proudly watching a dozen men assemble a bath house in a lush game reserve in western Pennsylvania. "And I'm teaching these young fellows the skills they'll need to make it, too."

With the ranks of today's unemployed swollen seemingly beyond solution, Prebeg finds himself on the front line of a fledgling trend: Politicians of all ideologies are flipping back the calendar to the 1930s, when public works programs helped millions of Americans haul the nation out of the Great Depression.

"We have the talent out there and the manpower," said US Sen. Harris Wofford (D-Pa.), a main proponent of legislation to re-create a modest New Deal for the Nineties. "We need to mesh them. The money spent will help us

'New Deal' jobs programs

Job Corps

Created: 1965.
1992 budget: \$920 million.
Number of centers: 108.
Participants: 62,000 per year.
Aim: Schooling, vocational training and job placement for nation's poorest youths.

Job Training Partnership Act

Created: 1983.
1992 budget: \$4 billion.
Participants: 250,000 per year.
Aim: Main employment and training program for adults and youths below the poverty line.

Economic Dislocation and Worker Adjustment Assistance Act

Created: 1983.
1992 budget: \$550 million.
Participants: 200,000.
Aim: To retrain workers displaced from older industries; also aids long-term unemployed.

Job Opportunities & Basic Skills Program

Created: 1988.
1992 budget: \$1 billion.
Participants: 450,000.
Aim: To help welfare recipients without small children and other unemployed find work, including subsidized jobs.

Civilian Conservation Corps

Status: Proposal before Congress.
Proposed budget: \$50 million.
Participants: Several thousand at first.
Aim: To set up seven demonstration projects around the US to put people to work in conservation and construction.

Community Works Progress Administration

Status: Proposal before Congress.
Proposed budget: \$400 million.
Participants: Several thousand in pilot program.
Aim: To transfer able-bodied welfare recipients into public-works jobs. They would receive their welfare aid plus 10 percent in exchange for skills training and jobs.

Proposal from the Center for Social Policy Studies

Proposed budget: \$6.4 billion
Participants: 500,000
Aim: To put skilled jobless including displaced military to work on intensive public-works projects at rates 20 percent above the minimum wage. No politicians have endorsed this proposal.

GLOBE STAFF CHART

Policy makers take a look at public works programs

boost the economy."

This weekend Congress is expected to allocate \$50 million for a federal version of the Pennsylvania Conservation Corps, which is seen as a national model. The money would go for a half-dozen pilot programs, putting thousands of people to work laying dirt paths and roadways and repairing run-down housing projects.

Also in the works is a \$400 million allocation for a "Community Works Progress Administration" that would train welfare recipients for jobs building roads and bridges. Both ideas are backed by Republicans and Democrats in Congress.

"It's a drop in the bucket, but a good drop," said Donald Mathis, head of the Pennsylvania Corps. "We're resurrecting the jobless every day, just like Roosevelt with the Civilian Conservation Corps and the old Works Progress Administration."

Yet the outlay so far is modest, and any big push has to await the outcome of the November election. President Bush is cool to costly federal jobs programs, preferring market-based approaches. And Gov. Bill Clinton, while friendlier to the idea, is wary of advocating "big government" in any form.

"Old-timers like me can't understand why we don't do a lot of this," said Elizabeth Wickenden, an 84-year-old New Deal veteran. "We had armies of millions putting up schools, you name it. You should have seen this country on the move."

Modern federal projects like the five-year, \$151 billion highway bill are at root jobs programs. But the work goes to traditional targets like unions and major contractors. Having the government run the jobs programs has fallen out of favor.

"The phrase 'public service jobs' has become a pariah, especially on the campaign trail," said Anthony P. Carnevale, chief economist with the American Society for Training and Development. "The trick seems to be to wrap these programs in images of high-speed trains and automated highway systems."

But policy makers now speak of a \$50 billion federal jobs effort that would trim unemployment and welfare rolls by 1 million people. Cuts in military spending would finance the package. The goal would be to train and give jobs to the bulk of the unemployed: those aged 16 to 24 with no work experience.

Unemployment is far different than six decades ago, when 13 million were idle — 25 percent of the labor force. Now, the Labor Department says, 9.7 million Americans are out of work, the most in eight years; 1.1 million more are too discouraged to seek jobs, and 6.3 million are listed as underemployed.

And unemployment is just part of the problem. A welfare system that spends \$63 billion a year on 13.6 million people adds to the cost. Roosevelt himself called welfare without job opportunity "a subtle destroyer of the human spirit."

Historians now point to projects like LaGuardia Airport, built in three years by 5,000 men working around the clock six days a week. Hardly a community from the 1930s does not have a library, public school or bridge built by the WPA.

"Back then we had nothing to do and country to build," said Rudy Basich, a 71-year-old veteran of the old CCC. "We need to bring this back." Watching Prebeg's young crew fix the wiring in a log cabin, he added: "You earn pay and learn a trade. These can't just be make-work jobs for idle folks."

Here in the dilapidated heart of steel country, Prebeg, 48, represents one group of the idled: skilled workers hoping to put their talents back to use. Toni Adams, a 21-year-old single mother from the projects, is another: untrained and unmotivated until Mathis's corps offered her useful work.

"You see this fitness track," she said, showing off an exercise area built by a crew of 12 in the recession-smarting town of McKeesport. "It's the first thing I've ever done."

Nationwide, 45 cities and counties in 20 states run such work corps, employing about 20,000 people at a cost of \$100 million. One of the best known is City Year, the Boston-based program of 218 urban volunteers from all walks of life.

This is a far cry from the Depression-era programs that put more than 11 million people to work on projects as varied as the Triboro Bridge in Manhattan and the Hoover Dam, but many see it as a launching point for a modern-day program of equal breadth.

"You train young people, give them skilled older leaders and put them all to work," said Kathleen Selz, director of the National Association of Service and Conservation Corps.

Basich, who carries pictures of the saplings he planted while reforesting Montana in the 1930s, agreed. Showing them to Prebeg's happy crew on a frosty morning at Raccoon Creek State Park, he bragged: "These trees are 75 feet tall today. Now that work's a whole lot better than flipping hamburgers."

Much of the motivation behind the public-works drive is to fund projects that build pride and offer dignity. The idea is to give the chronically unemployed a career, not a shovel.

To this end, those taken into public works projects get between \$4.25 and \$7.50 an hour. In Basich's time, the down-on-their-luck earned \$1 and three meals a day.

"This is helping me support my 15-month-old boy," said Ray Ward, 23, one of Prebeg's apprentices. "I'm learning to be a plumber. That's sure better than being on the dole."

Not wanting to be labeled old-style spenders, Wofford and his allies have for now emphasized that their programs put welfare recipients and the first-time jobless to work.

And with the national debt at \$4 trillion, few are out front asking for the billions needed to build a jobs-laden nationwide network of conservation and public-works agencies.

But with senators as disparate as Edward Kennedy and Bob Dole speaking with nostalgia of the New Deal successes, and with economists pleading for a concerted federal effort to kick-start the economy, the idea is enjoying a low-key vogue that could become a groundswell as model projects win praise.

"This is not Cloud 9 stuff," said Markley Roberts, head of economic research for the AFL-CIO. "Reputable people on the Hill say it's a very sensible recession-busting measure."

Michael Bailin, president of Public/Private Ventures here, agreed. "The value of the work produced far outweighs the cost," he said of his program, which combines federal money with private donations to create jobs for the poor.

But there are strong skeptics. "You have to be very careful about throwing short-term programs at people," said Robert Jones, assistant secretary of labor for employment.

Bill Dunkelberg, dean of the Business School at Temple University and a labor specialist, said: "Jobs programs can stimulate only if they don't take money from other sources. Every dollar lost to taxes is a dollar from someone's pocket, so it can all be a wash from the economy's point of view."

But with voices on Wall Street and Main Street raised in panic over the stalled economy, a New Deal for the Nineties is getting a serious look. "There are things we absolutely need, like we did in the 1930s," said Dunkelberg. "High-speed rail and transport lines would help us to compete."

Mathis of the Pennsylvania Corps is a tireless crusader for a latter-day CCC. "With so many people idle, and so much needing to be done, we should have these things everywhere," he said. "Look at old Rudy. He's the generational bridge."

Said Toni Adams of hard-pressed McKeesport, presiding over her new fitness track: "We could build a lot of these."