

Service Plan Forwarded In Congress

Measure Falls Short Of Clinton's Vision

By Kenneth J. Cooper
Washington Post Staff Writer

President Clinton's national service legislation advanced to the full Congress yesterday, although the version endorsed by two congressional committees falls far short of the broad program candidate Clinton promised last year.

Clinton drew some of his loudest campaign cheers and roused the hopes of middle-class Americans when he vowed that national service would make college affordable to all citizens.

The bill headed for summer floor votes in the House and Senate initially would involve 25,000 participants. About 14 million students attend U.S. colleges.

The scaling down of the ambitious campaign plan resulted from budgetary pressures. But administration officials still maintain that a college education would be universally available because of proposed changes in federal student loan programs that would allow borrowers to repay their loans in proportion to their income over time.

The Senate Labor and Human Resources Committee endorsed the bill 14 to 3, with Republican members splitting 4 to 3 in favor. A voice vote appeared more partisan in the House Education and Labor Committee, with only two of 15 Republicans supporting the bill.

GOP critics have questioned Clinton's request of \$394 million for national service while traditional student aid programs are underfunded. They argued that it would be unfair to give education benefits of \$5,000 per year of service to participants with higher incomes while needy students watch their federal college grants shrink.

"Is this where our priority should be in terms of allocating limited educational dollars?" asked Sen. Nancy Landon Kassebaum (Kan.), the Senate committee's ranking Republican.

Her House counterpart, Rep. William F. Goodling (R-Pa.), said, "We should certainly think of those who are in need before we hand out" up to \$10,000 to higher-income persons.

The Education and Labor Committee defeated, 29 to 12, Goodling's amendment to make the benefits available only to participants who demonstrate need.

His amendment and another offered by Rep. Susan Molinari (R-N.Y.) put committee Democrats in the awkward position of arguing against the need-based aid they traditionally have supported and denying that college aid is the central purpose of national service.

An amendment by Molinari to deny funding to the service program unless several student aid programs, including Pell grants and work-study jobs, are better funded was defeated, 26 to 17, with two Democrats deviating from the majority.

But supporters of national service argued that the program should not be linked with federal funding plans for needy students. "This is not a financial aid program," said Rep.

SERVICE, From A28

Robert E. Andrews (D-N.J.). The chairman of the Education and Labor Committee, Rep. William D. Ford (D-Mich.), said: "This is about service. It's not about make work jobs, it's not a welfare program."

Goodling blamed Clinton for confusion about the program's thrust. "Who spent a year selling it as a student aid program? The president of the United States. It's only the last couple of months they've been backing off of that," he said.

Supporters had different ideas about the main goal of service. Andrews said it was to "enrich the ed-

ucational experience of those who do enroll." Rep. Pat Williams (D-Mont.) spoke of "volunteers," but Rep. George Miller (D-Calif.) declared, "This is not a volunteer program."

Sen. Edward M. Kennedy (D-Mass.), chairman of the Labor and Human Resources Committee, said the idea was the appeal to "the nobler side" of Americans to redress their "sense of loss of community."

In a statement, Clinton cited multiple goals: "National service will do much that must be done: meeting our nation's needs, paying for our children's education and bringing all of us together in the common work of citizenship."

Articles, Advocates,
Op-Eds

THURSDAY, JUNE 17, 1993 THE WASHINGTON POST

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IRS Finds No White House Role in Audit of Air Charter Firm

By Michael Isikoff
Washington Post Staff Writer

The Internal Revenue Service said yesterday an internal inquiry has found that White House aides did not prod the agency last month into launching an audit of an airplane charter company that had a central role in the controversy over the White House travel office. The travel office arranges charter flights for the White House press corps.

The unannounced audit of UltraAir by IRS agents on May 21 has prompted criticism from Republicans in the Congress for an independent investigation and charges that the White House may have used the agency for political purposes.

The Washington Post reported last week that associate White House counsel William Kennedy had discussed the possibility of requesting an IRS probe of the travel office matter during a telephone conversation with an FBI official the previous week.

But yesterday, the IRS released a brief statement saying that, after interviewing more than 30 IRS employees, the agency's inspection service found there were "no attempts by the White House to influence the IRS regarding this matter."

IRS employees "followed proper procedures" in the travel office matter and Commissioner Margaret M. "Peggy" Richardson, a Clinton appointee, had deter-

mined that "no corrective actions are needed," the statement added.

The statement drew criticism from congressional Republicans. Senate Minority Leader Robert J. Dole (R-Kan.) called it a "fox-in-the-chicken-coop" internal review. . . . If there are no more facts forthcoming, the administration has no one to blame but itself if the American people think they smell a coverup."

Rep. Henry J. Hyde (R-Ill.) and the House GOP leadership are planning to introduce a "resolution of inquiry" today that would ask the White House to furnish more than two dozen documents relating to the travel office matter.

The resolution, a rarely used tactic,

would require the Judiciary Committee to act on the issue within 14 days or Republicans can demand a floor vote. The tactic is aimed at forcing either a congressional inquiry or requiring Democrats to take a public stand on the matter.

The IRS did not release a copy of its investigative report and gave no explanation for why the audit of UltraAir was begun by its Nashville office amid the travel office controversy. The audit came shortly after the White House fired seven travel office workers. That action was prompted in part by complaints from the president's friend, Hollywood producer Harry Thomason, and a partner about the amount of business going to UltraAir and

their own travel company's exclusion from bidding on White House charter flights.

Former IRS officials and tax experts have suggested that the audit might have deviated from agency procedures, given that UltraAir, formed last year, had never filed tax returns.

Agency spokeswoman Ellen Murphy said a "heavily sanitized" version of the report may be released today, but it is unlikely to contain additional details because the agency is prohibited from publicly discussing information about any individual or company tax returns.

Staff writer Ann Devroy contributed to this report.

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TO: SHIRLEY SAGAWA
FROM: MAL COLES

see you on Monday!

THE BOSTON GLOBE • FRIDAY, JUNE 25, 1993

A Clinton program for youth that adds to the spirit of vo

BOB KUTTNER

Within a few weeks, President Clinton will add another legislative notch to his belt. House and Senate committees have just completed action on what Clinton likes to call his "signature program" — the National Service Initiative.

Clinton hopes national service will symbolize the youthful idealism of his presidency in the same way the Peace Corps stood for the spirit of John F. Kennedy's New Frontier.

The program combines practical help to people in need with stimulus for a national ethic of volunteerism. It gives volunteers a \$5,000 stipend for each year of service (maximum \$10,000) to help volunteers pay for college. The National Service Corporation will be outside of civil service as part of Clinton's new, more "entrepreneurial" approach to government. In every sense, national ser-

vice is the quintessential program of a "New Democrat."

This happy prospect, however, nearly foundered on the awkward matter of what to do with federally sponsored volunteer service programs that already exist, namely those administered by the ACTION agency. These include VISTA (Volunteers In Service To America), and several older American volunteer programs, as well as more recent programs added under the auspices of President Bush's "thousand points of light."

When Clinton's advocates for national service took office, VISTA in particular seemed to stand in the way. Here was Clinton boldly proposing national service, but it turned out that national service already existed. VISTA implied that Clinton, bold rhetoric and all, was reinventing the wheel.

VISTA had two other strikes against it. For one thing, its subtext was all wrong. VISTA had its origins

in the antipoverty programs of the 1960s. If New Democrat Clinton's conception of national service was polite, universal and middle class, VISTA seemed to smack of class warfare, antipoverty and "old Democrats."

During the Great Society and again under Jimmy Carter when the leftist Sam Brown headed ACTION, the volunteers of VISTA didn't just teach literacy or sponsor neighborhood cleanups. They associated poverty with powerlessness; they read up on the teachings of community organizer Saul Alinsky and organized rent strikes; they promoted that sublimely subversive act — voter registration of the poor.

And if VISTA was not sufficiently damned as an unwelcome child of a different Democratic era, it was doubly damned for surviving 12 years of Reagan and Bush. Once too radical, VISTA had been stripped of its organizing agenda and now seemed too Republican.

On all counts, the initial impulse of the Clinton administration was to quietly bury the holdover volunteer programs. Under early drafts of Clinton's legislation, most ACTION employees were to be laid off over an 18-month period. VISTA was to be submerged into the new National Service Corporation.

However, the Clinton people discovered that VISTA had wide respect and powerful friends. Former VISTA volunteers, nearly 100,000 strong, organized a campaign to keep it alive and strong. In both houses of Congress, Democrats who had fought hard to keep VISTA from being gutted by Republicans were determined that it not be gutted by a Democrat.

In the end, committees in both the House and the Senate added language retaining VISTA's identity within the new national service initiative and even increasing its funding, and making sure that "volunteerism" meant not just conservation

corps, public safety or money for college but genuinely needy people. time, the liberals in C the White Ho resist cynical move by some R turn the program into a ed one in which only th earn money for college.

So the president will nature "New Democrat" — without sacrificing worthwhile in the Democrats who Credit for this outcome liberals in Congress, to VISTA (an organization volunteers) and to Eli heads the national serv the White House. A Cli whose political go McGovern campaign of has sympathies for both new Democratic agenda

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teers. They have been belittled and mocked during the past 12 years, but they are amazingly healthy at the local level."

National service, Segal notes, is an idea that can command wide political support: "A Ted Kennedy who is concerned about giving 17-year-old poor kids a fresh start, a Sam Nunn who thinks young people should serve their country, a Bill Clinton who wants college to be available to everyone."

Clinton's weakness is said to be a wish to please everybody, which suggests merely a trimming of views or a splitting of differences. But the essence of leadership is defining a new vision that people on opposite sides of older schisms can unite behind. In this sense, if national service truly bears Clinton's signature it portends good things for party, presidency and nation.

Bob Kuttner's column appears regularly in the Globe.

Set to Shape Service Plan

Bipartisan Support Seen For Clinton Initiative

By Kenneth J. Cooper
Washington Post Staff Writer

Congressional committees will begin work today on a key item on President Clinton's "new Democrat" agenda: legislation to create a program of national service.

Congressional aides expect House and Senate committees to endorse similar versions of the national service bill and ready them for floor votes this summer. The initiative enjoys some Republican support in both bodies, and administration officials used a week's delay in committee hearings trying to build even broader support.

A bipartisan coalition supporting the bill would mark a departure from the divisive votes taken so far on legislation backed by Clinton, such as his economic proposals and vetoed Democratic bills left over from the last Congress.

"It's a unifying bill. It's a unifying concept," said Jack Liu, general counsel in the White House Office of National Service.

Clinton's plan has benefited politically from the patriotic echoes of its precursors: the Civilian Conservation Corps, the Peace Corps and VISTA. The president also has avoided the pitfalls of more recent legislative proposals by not tying national service to other federal college aid.

Under the proposal Clinton outlined six weeks ago, students could receive \$5,000 to finance their higher education in exchange for each year of low-paid service involving education, the environment, human services or public safety. The service could be performed before, during or after the students are in college or trade school.

Clinton asked for \$394 million to finance 25,000 participants in 1994. House appropriators have set aside \$105 million, but sponsors hope to bid for a larger allocation if the new program is authorized.



BY RAY LUSTIG—THE WASHINGTON POST

At rally yesterday in support of a national service program are, from left, Rep. Christopher Shays (R-Conn.); Sen. Harris Wofford (D-Pa.); Eli Segal, an aide to President Clinton; and Dolores Spikes, an official of Southern University.

The educational benefit had been set at \$6,500 but was reduced to \$5,000 to mollify veterans groups and Republican lawmakers who had complained that participants of a national service program would stand to gain nearly as much as young people who served in the military.

The change has not completely satisfied key Republican lawmakers, however.

A Senate GOP aide said that Sen. Nancy Landon Kassebaum (Kan.), ranking Republican on the Senate Labor and Human Resources Committee, has drafted an alternative that would authorize experiments with service programs that do not offer educational benefits as a reward.

Kassebaum has questioned the move to increase spending for service programs while funds for college aid are limited. Rep. Susan Molinari (R-N.Y.) has raised the same issue in the House.

The GOP Senate aide noted that VISTA workers receive about \$1,100 a year at the end of their tours. "We still get people in VISTA doing these kinds of jobs. It brings in the question of whether a \$5,000 educational benefit is necessary," the aide said.

Liu said another group of critics has argued that the \$5,000 benefit may be too low to attract students who spend four or more years earning a degree. He said the figure represents an effort to attract a broad range of participants.

In the House, Rep. William F. Goodling (R-Pa.) has proposed an amendment to make the benefit available to participants based on need. Making arguments similar to Kassebaum's, Goodling would apply the financial need analysis used to award other federal college aid. Several committee Democrats have expressed interest in his amendment, which critics described as "means testing." The White House has expressed opposition.

"The principle here of socioeconomic diversity is at the core of what we're trying to achieve," said Eli Segal, director of the Office of National Service. "It will build a citizen ethic that we believe is important."

Segal met with Goodling last evening to offer a proposed compromise that would authorize a pilot project involving service positions without educational benefits. Goodling said he would review the idea overnight.

A compromise was reached on another proposal by freshman Rep. Lynn C. Woolsey (D-Calif.), who wanted experiments with allowing family members—say, a grandparent—to serve for a beneficiary. She accepted more general language authorizing unspecified experiments.

"I have four children who just finished college. It took them five to eight years. Add two more years of national service, and that's a long time," Woolsey said. "They're going to need to get on with making a living."

Clinton Wins Key Votes on Plan For Service Tied to School Loans

By CLIFFORD KRAUSS
Special to The New York Times

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WASHINGTON, June 16 — With overwhelming bipartisan support, Senate and House committees today approved President Clinton's national service program to enlist volunteers to do social, law-enforcement and environmental work in return for payments toward education loans.

Democrats and Republicans hardened back to the initiation of the Peace Corps and Vista (for Volunteers in Service to America) in the 1960's as they voted for a program designed to spur greater community spirit, broaden access to higher education and engage new graduates in socially useful work.

Virtually guaranteeing a major Administration legislative victory before the end of the summer, the Senate Labor and Human Resources approved the bill 14 to 3. After tinkering around the edges of the proposal, the House Education and Labor Committee followed by voice vote.

How It Would Work

The plan would create a National Service Corporation to allocate service slots to state governments, which in turn would distribute volunteer positions to local governments, not-for-profit organizations, school districts and institutions of higher education.

Local programs involved in education, environmental or police work and assisting the elderly or the homeless would offer stipends to participants of about \$7,000, with the Federal Government picking up 85 percent of the tab. Aside from the stipend, volunteers awarded positions would receive awards of \$5,000 toward paying off their education loans for each year of work. Recent graduates of college or trade schools would be able to volunteer up to two years, and they also would receive health benefits.

In a year when budgets are tight, the amount of money Congress will ultimately

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spend for the program is in question. Mr. Clinton called for \$400 million in 1994 to cover 25,000 community service jobs. Earlier, the House Appropriations Committee approved spending only \$105 million for 10,000 jobs, although sponsors hope to get more money once the plan is passed later this summer.

The Administration hopes that by 1997 some 150,000 participants can be included in the program, which was a cornerstone of Mr. Clinton's Presidential campaign. It was viewed as a tenet of the New Democratic agenda, which calls for programs that emphasize personal initiative over dependence on government largess.

But the plan has also been embraced by liberals like Senator Edward M. Kennedy of Massachusetts, chairman of the Senate panel, who is a sponsor of the bill.

Best of Two Parties?

"It combines the idealism of the Democratic Party with the programmatic realism of the Republican Party," Representative Steve Gunderson of Wisconsin, a leading Republican backer of national service, said before the House panel approved the bill.

Before today's vote, Mr. Kennedy characterized the national service plan as "an important step toward revitalizing our country by challenging citizens of all ages to become involved in service programs in our communities."

Senator Daniel R. Coats of Indiana, a conservative Republican member of the panel who rarely agrees with Mr. Kennedy, predicted that the program would "rekindle some habits of the heart."

Milestone of Sorts?

Democratic strategists noted that while legislation providing leaves for workers in cases of family health emergencies and easing voter registration have been enacted since Mr. Clinton

took office, this would probably become the first major bill to pass that originated from the Clinton White House.

Although it would affect far fewer graduates, the national service program is designed to meet President Clinton's objectives of reducing interest rates on student loans by replacing middleman bankers with Education Department administrators.

The House has approved the direct-lending plan, but the Senate Labor and Human Resources Committee modified the program last week to retain some banker involvement in student lending and phase in direct Government lending to students over several years.

THE NEW YORK TIMES, THURSDAY, JUNE 17, 1993

When Mr. Clinton outlined the national service plan in April before an audience of cheering students at the University of New Orleans, he predicted it would eventually "revive America's commitment to community and make affordable the cost of a college education for every American."

Republicans' Reservations

While watching the House panel work through the bill with a few minor modifications today, Eli Segal, director of the Office of National Service, said Mr. Clinton "is very excited about this. This was certainly what resonated during the campaign."

Whatever dissent was voiced today in the two committees came from Re-

publicans. Senator Nancy L. Kassebaum of Kansas, the ranking minority member on the Senate committee and herself a former volunteer in Vista, roughly a domestic version of the Peace Corps, said she voted against the plan because it created too much bureaucracy. She suggested that \$5,000 in debt relief, which she called "educational rewards," would be better spent directly on educational programs.

Ms. Kassebaum is expected to offer a substitute amendment on the floor of the Senate that would create pilot national service programs that would offer stipends but not educational benefits.

In the House committee, Representative William F. Goodling, Republican

of Pennsylvania, offered an amendment that would create a needs test to aim the program's benefits at the underprivileged. Democrats strongly objected, saying national service should be open to people of all classes, not just the poor. On a near party-line vote, the Goodling amendment was defeated, 11 to 12.

Representative Marge Roukema, Republican of New Jersey, said she was opposing the plan with regret because "what we're doing is planting the seed for a new full-blown entitlement program with a constituency of its own."

U.S. Intensifies Attack to Oust A Somali Clan

By MICHAEL R. GORDON
Special to The New York Times

WASHINGTON, June 16 — United States and allied forces mounted a major strike today against the leader of the dominant Somali faction in an effort to destroy his base of operations in Mogadishu and rout him from his headquarters.

United States officials said the aim of the air and ground attack on the Somali commander, Gen. Mohammed Farah Aidid, was to end his ability to disrupt United Nations operations and to eliminate him as a factor in Somali politics.

General Aidid has emerged as the most powerful and truculent of the Somali clan leaders. Officials in Washington also say he ordered the attack on June 5 that killed 23 Pakistani peacekeeping soldiers in an effort to push the United Nations out of Mogadishu.

A Recalcitrant Leader

United States AC-130H gunships and attack helicopters have already destroyed many weapons caches controlled by General Aidid and have attacked the radio station he used to beam anti-United Nations propaganda. But he did not appear chastened by the initial strikes, and United States and United Nations officials said he tried to mobilize international opinion against the United Nations by inciting demonstrations.

The officials also said he might have provoked a second incident on June 13 by having his gunmen shoot at Pakistani positions during a mass demonstration. More than 20 Somalis died

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when the Pakistani soldiers responded by firing into the crowd.

Pentagon officials said that today's attack was directed at a four-block-square area of Mogadishu that serves as General Aidid's headquarters, communications center and main weapons cache.

The attack began 1:35 A.M. Thursday local time (5:35 P.M. today Eastern daylight time) with cannon fire from the AC-130H's, which are operated by Special Forces troops and equipped with 105-millimeter cannons.

As the air strikes started, a multinational force ringed the area. Pentagon officials said the ground force included French, Italian, Moroccan, Belgian and Pakistani troops, but no Americans. A force of 2,200 United States marines is steaming toward Somalia but no decision has been made on whether they will be deployed.

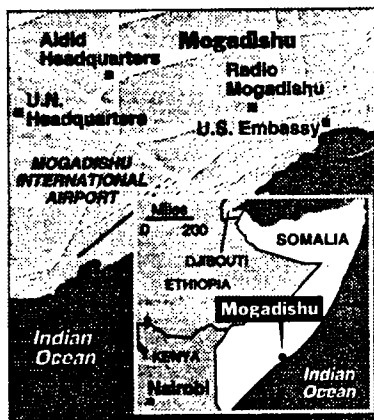
General Aidid claims to have up to 6,000 fighters in the Mogadishu area, but a Pentagon official said that fewer than 1,500 were reliable.

Question of Capture

Administration officials declined to say if the United Nations was trying to capture General Aidid.

Pentagon officials said tonight that there was no immediate expectation that General Aidid would be captured. But senior Pentagon officials said last week that one aim of the operation was to seize him and his top lieutenants.

A resolution by the Security Council



The New York Times

The allied attack was directed at four square blocks in Mogadishu.

An intense effort to neutralize a mercurial enemy.

in response to the killing of the Pakistani peacekeepers said those responsible should be caught and tried, a stipulation inserted at the insistence of the United States.

Pentagon officials have said that the United States has clear evidence that it was General Aidid who ordered the attack on the peacekeepers. And the Clinton Administration has asked Jonathan Howe, a retired United States admiral who is the United Nations envoy in Mogadishu, to capture the general, a senior Administration official said today.

Marines on the Way

The United States Marine force sailing toward Somalia has Harrier attack planes, Cobra helicopters gunships and transport helicopters that could ferry troops ashore. This force could be off the coast by Friday or Saturday, Pentagon officials said. Its deployment would add considerably to the United States striking power in the area.

The United Nations force in Somalia numbers about 18,000, including about 4,200 Americans. But since the force includes units from many different nations with varying levels of training, it is not nearly as effective as the 26,000 United States marines and soldiers who were sent to Somalia in December.

Pentagon officials said last week that General Aidid's men were generally a poor match for the United Nations force. General Aidid claims to have 5,000 to 6,000 fighters in the greater Mogadishu area, Pentagon officials say. "But as a practical matter, we don't assess that he has more than 1,000 to 1,500 personnel that are reliable in any sense," a senior Pentagon official said.

General Aidid says he has about 15,000 fighters throughout Somalia. But even including forces allied with him, Pentagon officials estimate the total of "reliable" troops at 3,000 to 4,000.

Though the United Nations has attacked General Aidid's weapons caches in Mogadishu, Pentagon officials said the Somali leader still had access to some armored vehicles and trucks equipped with machine guns in central Somalia.

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Attached are recent op-eds and editorials regarding the national service legislation that appeared in major newspapers during the last couple months:

1. In a March 3 Philadelphia Inquirer editorial titled "Serving America" the editors describe the enormous potential payoffs of the national service program. They site the success of Pennsylvania's "PENN-SERVE" programs, spearheaded by Senator Wofford and encourage Congress to fund similar programs nationally.
2. In the March 7 Los Angeles Times op-ed "An Experience that Can Change a Life" Chris Matthews writes how his tour with the Peace Corps changed his life and how the President's national service plan can do the same for young Americans. He describes how national service will provide a chance for this new generation to get a better understanding of exactly what it means to be an American.
3. In the March 13 Washington Post op-ed "Clinton's Call to Service" Colman McCarthy describes how President Clinton has inspired a young generation of Americans like no President since John F. Kennedy. He criticizes those who say that national service as unworkable as too cynical and lauds the President for having the courage to lead.
4. In a May 3 USA Today editorial "Give National Service a Try" the editors describe how national service would eventually cost each American approximately one dollar a month and how that would be money well spent. The piece describes how "rewarding service with education has given the country a boost before" by citing the GI Bill. It concludes with the following: "for now, a buck a month for national service looks like a great buy."
5. In the May 5 New York Times editorial "Slow but Sure on National Service" the editors describe how the President's proposal is a "worthy endeavor that not be rushed". And the piece describes how national service, when taken together with the President's plan to overhaul the student loan system, fulfills Mr. Clinton's campaign promise to make college more accessible.

Serving America

*Clinton's community-service initiative
has potential beyond its primary mission*

President Clinton's plan to entice young Americans into community service has great potential — not only in what it could accomplish but also in how it could increase the nation's sense of cohesion.

Beginning with 1,000 slots in a "summer of service" and growing to 100,000 within four years, Mr. Clinton wants to ignite a fire of involvement with the country's festering problems. By allowing students to use this service as a way of repaying college loans, he hopes to provide the incentive as well as the opportunity to become a part of renewing America.

Mr. Clinton painted a vivid picture of young people fanning out around the nation to tutor students, help vaccinate children, pick up trash and patrol the streets. He strove to link his proposal to landmark legislation of the past, including the Depression-era Civilian Conservation Corps, the post-World War II G.I. Bill and the Peace Corps.

The lofty rhetoric and the deliberate linkage with American icons FDR and JFK may smack of overkill. But the idea has already struck a nerve with the MTV generation, which is particularly high on the Clinton presidency. At Rutgers University, where Mr. Clinton unveiled the program Monday, students cheered.

The service-corps concept excites so many today because it is the mirror image of the Peace Corps. That program, launched at a time of great national self-confidence, challenged young college graduates to take their bountiful American ingenuity, spirit and energy out into the world. To-

day, the nation longs for that same process at home, not because the world is no longer important, but because we have so many desperate problems and such a need to restore our faith in each other. (VISTA, which came along a few years later, had that domestic mission. But it always seemed an unglamorous step-sister of the Peace Corps.)

If a service corpsman learns to see another side of life as he walks a beat, if a tutor finds she has more in common with her pupil than she ever dreamed, we will have gained more than a safer street or better report card. We will have forged another common bond in a world of differences.

Those who say the nation cannot afford to spend \$7.4 billion over the next four years for this new exercise in state-sponsored idealism must be answered. The mandate for deficit reduction requires the utmost scrutiny for any initiative that requires new spending. One central question: How can the program work effectively without creating yet another expensive bureaucracy in Washington?

Pennsylvanians are already ahead in this effort. Gov. Casey's PENN-SERVE programs, spearheaded by U.S. Sen. Harris Wofford during his time in state government, launched various forms of community-service programs five years ago. If an aging Northeastern Commonwealth can see the value of investing time and money in young people who in turn perform real service, then surely Congress can do the same.

Los Angeles Times

SUNDAY, MARCH 7, 1993

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CHRISTOPHER MATTHEWS

An Experience That Can Change a Life

■ National service will offer Americans an escape from a stay-at-home, career-driven rut

In 1951, U.S. Rep. John F. Kennedy complained on national television about all the nerds he found serving in the State Department. Just back from a round-the-world trip, he asked why the country couldn't find "well-rounded" young people to serve abroad. Why, the young Massachusetts lawmaker wondered on "Meet the Press," weren't there any "American types" representing us in foreign lands?

Kennedy had another complaint: How come those pin-striped Foreign Service boys infesting the diplomatic corps knew so little of the people of their assigned countries, so little of the local language and customs?

A decade later, the newly inaugurated President Kennedy offered a solution. His new Peace Corps would have three goals: First, it would help countries develop economically. More than that, it would show people overseas the best of what America can offer, the can-do zeal of its idealistic youth. Finally, it would expose America to foreign cultures by getting its youth fully immersed in them, "doing the same work, eating the same food, speaking the same language."

Last week, a U.S. President inaugurated an enterprise with similar goals. Under Bill Clinton's national-service program, Americans will work throughout the country in a variety of tasks—teaching, health care, community action. In exchange, they will receive government grants for their educations.

In launching his own new program, President Clinton paid tribute to the older one that had inspired it. The legacy of the Peace Corps, he said, is "not simply goodwill and good works in countries all across the globe, but a profound and lasting change in the way Americans think about their country and the world."

A returned volunteer could not have said it better.

Viewed from the outside, the Peace Corps is usually seen for what it achieves overseas, the furthered economic development, the enhanced U.S. goodwill. The secret every volunteer shares is what this service did for him or her.

Personally, I will never forget an experience of a quarter-century ago: that of standing in a schoolroom in Swaziland, a small, wonderful country in southern Africa, with 17 other people. All of them were local traders with whom I had been working. I knew them all personally, as you would any fellow worker. Yet in that

'It forces you, against all your timidity, to deal one-on-one with people who were placed on this Earth in very different circumstances than you.'

rich range of personalities, it settled on me that warm afternoon that I was the only one in the room who was not a Swazi, the only one who was of a different color.

This is the heart of it: The great thing about joining the Peace Corps is that it gets you out there, out in the world. It forces you, against all your timidity, to deal one-on-one with people who were placed on this Earth in very different circumstances than you. It requires that, raised one way, you learn another. Ready or not, it makes a Peace Corps volunteer see the world he or she left behind with the same succinct clarity as astronauts once got to gaze on the globe.

The great prospect for Bill Clinton's national-service program is that it will do much the same here in our own diverse land. Tens of thousands of Americans will get to see their country the way they would never have known it otherwise. The fortunate ones will be assigned to jobs and living environments far removed from where they came. They will meet people of totally different circumstances and religions and colors. They will develop a self-confidence about their country and its people they could never have gained staying at home, continuing along the same career-driven, TV-lit rut. By entering other ghettos, they will escape their own.

I speak from experience. Immediately after returning from the Peace Corps, I went to Washington, and, by knocking on some strange Capitol Hill doors, began a career that had me, while still quite young, working at the White House, writing speeches for a President.

My aging grandmother was impressed, not so much by the achievement as the differentness of my course, how extraordinary my road had been from those of my four brothers, all of whom had stayed fairly close to home.

"It was Africa, wasn't it?" she asked, already knowing the answer.

Yes, grandmom, it was Africa. And, thanks to President Clinton's national-service program, many other Americans someday will answer a similar question with "Harlem" or "Alabama" or "Detroit" or "Alaska." This will be the shorthand for an experience that changed a life.

Christopher Matthews is a syndicated columnist in Washington.

SATURDAY, MARCH 13, 1993 A21

Colman McCarthy

Clinton's Call to Service

No speech in the Clinton campaign was more inspirational than the candidate's remarks at the University of Notre Dame last September. As president, Clinton didn't match it until his March 1 speech at Rutgers University. At both campuses, he issued calls for national service for college students.

At Notre Dame: "If we are truly to practice what we preach, Americans of every faith and viewpoint should come together to promote the common good." It was similar at Rutgers: "National service is nothing less than the American way to change America."

Clinton's effort to rally the young to altruism has created a debate that pits idealism against realism, as if the two are forever locked in conflict. Where's the money, ask realists, for the tuition-for-service program that Clinton is proposing: \$389 million in scholarships for 25,000 students the first year and \$3.4 billion for 100,000 by 1997. Realists say that Clinton's sweet talk ignores sour facts: There's no money for a new social program.

From that negative, despairing argument, Clinton is supposed to get the message: Don't even try. That means don't lead, just preside. The past 12 years witnessed two presidencies in the White House. Most first-year college students today were in kindergarten when Ronald Reagan was elected and in fourth grade when reelected. They came into adolescence under a politician who tried nothing by way of linking government with national service. Instead of selflessness to others, he extolled self-enrichment.

Evidence suggests that the young weren't seduced either by Reagan's message of contempt for government or his disdain for altruism. The 1980s saw a surge in campus community-service programs, such as the ones Clinton praised at Notre Dame and Rutgers. Amnesty International chapters increased on campuses, as did those of Oxfam USA. Applications to Peace Corps remained high, as they did for such private domestic programs as the Jesuit Volunteer Corps and the Lutheran Volunteer Corps.

Yet Clinton's philosophy of service represents intellectual newness to many in high school and college. John F. Kennedy's appeals to national service are seen as historical relics, known from books but not live on MTV as are Clinton's. It wasn't a politician's celebrityhood that created support for the president at Notre Dame and Rutgers. Students saw in him someone with a positive message—put community interest above self-interest—that many professors and counselors at their schools had been exposing them to all along: If you can't teach the illiterate, comfort the sick and handicapped, or mend whatever and whoever is broken during your college years, you're receiving a limited education.

Clinton deserves to be honored for taking a risk that he'll be able to raise the money for his program of national service. Critics in Congress with no greater agenda than carping about ideas they were too dull-witted or timid to propose themselves now lie in wait for the president when he comes in with specifics. They will say Clinton's ideas are dangerous because they are romantic and utopian, a charge that ignores the thought of James Madison in 1788: "No theoretical checks—no form of government, can render us secure. To suppose that any form of government will secure liberty or happiness without any virtue in the people is a chimerical idea."

Some critics charge that Clinton is into bribery: tuition money for service. While the details are being worked out on how much money for what service, who complains that the U.S. Army entices recruits with as much as \$20,000 toward a college education. Why isn't it bribery when ROTC programs pay students to shine their boots occasionally and take gut courses in military lore. Nor is much alarm expressed over the most lavish enticement of all: a free ride at the military academies in exchange for a few years in uniform after graduation.

Clinton's Rutgers speech marked the 32nd anniversary of the Peace Corps. Kennedy's spirited message was repeated by Clinton: "Answer the call to service." In "The Bold Experiment," a history of the Peace Corps by Gerard Rice, one of those who responded to Kennedy's call explained why: "I'd never done anything political, patriotic or unselfish because nobody ever asked me to. Kennedy asked."

So has Clinton.

Today's debate is on **NATIONAL SERVICE**
and whether the president's proposal is worthwhile.

Give national service a try

OUR VIEW The national service plan offers a way for young people to meet their goals while filling the nation's needs.

President Clinton has a plan to create opportunity while teaching responsibility. At \$3 billion a year — a buck a month for each American — it's too good an idea not to give a try.

The plan is national service. It is part of Clinton's proposal — unveiled Friday — to make college more affordable. Here's what the dollar a month would pay for in 1997:

► 150,000 young people working on jobs communities need done. They'd build homes for the homeless, teach preschool youngsters, care for the infirm and elderly, and help the police.

► Participants would earn the minimum wage and get credits of up to \$10,000 over two years to use for college or pay off old student loans.

Rewarding service with education has given the country a boost before. Millions of veterans after World War II took advantage of the GI Bill. And they spurred the nation's phenomenal

growth in the '50s and '60s.

Today, with the military shrinking, Clinton's service plan offers another means for young people to meet their goals while filling national needs.

Tough questions, though, remain about how the plan will work:

Will needy youngsters benefit from the program? If they don't, money might better be spent on direct grants to them.

Will the jobs meet real needs, yet not deprive full-time employees of work? The aim is to do work not being done now, not replace permanent employees.

Will running the program be costly? Clinton plans to combine existing federal volunteer agencies into a Corporation for National Service, so administration should be cheap. But if it isn't, national service won't provide enough educational and service bang for the buck.

Clinton plans to phase in the program slowly — 25,000 jobs in 1994, growing to 150,000 in 1997. That offers time to answer those concerns.

For now, a buck a month for national service looks like a great buy.

Slow but Sure on National Service

President Clinton promised voters "a domestic G.I. Bill that will pledge college assistance to any student who wants it." But the national service plan he recently announced falls short of that lofty goal. Only a handful of students will participate, and they will receive a fraction of what it takes to attend private colleges.

Some are urging the President to move faster. But in the current political vortex faster is probably wrong. Mr. Clinton is already trying to ram three major bills — the budget, health care reform and the Mexican trade pact — through Congress this summer. Moreover, Congress needs his strong leadership to strengthen and pass the campaign finance legislation expected to be unveiled later this week. To add an ambitious national service plan to the Congressional agenda risks overload — and gridlock.

So Mr. Clinton has decided to start national service off slowly. That's acceptable, as long as he honors his campaign promises by accelerating the plan next year.

The Clinton plan would open college gates to more students through national service and a restructured student loan program. High school graduates who volunteer for a year or two of community service would, besides earning the minimum wage, receive awards of up to \$10,000 toward post-secondary education or training.

The award isn't large enough to pay for four years at private colleges. And the program would initially accommodate only 25,000 students — a tiny fraction of the eligible population. But a slow pace may prove wise.

Mr. Clinton's vision is grand: young Americans advancing themselves as they combat illiteracy, aid the homeless or rehabilitate housing. But if it is rushed, the program could degenerate into a government bureaucracy handing out useless jobs that

wouldn't be filled by anyone other than volunteers.

The President also proposes to open college to students who don't volunteer for community service by providing affordable student loans. The current loan program is a complex myriad of options under which commercial banks extend loans with the backing of Federal guarantees and subsidies.

Mr. Clinton's would simplify the process by having the Government directly lend to students, thereby cutting out the banks and saving money. The plan would also give students the option to tie repayment to their future income — thereby eliminating the fear of bankruptcy for those who enter low-paid occupations. Whether the plan would work smoothly depends on details that have yet to be provided.

President Clinton's student loan program would be simpler than the current program. But it may not be cheaper. The money saved by eliminating bank profits could easily be swallowed up by bloated bureaucracy and less vigilant collection from deadbeats. And there are ways to cut out fat from the existing program — by reducing the subsidies paid to the banks and forcing them to bear more of the risk from student defaults.

What's odd is Mr. Clinton's decision to revamp the system even before the results of a pilot project of direct lending is studied. Surely it would make sense to see how the program works on a small scale before launching it nationwide.

The President's vision draws on the inspiring model of the G.I. Bill of Rights, which put millions of World War II veterans into college classrooms and made them the best educated, and most productive, workers American has ever had. His plan isn't up to that standard — yet. But Mr. Clinton is on to something important — an idea that is fully consistent with his campaign pledge to fashion government programs that help the needy only in exchange for performance. This worthy endeavor need not be rushed.

CLINTON PROPOSES SERVICE PROGRAM TO AID STUDENTS

National Service Plan

\$10,000 per student in school grants would be available in return for community work (\$5,000 per year of service).

Students would also be paid at least the minimum wage, and receive health care and child care assistance if needed.

25,000 students would take part in 1994, working in human services, education, the environment and safety.

Student Loan Overhaul

MONEY would be lent to students directly by the Government.

REPAYMENT would be based on a percentage of a worker's income. Those with lower-income jobs would have longer to pay.

WAGE WITHHOLDING might be used by the Internal Revenue Service to enforce loan collection.

ALSO URGES LENDING

\$10,000 Grants Planned in Return for 2 Years in Community Jobs

By THOMAS L. FRIEDMAN

Special to The New York Times

NEW ORLEANS, April 30 — President Clinton outlined a plan today to overhaul the way Americans pay for college, offering students up to \$10,000 for college or vocational training in return for two years of community service. In addition, he would change the student loan program to allow students to borrow money directly from the Government.

Mr. Clinton unveiled the aid program — a central promise of his campaign, with great appeal to middle-class voters — to a cheering audience of students at the University of New Orleans, saying that if adopted by Congress, it would "revive America's commitment to community and make affordable the cost of a college education for every American."

G.I. Bill of the 90's?

He said his National Service Trust Act would be to the 1990's what the G.I. Bill was for the 1950's and the Peace Corps was for the 1960's — the place "where higher learning goes hand in hand with the higher purpose of addressing our unmet needs."

If Congress passes the national service bill this year, Mr. Clinton said, the program can start in 1994. The National Service budget calls for \$400 million in 1994, which would cover about 25,000 community service jobs, rising to \$3.4 billion a year for 150,000 participants in 1997.

They would do minimum-wage jobs in education, the environment, public safety and human services. On top of their wages, about \$8,500 a year, they would get \$5,000 a year to repay college loans or otherwise pay for education and training.

Bypassing Banks

The other major component of the aid program, to be introduced as a separate bill, is direct student loans from the Federal Government. Such loans are now guaranteed by the Government but made by banks, which earn a profit on the interest. The President said direct aid would eliminate bank profits, making loans available at lower rates.

In 1992, banks made \$13.6 billion in federally insured student loans. Administration officials estimate that demand for such loans could rise to \$20 billion to \$25 billion a year after five years. The Government would raise the money it lends in the bond market, not from taxes.

The legislation will include a proposal to allow graduates to repay tuition loans at a monthly rate linked to their income, thereby reducing defaults and encouraging graduates to

Continued on Page 10, Column 1

Clinton Offers New Plan To Aid College Students

Continued From Page 1

take low-paying community service jobs. The payments would be collected through the Internal Revenue Service, Mr. Clinton said, most likely through payroll deductions or as part of income tax filings.

Contrary Opinions

Administration officials said they were cautiously optimistic that the plan would have bipartisan support in Congress, but early reaction was mixed.

"The President's plan gets two A's from me because it makes a college education or better job training more affordable and accessible to our young people and our workers," said Representative William D. Ford, of Michigan, chairman of the House Education and Labor Committee.

But Representative Marge Roukema of New Jersey, the senior Republican on Mr. Ford's committee, said the President "should be concentrating on reducing the deficit, instead of proposing new multibillion-dollar entitlement programs."

The night before his announcement, Mr. Clinton decided to slash the compensation for community service from a maximum of \$13,000 for two years'

tion by giving states the opportunity to get more if they come up with creative ideas. The states would decide which groups would get slots and the National Service Corporation in Washington will simply ratify the choices.

A community service program authorized for three slots, for instance, can make this offer to three people ages 17 years or older: If they will work for the minimum wage of \$4.25 an hour for one year, the national service trust fund will provide up to \$5,000 toward their tuition, room and board. That money, if used for tuition payments, would be paid by the Government directly to the college of the student's choice; money for loan repayment for former students would be made directly to the bank.

Anyone could volunteer for national service and receive the grants regardless of family income. If a volunteer works for two years, the government would pay \$10,000 toward his education, the maximum available under the program. The money must be used for education within five years of the service work. The Federal government would also pay 85 percent of the \$4.25 minimum wage — roughly \$6,000 a year per person — with state and local authorities expected to pick up the rest.

The states would be responsible for monitoring the local service organizations to prevent fraud, and the National Service Corporation would also have its own inspector general to monitor the programs. Any program caught in fraud would be removed.

As for the student loan programs, Mr. Clinton proposed two fundamental changes. The first is the establishment of what is being called one-stop direct student loans. Student loans are now provided by commercial banks at below-market interest rates and guaranteed by the Government. When students default, the Government pays the banks; defaults cost the Government about \$3 billion a year.

Under the new program detailed by Mr. Clinton today, the Federal Government would provide a pool of public money for student loans, replacing the private capital being provided by commercial banks. The government would grant student loans, with colleges and vocational schools working as the middlemen. Mr. Clinton said he would like to phase in this program, beginning with roughly \$500 million in loan capital for fiscal 1994 and eventually growing to cover all loans by 1997.

The commercial banking industry is expected to fight this proposal.

Mr. Clinton argued that in the long run this program would save taxpayers money, primarily because the gov-

The National Service Plan



Who is eligible?

High school graduates and those with a General Equivalency Diploma, 17 or older, can qualify for school grants in return for community service.

How long will participants serve?

At least one year of full-time service.

How much are the awards worth?

Awards of \$5,000 will be paid for each year of service; students can choose one or two years. The money could be used to repay college loans or to pay for other education or training. Students would also receive at least minimum-wage stipends, along with health care and child care assistance if needed.

What kinds of jobs will be available?

Service will be in four broad areas. Here are examples:

Education: Helping teachers in Head Start or in classrooms.

The Environment: Working on recycling or conservation projects.

Human services: Providing care to homebound elderly. Helping to build housing for the homeless.

Public safety: Teaching drug education seminars. Serving as a community service officer with a police department.

Assistance that appeals to the middle-class.

work to \$10,000, in hopes of pre-empting complaints from Republicans about costs, and to deal with Pentagon concerns that too much cash would lure young people away from the military which has its own scholarship program in return for service.

Mr. Clinton said his proposal, which is the work of Eli Segal, the director of the White House national service bureau, had been designed to put as much of the bureaucratic burden as possible on state and local institutions.

Bones of the Program

It would work as follows: A National Service Corporation would be set up by the Government to allocate National Service slots to states, which would allot them to community service groups and municipalities.

The number of a state's slots would be based on population, but the Administration hopes to encourage competi-

ernment will no longer have to extend a subsidy to commercial banks to keep the loans below market rate, because bank profits will be taken out of the equation and because the Government can borrow money for student loans more cheaply than banks can. The loan program is intended to pay for itself.

In the 1991-92 school year, annual costs — tuition, room, board, books and expenses — at four-year public institutions averaged \$7,584, according to the College Board, while the costs of four-year private institutions averaged \$16,292.

The last program Mr. Clinton unveiled is called Excel Accounts, under

which the Government would provide all students with the opportunity to pay back their student loans as a percentage of their income over time; the less the graduate makes, the more time he has to pay off the loan. The value of this program, he said, is that graduates, freed from the pressure of large loan payments, would be encouraged to take low-paying public service jobs.

Mr. Clinton directed the Secretaries of the Treasury and Education to come up with a plan for I.R.S. collection of student loans, through wage withholdings or some other means, to reduce defaults and simplify the system for borrowers.

Op-ed
by Leslie Ienkowsky

Americans are profoundly unsettled about our nation's future. Partly it is economic fear -- about jobs, wages and health care. Partly it is social fear -- fear of crime and drugs, of declining schools and an expanding welfare state.

But more than anything, Americans today fear for our nation's cultural future. Citizens are divided and dispirited, increasingly cut off from the civic institutions that sustained us in the past, and less inclined than ever to take responsibility for families and children. In our hearts, we know that the country was built by citizens of shared values and commitments, but today we focus on differences, retreat too far into private lives, and silence talk of responsibility.

All is not lost. While we cannot turn back the clock, we can promote the ethic that our country will require to flourish into the 21st century. It is an ethic of responsibility not only to self but to each other and country. Without this spirit, many in the inner cities are destroying themselves. Equally, without it our whole culture is slowly losing its moral strength.

Government cannot change values by itself, but it can be a partner in efforts to change them. By joining with the community institutions and businesses that so need revitalization already, government can play a positive though limited role in bringing the cultural change that America needs.

President Clinton has proposed a program along precisely these lines. It is national service, the initiative to enlist young

people to tackle America's problems here at home. National service can contribute to the social unity and individual and community values that America needs in three distinct ways:

- . Teaching young people the value of helping others. Learning responsibility comes from real experience and the more extensive the experience, the more that's learned. Americans who learn to take responsibility for themselves and their communities as youths will do so again and again as adults.

- . Uniting communities to tackle their problems. National service not only stimulates individual commitment; properly designed, it builds institutional involvement in communities among nonprofit organizations, local governments, and religious organizations. When such groups unite to tackle community problems, they do more than provide immunizations or reduce crime rates. They inspire whole neighborhoods with faith that their problems are not irresolvable. And neighborhoods then come together to take up the burden.

- . Making government a partner but not a lonely actor. National service can point the way toward the proper role of government -- not to solve our problems or even to try, but to make a limited investment in the people who will make the real difference.

Because it's new and ambitious, the President's initiative is not perfect and it's easy to raise questions about it. Some, for example, fear that national service will create a "gigantic bureaucracy." But that's not inevitable. Indeed, the spirit of the President's initiative is to do precisely the opposite; it calls for investing in programs instead of operating them, and

requires local partnerships, initiated from the grassroots, to ensure that government never takes the upper hand. As the President's proposal goes through Congress, we can take steps to ensure that the letter truly reflects this spirit.

Others say that service will "cost too much" and in today's economic climate, that has to be a serious consideration. But national service also provides important benefits. It meets needs in communities. It pays to educate young people, including many who may not otherwise have gone to college. It teaches valuable skills. And it instills in individuals and institutions the values that we need for our future.

It is said that offering stipends and educational awards cheapens service. But no one has ever accused our soldiers of being less patriotic because they are paid, or receive a GI bill. And without a stipend, only the better-off could afford to do the full-time work that will truly build an ethic and meet national needs. Of the 25,000 young people now engaged in one or another prototype of the national service program, more than half come from extremely modest backgrounds, not from the Ivy League.

This program must allow all Americans the opportunity to serve others, not just employ those who feel compelled to serve already. For service is about our commitments as Americans and to one another. These commitments transcend race and income, and so service -- especially if it is to be voluntary -- must be available to everyone.

In his first hundred days in office, President Clinton has been criticized -- and often rightly so -- for having campaigned as

a "new" Democrat, but governing as an "old" one. However, his national service initiative is one instance where a more conservative outlook is evident, since it seeks to foster traditional civic values that have faded with the passage of time. No government initiative can guarantee moral renewal, but in national service, President Clinton tries to do his part and deserves a serious response from all parts of the political spectrum.

Leslie Lenkowsky is president of Hudson Institute and a member of the Commission on National and Community Service.

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Child care worker loan forgiveness bill clears state Senate

HARRISBURG, Pa. (UPI) -- College graduates who agree to work in child care centers could have up to \$10,000 in education loans written off, under legislation approved Wednesday by the state Senate.

The bill, authored by Sen. Allyson Schwartz, D-Philadelphia, passed 37-12.

Under the proposal, students who get loans through the Pennsylvania Higher Education Assistance Agency would be forgiven up to \$2,500 a year for four year if they go to work in a state certified child care center.

"Child care workers do very important and valuable work and they are very underpaid," Schwartz said, noting that yearly salaries typically range between \$11,000 and \$12,000. "This would help to keep people in the field, and acknowledge the contributions they make."

Schwartz said that thousands of students could benefit from the program, which would be funded by a \$500,000 general fund appropriation.

One opponent of the bill, Sen. Joseph Loeper, R-Delaware, said he appreciate the importance of child care workers, but was reluctant to set a precedent of rewarding particular occupations with loan givebacks.

"If we give it to child care workers, we would be setting a precedent and
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would have to give it to anybody who goes into a necessary profession," Loeper said.

The measure now goes to the House for its approval.

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UPWe 05/26 1448 Senate panel advances student jobs plan

SACRAMENTO (UPI) -- A state Senate panel advanced a proposal Wednesday to let college students perform community and campus service to help pay off their school loans.

The bill, SB509 by Sen. Nicholas Petris, D-Oakland, would appropriate \$5 million from the state general fund to finance a \$2,000-a-year credit that students could apply to the loan when they left school.

An additional \$2.3 million would be contributed by employers to hire student in low-wage jobs, preferably those related to their career fields and in community service. An undetermined amount of federal work program money also would be available, Petris said.

The loan credit would be exempted from the state income tax.

The Senate Education Committee voted 9-0 to send the measure to the Revenue and Taxation Committee, which is expected to hear it soon.

Petris said as many as 2,600 students a year could be in the program, which would run for two years on an experimental basis.

If it is successful, he said it might become a model for or complement a national service program proposed by the Clinton administration.

Petris said the program would create new, relatively low-wage jobs rather than replacing existing jobs or taking them away from other people. He suggested a student might work 20 hours a week during the school year and a maximum of 40 hours during the summer.

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The bill directs the Student Aid Commission to run the service program. Applicants would be screened using loan eligibility requirements already in use. Supporters include university administrators, student and faculty groups.

SUMMARY OF THE "SERVICE LEARNING ACT OF 1993"

General context and purpose

The "Service Learning Act of 1993" is designed to accomplish three main objectives:

First, to elevate the visibility and importance of service learning as a teaching and learning methodology within existing K-12 education programs authorized by the Elementary and Secondary Education Act;

Second, to support programs that improve the ability of teachers and others to effectively use service learning as part of the K-12 curriculum;

And, third, to encourage more direct links between education programs and institutions and youth service programs run by others, including programs funded by under the National and Community Service Act.

The proposal was drafted following extensive consultation with the Alliance for Service Learning, a new national coalition of individuals who are leaders in integrating youth service and education, and with a number of other education and youth service organizations nationally.

Its chief authors are Senators Harris Wofford (D-PA) and Dave Durenberger (R-MN). Both Senators represent states that have been leaders nationally in linking youth service and education.

Elevating the visibility and importance of service learning in existing K-12 education programs

TITLE I of the Service Learning Act of 1993 takes an entirely new approach to using federal policy to encourage service learning as a teaching and learning methodology.

Rather than creating new programs or authorizing significant additional spending, this title is intended to integrate the concept of service learning into a number of existing federal education programs. The goal, in other words, is to get educators to think of service learning as a potential component of every program and every course -- not as an "add-on" or extra-curricular pursuit.

It does that by explicitly adding service learning to "allowable uses" of funds under a number of different programs authorized by the Elementary and Secondary Education Act (ESEA). In some cases, support for service learning projects is also included among specific program funding priorities.

Program authorizations in the ESEA into which specific

service learning language is added include:

- Local Targeted Assistance programs
- Law Related Education programs
- Blue Ribbon Schools program
- Eisenhower Math and Science Critical Skills

Improvement Programs (both elementary and secondary and post-secondary programs)

- Magnet Schools program
- Secretary's Fund for Innovation in Education
- Drug Free Schools program

In addition, Title I:

- Directs the Secretary of Education to carry out a program of grants and contracts to encourage state and local education agencies and others to establish and conduct service-learning programs; an authorization of \$20.0 million is included in this section.

- Requires the National Diffusion Network within the Department of Education to coordinate with the Commission on National and Community Service in identifying and disseminating information regarding innovative service-learning programs.

- Authorizes the Secretary of Education to develop materials, provide assistance and make grants to strengthen and expand service learning by infusing service learning into core academic curricula.

A major new national commitment to teacher training in service learning

TITLE II of the Service Learning Act creates a new service learning teacher training grant program. This program is intended to expand and improve the training and retraining in service learning of K-12 teachers, school leaders, other school personnel, and other community members who are engaged in "team" service learning projects with teachers.

Under this Title, the Secretary of Education is authorized to make competitive grants to states, with the size of grants determined by the number of children ages 5-17 in each state.

Each state's grant is to be divided as follows: 75 percent going on a competitive basis to elementary and secondary education programs; and 25 percent -- also on a competitive basis -- to post-secondary programs. In each case, no more than five percent may be reserved for administrative expenses at the state or local level, or by the grant recipient.

Proposed funding authority for the teacher training programs is as follows: For FY1994: \$75 million; for FY1995: \$100 million; for FY1996: \$125 million; for FY1997-98: "such sums as may be necessary." Actual funding levels will be determined each year by appropriations.

The K-12 section of this Title authorizes grants to be made to local school districts on a competitive basis by the state department of education. Funds may be used for either teacher training programs or for grants to individual teachers to undertake projects to improve their teaching ability. At least five percent of the funds in each state are intended to be reserved for demonstration and exemplary programs and the dissemination of information within the state on those programs.

In awarding grants, special consideration is to be given to service learning projects for historically underrepresented and underserved populations of students, including females, minorities, individuals with disabilities, individuals with limited-English proficiency, and migrant students.

The higher education section of this Title also reserves up to five percent of the funding each state receives for state-level administrative expense and requires that at least 95 percent be used for competitive grants to both public and private higher education institutions.

Grant recipients are to use the funds to establish traineeship programs for new teachers, retraining, and inservice training for teachers to learn and improve teaching skills in service learning, and retraining of higher education faculty in service learning methodology and techniques.

These programs must be run under agreements with one or more local school districts to provide training for their teachers, including teachers at private schools in those districts.

A priority in awarding grants is given to higher education institutions conducting cooperative programs that involve a local school district and a non-profit organization.

Applications for grants to states are to cover three years. The proposal spells out a number of items that must be included in each state's application including an assurance that federal funds will not be used to supplant existing state and local service learning funds and that funds received under this program will be coordinated with other similar programs, especially those funded under the National and Community Service Act, and linked to other school reform plans.

Applications for grants to local school districts are also to cover a three-year period and may be initiated by consortia of school districts or school districts and one or more higher education institutions. The applications must include information on current levels of participation in service learning projects, the needs of current teachers in service learning, how funds will be used, how funds will be coordinated with other service learning programs, and how progress toward stated objectives will be monitored.

A special provision is included to ensure that there will be equitable participation of teachers and other school personnel in private schools.

At the national level, the Secretary of Education is required to provide technical assistance and develop procedures for state and local evaluation of the teacher training programs authorized and funded. The Secretary is also required to report every two years to the Congress on activities assisted under this program. And, in conjunction with state and local education agencies and the Commission on National and Community Service, the Secretary is required to develop model reporting standards to encourage comparability of data required in evaluating funded projects.

Ties between education and service learning also added to other federal laws/programs

In addition to the links to service learning added to programs authorized by the Elementary and Secondary Education Act, TITLE III makes similar links to programs authorized by two other laws.

First, the regional clearinghouses authorized by the National and Community Service Act are specifically authorized to provide and collect information regarding school-based service learning.

A specific funding authorization of \$4.0 million per year for the regional clearinghouses receiving grants from the Commission is also included in this Title of the proposal.

And, second, the Office of Education Research and Improvement (OERI) within the Department of Education is given the additional assignment to conduct research on experimental based methods of instruction, such as service learning.

sufficient evidence and crystallization of public opinion to embark with confidence on a full-scale national service.

NOTES

1. William James, "The Moral Equivalent of War," *International Conciliation* no. 27 (New York: Carnegie Endowment for International Peace, 1910).
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Chapter 8

Administrative Issues

Harris Wofford and Donald J. Eberly

However much young people are needed and however eager they are to serve, the process by which needs and resources are brought together would vitally affect the success of a national service effort. Administrative possibilities range from a highly centralized, tightly controlled hierarchy which might replace present federal youth programs, to a decentralized, loosely coordinated network of service opportunities.

There is an equally broad range of funding possibilities. There might be federal support for all costs associated with national service, or federal support for participants only, or federal support only for volunteers in specific positions.

Then there is the question of whether national service should be administered from a new or an existing agency. Should the job be assigned to an agency such as ACTION or the Department of Labor, or does it require a new entity such as the National Youth Service Foundation proposed in the Hatfield bill? Could a viable national service program exist entirely outside the federal bureaucracy? At the local level, should the national service participant be assigned to a job by a counselor or by a computer, or should the young man or woman arrange and negotiate his or her own assignment? In order to suggest the implications of different administrative models, Wofford weighs the merits and demerits of three models and Eberly details a single model consistent with the national service plan described in chapter 7.

THREE MODELS FOR THE ORGANIZATION OF NATIONAL SERVICE* (HARRIS WOFFORD)

A stumbling block in considering national service is the problem of administering a program for a million or more participants. Even before the Reagan

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era of budget-cutting, the prospect of a giant new government bureaucracy for national service repelled many if not most people. The 1979 Report of the Committee for the Study of National Service tried to get around this obstacle by recommending that the administrative structure "should emphasize decentralization and result in the smallest feasible government bureaucracy with the strongest possible ties to the private and voluntary sectors of American society, including business, labor, charitable and religious organizations."

If national service can be organized and administered as well or better through the private sector, with minimal government intervention, then it should be done that way. Its chance of securing widespread public acceptance would thereby be greatly increased. Indeed, this may be the only way that a majority of the people could be won over to the concept of national service. It is not only the old school and the born again conservatives who look askance at any proposed new government program. Young people of all political persuasions are an important part of the antibureaucratic tide, and they would be the main participants in national service. National service as a program of the American people, organized largely through the voluntary agencies of the people, would appeal to far more people, young and old, than any essentially government-run program.

The Buckley Model

The model proposed by William F. Buckley, Jr. suggests a total decentralization, with no government bureaucracy at all. In his book, *Four Reforms*, and in his newspaper column, Buckley has suggested that national service be instituted not by government draft or even with government financial support and inducement but by the nation's leading private colleges and universities. He envisions "a statement by the trustees of the ten top-rated private colleges and universities in which it is given as common policy that . . . no one accepted into the freshman class will be matriculated until he has passed one year in public service."

Buckley's priority would be service by the young to the elderly, but he would not impose this prescription. Any form of work—through existing private, religious, or government agencies, or on one's own—that the colleges and universities recognize as public service would qualify. He assumes that most young volunteers could live at home and work in their communities, so that their living stipends could be minimal and could be paid by the agencies they served, or by their families.

As evidence that this approach might work, he points to the tradition of the Mormon Church, which calls on its youth to serve full time, at home or overseas, for one or two years in their late teens or early twenties. The Rev.

Theodore Hesburgh, president of the University of Notre Dame, similarly points to the successful experience of hundreds of that university's students who have worked as volunteers, usually through Catholic agencies, often living in the homes of people in the communities where they served, and receiving only bare living expenses from the agencies supervising their work.

Obviously, this approach would cut the costs of national service to any central agency by a vast amount. In 1979, the average cost of a VISTA Volunteer for a year of service was approximately \$6,700, including training, supervision, and administrative expenses, as well as living stipends. The Buckley model would eliminate almost all of these costs.

But what about the young person requiring financial aid to attend the private colleges and universities imposing the service requirement? Buckley notes that "in the unusual case where the eighteen-year-old is helping to support his own family, the college could either suspend the requirement or concert with foundations to find ways to permit the young volunteers to eke out the year."

From the federal government, Buckley would ask no money and only minimal collaboration. He would expect the government to exempt this category of volunteers from the provisions of the minimum wage law, so that living stipends to volunteers could be well below that level. He also proposes that, since billions of federal dollars are going into higher education (which he opposes), such federal support should be conditioned on a requirement of public service by its freshman applicants. Buckley argues that there are already strings attached to federal aid: "No racial discrimination, more basketball for girls. God knows what else. Why not discriminate against those colleges that fail (except in special ones) to require a year's social work for matriculants?"

As a way to begin national service on a substantial scale, the Buckley model has considerable appeal. The hundreds of thousands of young people who might engage in a year or more of service before entering college should have a leavening effect on the whole generation of youth. There would be nothing to prevent non-college-bound students from participating. Since most private colleges and universities have taken steps to become more representative, a significant number of black and white, rich and poor, urban and rural students would be among the volunteers. Applicants to public universities or young people not presently planning to continue their formal education could be encouraged to participate, but would face no negative sanctions if they did not do so. The main initial constituency of volunteers would be among the better-educated and probably more highly motivated youth.

Such an aristocracy of service is the opposite of the approach taken by those who see national service as a euphemism for public jobs for unemployed youth. Buckley would start with the college-bound elite—and, first of

all, with the elite going to the "ten top-rated private colleges and universities" (he did not list them). Since part of the problem of high school drop-outs and unemployed young people, especially inner-city youth, is lack of motivation and self-confidence, it is unlikely that many of them would respond, at least initially, to a call to national service on these terms.

This "trickle down" way of organizing national service might work, nevertheless, if it were tried with the strong sanction sought by Buckley. The multiplier effect of so many of the nation's "top-rated" young people could be powerful. If their work proved to be beneficial to the agencies and communities served, and if the effect on participants proved to be good for their own development as well as for the educational climate of the colleges and universities which they entered, the idea could become contagious. Then new ways could be found to enlist non-college-bound young people, and assure that their work, alongside the student volunteers, would also be rewarding.

There is, however, a fundamental case against such a beginning. Although it is in accord with the current antibureaucratic tide, it runs counter to the democratic spirit of the age. It is contrary to the concept of "national" service, as most of the advocates of such service from William James to the present have espoused it, since it would draw primarily from a pool that was not representative of the nation. The Committee for the Study of National Service recommended the following alternative proposition:

In moving toward universal service, the system should aim to enlist at each stage a representative cross-section of American young people, drawing into work together men and women from all regions, races, and backgrounds. Though difficult to carry out, this functional integration of Americans should be an essential operating principle of the system.²

There is also a more practical argument against Buckley's characteristically provocative proposal. It is difficult to believe that the leading colleges and universities, singly or together, would have the conviction or the courage to require a year or more of public service from their applicants.

What might be expected of many colleges and universities (and probably the most that could be expected of them), if the idea of national service took hold of the public mind, is that they would give significant weight in the admission process to applicants who engaged in public service. Thus, even if Buckley does not persuade one to go completely his way, he points to a strong nongovernmental incentive to national service that could be provided by institutions of higher education. If one or more colleges or universities did go all the way and require such service of applicants, that could add momentum to any larger system of national service that might be underway.

The GI Bill as a Model

A model that from the beginning would make national service readily available to the whole generation of young people is suggested by the post-World War II GI Bill of Rights. Exservicemen were offered stipends for living expenses and educational institutions were offered tuition by the federal government. The number of months for which this support was available depended on the years each former GI had served in the armed forces. Living stipends were just barely adequate. The administrative structure was simple, with very little government intervention. Stipends went directly to the students once they were admitted to accredited educational institutions, and the tuition went directly to those institutions. Admissions decisions were made entirely by the institutions themselves, and the accrediting of the institutions was done by professional educational organizations.

Most private voluntary agencies that have considered national service have said that they could use and would welcome the service of young full-time volunteers, but that they could not afford to pay any substantial stipends for living expenses. Many agency executives have also asserted that the administrative expenses involved in training and supervising young volunteers would be beyond their budgets. Such a request for administrative support should be viewed as a bargaining position, since agencies would utilize volunteers without reimbursement for added administrative time. But the claim that most voluntary organizations would not be able to pay stipends to a large number of young volunteers is probably accurate. Throughout the country, voluntary social agencies are facing budget crises, and no solution to this is in sight. Therefore, unless the private sector can design some new method of securing funds for volunteer stipends, a national system for funding volunteer stipends would be necessary if the program is to be available to a large number of young people each year.

Adapting the idea of the GI Bill, one could construct a national service system in which the only government involvement was the provision of minimum living allowances to all young people accepted for service by accredited agencies of public service. The accrediting of those agencies could be done by one or more professional organizations. In fact, a broad list of service agencies likely to be acceptable for alternative service by conscientious objectors was developed in the 1960s.³

A further inducement to national service would be a postservice educational benefit, based on the months of service, also similar to the system developed under the GI Bill of Rights. Such educational assistance to young people could replace much of that now appropriated annually by Congress. Indeed, the Buckley proposal that federal aid for higher education be condi-

tioned upon students engaging in public service would fit such a national service system.

This financial support from Congress would, of course, be substantial. Federal intervention and control would be minimal, however, if the government's role were limited to the provision of in-service living expense stipends and postservice educational benefits. If that were the extent of the federal role, then there would be a great need for leaders of the private sector to join in establishing some kind of overall national council or clearing center and probably some kind of nationwide network of local councils as sources of information.

A Public Corporation for National Service

National service may seem to be a simple concept, but its implementation would be complicated whether done through one centralized government (or nongovernment) agency or through many diverse national and local organizations in the most decentralized manner. The articulation of the idea, the development of effective ways to utilize volunteers, the dissemination of information that would persuade young people to volunteer, the appraisal of the service rendered and of the effect of the experience on the volunteers, and other aspects of carrying out national service call for strong leadership. If that leadership is not to come from government, it must come from some concerted source in the private and voluntary sector of society.

A public corporation for national service, chartered and funded by Congress but drawing its leadership from the private and voluntary sector—as proposed by the Committee for the Study of National Service—may be the most promising way to provide the concerted leadership needed. Innovative structures in both the private and public sectors should be examined, including the American Red Cross, the Legal Services Corporation, the Corporation for Public Broadcasting, the Tennessee Valley Authority, the Atomic Energy Commission, and the Peace Corps. Such a public corporation (or, it might be called, a foundation or institute) would be empowered to set overall guidelines and criteria for funding and monitoring the various programs in which young people may serve. It should also be authorized to establish a network of local service councils for information and counseling.

The Committee for the Study of National Service suggested a more maximalist model in which the Corporation for National Service would also be empowered to initiate and administer some service programs directly itself. It further proposed that the staff of the National Service corporation seek to initiate and assist a variety of in-service educational activities among volunteers. The volunteers could be encouraged to take available extension courses or attend night school; English-speaking and Spanish-speaking young peo-

ple could learn to tutor each other in oral language skills; college-trained participants could tutor high school dropouts in basic skills or subjects they lack; the central literature of the American tradition could be read and discussed in volunteer seminars. Some of these activities could be particularly valuable for volunteers who were not planning to attend college and especially for high school dropouts.

Even without such additional functions, the National Service corporation would need to develop a kind of national network of information and communication. For this, the structure and experience of the voluntary local boards in the Selective Service System suggest a way to proceed. To assist young people in choosing the best form of national service, service councils could be established in each community, composed of citizens with experience in voluntary service, education, business, labor, and religious organizations. Members would be appointed nationally and serve without pay. The councils might well be located in underutilized facilities in local high schools. They would provide information and counseling on the various opportunities for service.

After age 16 but before leaving high school all young people should be urged to visit a local service council, and the councils would hold open meetings in schools. In addition to giving up-to-date information on national service opportunities, such councils would be well informed about job training and public service jobs available through other federal programs, and about opportunities in the armed forces.

In the development of National Service, by whatever route, the course should be gradual. The system should expand only to the extent that the service of young people is effectively used. Each of the programs to be included should plan and administer the work of the volunteers so as to achieve a substantially increased contribution to meeting one or more of the nation's needs. Those responsible for schools; day-care centers; tutoring programs; programs for the elderly; hospitals; community health centers; institutions for the retarded and the mentally ill; prisons and juvenile detention centers; neighborhood associations; city, county, and national agencies for conservation, renovation, and energy-saving; and efforts to deal with disasters of nature—and other service agencies—should be asked: What could you do better to meet your present goals if you had the full-time service of a substantial number of young people? What larger goals could you then set? Precisely how would you utilize the services of such young people? What training and supervision would be required?

The organization of national service is, in all respects, an invitation—and challenge—to the imagination. It calls for a new social invention. Looking at the unmet needs of the nation and the energy of young volunteers that might be put to work, we can see that the philosopher's adage was never more true: we must be more inventive if we are going to do our duty.

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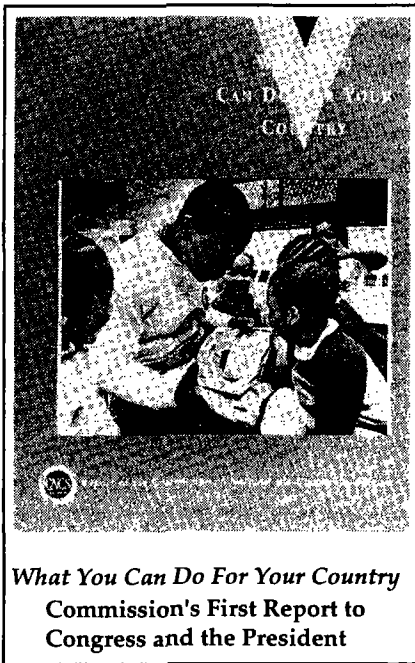
Serve! America

The Newsletter of the Commission on National and Community Service

Vol. II, No. III

April 1993

Commission Outlines Future Of National Service



The most effective way to develop national service is to build on existing state and local networks and avoid creating a massive federal bureaucracy, says the Commission in its first report to the President and Congress.

In the 130-page publication, *What You Can Do for Your Country*, the Commission says that any new service program should strengthen and expand—not replace—the many existing state and local programs. The federal role should stress setting program standards and providing seed money for promising programs and service opportunities.

The Commission, which has spent over a year evaluating and funding state and local community service programs, developed its report by

drawing on the expertise of its Board of Directors, extensive field visits and by conducting hearings across the nation to hear from policy makers, program coordinators and youth service participants on national service.

"This report offers a foundation on which to build an effective high-quality system of national service," says Commission Chair Thomas Ehrlich. "It describes what is needed to expand the existing grassroots programs into a comprehensive national network. National service should not be a federal mandate imposed upon local communities but a popular movement operating with federal support and guidance."

Already the document is serving as a blueprint for designing national and community service programs across the country. For example, applicants to the President's Summer of Service program used the report as a reference guide while drafting proposals for community

Americans Answer President's Call

Some believe this call to service will go unanswered. But I believe they are dead wrong. -- President Clinton, March 1, 1993

President Clinton was right.

Just one month after announcing his first national service program at Rutgers University, the President has heard from thousands of youth who want to take part in his new Summer of Service program and hundreds of community groups with hopes to serve as program sites.

The program site applicants had only 23 days to prepare proposals. But rather than complaints and extension requests, the Commission heard questions from thousands of communities on program details, enthusiastically and earnestly trying to meet Thursday's, April 1, deadline. And nearly 500 did—through overnight

mail, bicycle couriers, congressional offices, and hand delivery.

"I've been up for the past four days straight," said one of many applicants who took a cross country flight to make sure a proposal got to the right place by the right time. "We're all so excited about this program," she said. "Even if we don't get funded, we have learned so much and found out about a lot of local interest in putting together a national service program. If our proposal doesn't win, I still don't think our efforts will stop."

If approved by Congress, the President's Summer of Service will involve over 1000 young people ages
(See *SOS Components*, page 5)

(See *Recommendations*, page 6)

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sufficient evidence and crystallization of public opinion to embark with confidence on a full-scale national service.

NOTES

1. William James, "The Moral Equivalent of War," *International Conciliation* no. 27 (New York: Carnegie Endowment for International Peace, 1910).
2. Liberty Hyde Bailey, *Universal Service* (Ithaca, New York: The C. instock Publishing Co., 1919), p. 92.
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What might be expected of many colleges and universities (and probably the most that could be expected of them), if the idea of national service took hold of the public mind, is that they would give significant weight in the admission process to applicants who engaged in public service. Thus, even if Buckley does not persuade one to go completely his way, he points to a strong nongovernmental incentive to national service that could be provided by institutions of higher education. If one or more colleges or universities did go all the way and require such service of applicants, that could add momentum to any larger system of national service that might be underway.

The GI Bill as a Model

A model that from the beginning would make national service readily available to the whole generation of young people is suggested by the post-World War II GI Bill of Rights. Exservicemen were offered stipends for living expenses and educational institutions were offered tuition by the federal government. The number of months for which this support was available depended on the years each former GI had served in the armed forces. Living stipends were just barely adequate. The administrative structure was simple, with very little government intervention. Stipends went directly to the students once they were admitted to accredited educational institutions, and the tuition went directly to those institutions. Admissions decisions were made entirely by the institutions themselves, and the accrediting of the institutions was done by professional educational organizations.

Most private voluntary agencies that have considered national service have said that they could use and would welcome the service of young full-time volunteers, but that they could not afford to pay any substantial stipends for living expenses. Many agency executives have also asserted that the administrative expenses involved in training and supervising young volunteers would be beyond their budgets. Such a request for administrative support should be viewed as a bargaining position, since agencies would utilize volunteers without reimbursement for added administrative time. But the claim that most voluntary organizations would not be able to pay stipends to a large number of young volunteers is probably accurate. Throughout the country, voluntary social agencies are facing budget crises, and no solution to this is in sight. Therefore, unless the private sector can design some new method of securing funds for volunteer stipends, a national system for funding volunteer stipends would be necessary if the program is to be available to a large number of young people each year.

Adapting the idea of the GI Bill, one could construct a national service system in which the only government involvement was the provision of minimum living allowances to all young people accepted for service by accredited agencies of public service. The accrediting of those agencies could be done by one or more professional organizations. In fact, a broad list of service agencies likely to be acceptable for alternative service by conscientious objectors was developed in the 1960s.³

A further inducement to national service would be a postservice educational benefit, based on the months of service, also similar to the system developed under the GI Bill of Rights. Such educational assistance to young people could replace much of that now appropriated annually by Congress. Indeed, the Buckley proposal that federal aid for higher education be condi-

tioned upon students engaging in public service would fit such a national service system.

This financial support from Congress would, of course, be substantial. Federal intervention and control would be minimal, however, if the government's role were limited to the provision of in-service living expense stipends and postservice educational benefits. If that were the extent of the federal role, then there would be a great need for leaders of the private sector to join in establishing some kind of overall national council or clearing center and probably some kind of nationwide network of local councils as sources of information.

A Public Corporation for National Service

National service may seem to be a simple concept, but its implementation would be complicated whether done through one centralized government (or nongovernment) agency or through many diverse national and local organizations in the most decentralized manner. The articulation of the idea, the development of effective ways to utilize volunteers, the dissemination of information that would persuade young people to volunteer, the appraisal of the service rendered and of the effect of the experience on the volunteers, and other aspects of carrying out national service call for strong leadership. If that leadership is not to come from government, it must come from some concerted source in the private and voluntary sector of society.

A public corporation for national service, chartered and funded by Congress but drawing its leadership from the private and voluntary sector—as proposed by the Committee for the Study of National Service—may be the most promising way to provide the concerted leadership needed. Innovative structures in both the private and public sectors should be examined, including the American Red Cross, the Legal Services Corporation, the Corporation for Public Broadcasting, the Tennessee Valley Authority, the Atomic Energy Commission, and the Peace Corps. Such a public corporation (or, it might be called, a foundation or institute) would be empowered to set overall guidelines and criteria for funding and monitoring the various programs in which young people may serve. It should also be authorized to establish a network of local service councils for information and counseling.

The Committee for the Study of National Service suggested a more maximalist model in which the Corporation for National Service would also be empowered to initiate and administer some service programs directly itself. It further proposed that the staff of the National Service corporation seek to initiate and assist a variety of in-service educational activities among volunteers. The volunteers could be encouraged to take available extension courses or attend night school; English-speaking and Spanish-speaking young peo-

ple could learn to tutor each other in oral language skills; college-trained participants could tutor high school dropouts in basic skills or subjects they lack; the central literature of the American tradition could be read and discussed in volunteer seminars. Some of these activities could be particularly valuable for volunteers who were not planning to attend college and especially for high school dropouts.

Even without such additional functions, the National Service corporation would need to develop a kind of national network of information and communication. For this, the structure and experience of the voluntary local boards in the Selective Service System suggest a way to proceed. To assist young people in choosing the best form of national service, service councils could be established in each community, composed of citizens with experience in voluntary service, education, business, labor, and religious organizations. Members would be appointed nationally and serve without pay. The councils might well be located in underutilized facilities in local high schools. They would provide information and counseling on the various opportunities for service.

After age 16 but before leaving high school all young people should be urged to visit a local service council, and the councils would hold open meetings in schools. In addition to giving up-to-date information on national service opportunities, such councils would be well informed about job training and public service jobs available through other federal programs, and about opportunities in the armed forces.

In the development of National Service, by whatever route, the course should be gradual. The system should expand only to the extent that the service of young people is effectively used. Each of the programs to be included should plan and administer the work of the volunteers so as to achieve a substantially increased contribution to meeting one or more of the nation's needs. Those responsible for schools; day-care centers; tutoring programs; programs for the elderly; hospitals; community health centers; institutions for the retarded and the mentally ill; prisons and juvenile detention centers; neighborhood associations; city, county, and national agencies for conservation, renovation, and energy-saving; and efforts to deal with disasters of nature—and other service agencies—should be asked: What could you do better to meet your present goals if you had the full-time service of a substantial number of young people? What larger goals could you then set? Precisely how would you utilize the services of such young people? What training and supervision would be required?

The organization of national service is, in all respects, an invitation—and challenge—to the imagination. It calls for a new social invention. Looking at the unmet needs of the nation and the energy of young volunteers that might be put to work, we can see that the philosopher's adage was never more true: we must be more inventive if we are going to do our duty.

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

TO: Interested Parties
FROM: Eli Segal, Assistant to the President,
Director, Office of National Service
RE: Summer of Service Training Week clips
DATE: June 21, 1993

For your information, we have enclosed some newspaper articles which appeared in today's USA Today, Newsday and Sunday's Washington Post, related to the President's Summer of Service program and the National Service Initiative.

NBC's Today Show ran an interview this morning with Bryant Gumbel and Jennifer Eplett Reilly of the Commission on National and Community Service, live from Treasure Island.

We are looking forward to continued press on the Summer of Service Training Week in San Francisco, and will keep you updated as things come through our office.

SUNDAY, JUNE 20, 1993

Progress on National Service ...

DURING LAST year's presidential campaign, candidate Bill Clinton almost always won loud applause when he described his vision of a national service program. The idea was that every student in America could borrow the money to go to college and pay it off in one of two ways: either as "a small percentage" of the recipient's annual income, or through service in projects for law enforcement, education, the environment or help to the needy. Mr. Clinton always implied that service was the way to go.

Once Mr. Clinton became president, he was compelled to face the fact that the program promised to be very expensive at a time when college grant programs for poor students were already short of cash. Although the concept remains one idea in Mr. Clinton's mind, its components were severed for legislative purposes. As (1) a service program and (2) a move toward more direct government loans, it has made considerable progress in Congress. The idea has not suffered for becoming a bit less grand, and it bids to become one of Mr. Clinton's more worthy legislative monuments.

We take, first, the service proposal, which emerged Tuesday from the House and Senate education committees. It would create a National Service Corporation aimed at involving 25,000 students in service projects next year. Under the

\$394 million program, participants would get stipends of about \$7,000 a year, with the federal government paying 85 percent and local sponsors paying the rest. Volunteers would get \$5,000 awards for each year of service; these could be used to pay off education loans. By 1997, the administration hopes the program can accommodate 150,000 participants. The program counts on local agencies and not-for-profit groups to generate volunteer slots; the administration would like it to be a model for bottom-up, rather than from the top-down, government.

The plan won support across partisan and ideological lines, but perhaps at least as striking was the quality of the opposition it drew. Republican critics of the proposal seemed interested less in the narrowly partisan point-scoring so much in evidence in the budget debate and more in raising legitimate points of difference. Sen. Nancy Kassebaum suggested a pilot program might be useful before a full-scale service program was launched. Rep. William Goodling offered an unsuccessful amendment that would have meant-tested the program's benefits to concentrate them on the needy. The relatively constructive debate suggested that when the subject is encouraging civic virtue, even a bitterly divided Congress can rise to the occasion.

Clinton Wins Key Votes on Plan For Service Tied to School Loans

NY Times
6/16/93

70/195

By CLIFFORD KRAUSS
Special to The New York Times

WASHINGTON, June 16 — With overwhelming bipartisan support, Senate and House committees today approved President Clinton's national service program to enlist volunteers to do social, law-enforcement and environmental work in return for payments toward education loans.

Democrats and Republicans harkened back to the initiation of the Peace Corps and Vista (for Volunteers in Service to America) in the 1960's as they voted for a program designed to spur greater community spirit, broaden access to higher education and engage new graduates in socially useful work.

Virtually guaranteeing a major Administration legislative victory before the end of the summer, the Senate Labor and Human Resources approved the bill 14 to 3. After tinkering around the edges of the proposal, the House Education and Labor Committee followed by voice vote.

How It Would Work

The plan would create a National Service Corporation to allocate service slots to state governments, which in turn would distribute volunteer positions to local governments, not-for-profit organizations, school districts and institutions of higher education.

Local programs involved in education, environmental or police work and assisting the elderly or the homeless would offer stipends to participants of about \$7,000, with the Federal Government picking up 85 percent of the tab. Aside from the stipend, volunteers awarded positions would receive awards of \$5,000 toward paying off their education loans for each year of work. Recent graduates of college or trade schools would be able to volunteer up to two years, and they also would receive health benefits.

In a year when budgets are tight, the amount of money Congress will ultimately

spend for the program is in question. Mr. Clinton called for \$400 million in 1994 to cover 25,000 community service jobs. Earlier, the House Appropriations Committee approved spending only \$105 million for 10,000 jobs, although sponsors hope to get more money once the plan is passed later this summer.

The Administration hopes that by 1997 some 150,000 participants can be included in the program, which was a cornerstone of Mr. Clinton's Presidential campaign. It was viewed as a tenet of the New Democratic agenda, which calls for programs that emphasize personal initiative over dependence on government largesse.

But the plan has also been embraced by liberals like Senator Edward M. Kennedy of Massachusetts, chairman of the Senate panel, who is a sponsor of the bill.

Best of Two Parties?

"It combines the idealism of the Democratic Party with the programmatic realism of the Republican Party," Representative Steve Gunderson of Wisconsin, a leading Republican backer of national service, said before the House panel approved the bill.

Before today's vote, Mr. Kennedy characterized the national service plan as "an important step toward revitalizing our country by challenging citizens of all ages to become involved in service programs in our communities."

Senator Daniel R. Coats of Indiana, a conservative Republican member of the panel who rarely agrees with Mr. Kennedy, predicted that the program would "rekindle some habits of the heart."

Milestone of Sorts?

Democratic strategists noted that while legislation providing leaves for workers in cases of family health emergencies and easing voter registration have been enacted since Mr. Clinton took office, this would probably become the first major bill to pass that originated from the Clinton White House.

Although it would affect far fewer graduates, the national service program is designed to meet President Clinton's objectives of reducing interest rates on student loans by replacing middleman bankers with Education Department administrators.

The House has approved the direct-lending plan, but the Senate Labor and Human Resources Committee modified the program last week to retain some banker involvement in student lending and phase in direct Government lending to students over several years.

When Mr. Clinton outlined the national service plan in April before an audience of cheering students at the University of New Orleans, he predicted it would eventually "revive America's commitment to community and make affordable the cost of a college education for every American."

Republicans' Reservations

While watching the House panel work through the bill with a few minor modifications today, Eli Segal, director of the Office of National Service, said Mr. Clinton "is very excited about this. This was certainly what resonated during the campaign."

Whatever dissent was voiced today in the two committees came from Republicans. Senator Nancy L. Kassebaum of Kansas, the ranking minority member on the Senate committee and herself a former volunteer in Vista, roughly a domestic version of the Peace Corps, said she voted against the plan because it created too much bureaucracy. She suggested that \$5,000 in debt relief, which she called "educational rewards," would be better spent directly on educational programs.

Ms. Kassebaum is expected to offer a substitute amendment on the floor of the Senate that would create pilot national service programs that would offer stipends but not educational benefits.

In the House committee, Representative William F. Goodling, Republican of Pennsylvania, offered an amendment that would create a needs test to aim the program's benefits at the underprivileged. Democrats strongly objected, saying national service should be open to people of all classes, not just the poor. On a near party-line vote, the Goodling amendment was defeated, 29 to 12.

Representative Marge Roukema, Republican of New Jersey, said she was opposing the plan with regret because "what we're doing is planting the seed for a new full-blown entitlement program with a constituency of its own."

'Summer of Service' Starts in Boot Camp



PHOTOS BY BRIANT WARD/THE CHR

Young people from Harlem shouted hellos to 1,500 participants at a rally marking the start of a week of teaching and learning

Clinton's corps in training at Treasure Island

By William Carlsen
Chronicle Staff Writer

It looked like a scene out of the 1960s. There were banners, rhythmic cheers and chants, youthful enthusiasm and untested idealism.

But instead of marching against war or disrupting a military base, this crowd of post-Cold War, college-age men and women came together to help the children in their own communities and were using Treasure Island Naval Base to do it.

Nearly 1,500 young people from across the nation assembled at the naval base yesterday to launch President Clinton's "Summer of Service" program, the prototype of an ambitious national youth service corps that Clinton hopes will swell to 150,000 participants by 1997.

"I was with President Clinton just four months ago at Rutgers University," said Catherine Milton, executive director of the Commission on National and Community Service, at the opening ceremony on Treasure Island's parade ground yesterday.

"This was just an idea that was thrown out then. It was a dream."

"You are pioneers today," she told those gathered. "You are now by hour designing it and putting it together. You are here to give hope to the nation."

For the next week, the young people, ages 17 to 25, will take part in training that will prepare them for eight weeks of work during the summer in their own communities.

When they finish, they will begin tutoring children, helping with immunization drives, teaching sex education, painting schools, testing for lead poisoning and providing a range of other services aimed at benefiting the poorest children in society.

In return for their participation, the young people will earn the minimum wage, \$4.25 an hour, and a \$1,000 stipend to apply toward their educations.

SAN FRANCISCO CHRONICLE
JUNE 21, 1993

***'I made my way out of the slums . . . I
want to give something back to my
community, to help others make it out'***

— COLLEGE JUNIOR EFRAIN BERRIOS

They arrived all day Saturday from Georgia, Maryland, Massachusetts, Louisiana, Pennsylvania, California, New York, Ohio and Minnesota. The group from the Bay Area, which will work under the supervision of the East Bay Conservation Corps this summer, made up the largest contingent, with 250 participants.

They were welcomed at yesterday's rally by Rear Admiral Merrill Ruck, commander of the naval base, who praised them for their dedication to community service. Vice President Al Gore is scheduled to speak today.

Reflecting the nations' largest urban centers, the majority of the participants are black, Latino and Asian. Fifty are members from the Ojibway (Chippewa) Tribe in Northern Minnesota, who will help clean a river and teach tribal history and health care.

The Summer of Service program is billed as a week of "boot camp-style" training. The participants will occupy a row of barracks left empty as the Navy gradually pulls out of Treasure Island, and they ate their first meals yesterday in one of the base's main mess halls.

"There wasn't any hot water in the shower," said Julie Sadigursky, a 20-year-old sociology major at the University of California at Berkeley, who joined the program to work with Oakland and Berkeley teenagers. "You deal with it," she shrugged. "This is going to be the experience of my life, and I'll treasure it

forever."

The chilly morning air did little to dampen the seemingly irrepressible enthusiasm of the participants, who danced, sang and wildly cheered each speaker during the opening ceremony.

"Our nation is in need," said Pia Infante, one of the program participants, in a speech to the crowd. "Twenty-one percent of the children in the country are growing up in poverty. We're not a third-world country but a first-world country. It's pitiful."

"The rebuilding of our nation is not in the hands of President Clinton," she said, "or in the hands of the Congress, or in the hands of our parents. . . . It's in our hands."

Efrain Berrios, a 19-year-old junior from Montclair State University in New Jersey, said he grew up in the poorest neighborhoods of Newark. "I made my way out of the slums," he said. "I'm here because I want to give something back to my community, to help others make it out too."

Trabian Shorters, 26, a group leader from Detroit who will provide training, called the young people the "cream of the crop" in the nation.

"You can never underestimate the young people in this country," he said.

Ready to Serve

1,500 cheering youths kick off U.S. volunteer program

By Jane Meredith Adams
SPECIAL CORRESPONDANT

San Francisco — A wildly enthusiastic crowd of nearly 1,500 young people from around the country — hailing from places as diverse as Los Angeles, a Minnesota American Indian reservation and Harlem — launched President Bill Clinton's Summer of Service program in an outdoor rally yesterday, vowing to rebuild their communities and the nation.

Their enthusiasm for improving the country and themselves as part of Clinton's ambitious national service program was so strong that during the opening day ceremony on Treasure Island naval base, many danced, cheered and waved their fists. Participants from the Harlem Freedom Schools Project broke into a chant: "We're fired up! We can't take it anymore!"

"You better be fired up," answered Warren Furutani, a Los Angeles community activist who was addressing the group. "It won't be easy."

After a week of training on Treasure Island, participants will return to work in their communities for eight weeks in exchange for minimum wage and a \$1,000 education voucher.

Summer of Service, which has been likened to a domestic Peace Corps, is a \$9-million trial run of the president's national service initiative, which cleared two key committees in the House and Senate last week. Like Summer of Service, the national service program is designed to channel work-ers into solving projects in their own communities.

"I'm from a low-income community," said Camille McKinnen, 23, who was raised in the South Bronx and now attends the College of New Rochelle. "I know what it's like to feel you're not worth anything. I know I can make it. I want to give them hope."

But critics of the national service initiative have balked at its \$379-million price tag for the first year — in which 15,000 people of all ages could participate and receive as much as \$5,000 in education vouchers for their service work. By the fourth year, as many as 150,000 people would be enrolled in the program at a cost critics estimate at \$3.4 billion.

Rep. Marge Roukema (R-N.J.), a member of the



Students from Atlanta show their enthusiasm on the first day of training for the volunteer program in California

House Education and Labor Committee who opposes the bill, said: "We have no right to be establishing a program, whatever its merits, that is going to have multiple billions of dollars in costs."

All who participate in the national service initiative also would receive minimum wage, health benefits and child care service.

Among the participants in the Summer of Service pilot are 150 people from New York City and 200 from the Newark area who will work for minimum wage performing tasks such as tutoring schoolchildren in reading and writing, inspecting apartments for lead paint and giving swimming lessons.

As this first group of service corps members, aged 17 to 25, rallied, many were coping with the double shock of being away from home for the first time and

discovering that summer in San Francisco means a blanket of fog.

"It's cold," said Pablo Quinones, 19, of Harlem.

Although the spirit of the Peace Corps and 1960s idealism was invoked, this gathering had many 1990s touches. The crowd was ethnically diverse, and some people gave their pep rally cheers in Spanish and English. All the participants wore white Gap sweatshirts with the Summer of Service sunrise logo — an emblem of the private-public partnerships the program seeks to form. And when Rear Adm. Merrill Luck was introduced as the man hosting the group on Treasure Island, he received boisterous applause.

"We've been called apathetic," said Pia Infante, a sophomore at the University of California at Berkeley, who spoke to the group. "Give me a break."

Boot camp trains youths to step up as role models

By Maria Goodavage
USA TODAY

TREASURE ISLAND, Calif. — The cabin pressure bothered his ears, and landing over the San Francisco Bay made him jittery. But Isaac Vaughn, 17, says getting here was worth every jangled nerve he got on his first plane ride.

"This is a chance in a lifetime for me to help others who need help more than myself," says Vaughn, of Baltimore.

About 1,500 youths from the USA's most troubled cities met at this naval base Sunday for a week-long boot camp-style training that will teach them leadership skills they can take back to their neighborhoods.

The program, "Summer of Service," is the pilot to the national community service program President Clinton promised in his campaign. After the training, participants will return home to serve in summer

projects focused on helping disadvantaged children.

Sunday, the program got off to a jamming, hip-hopping, rapping and clapping start as the youths, ages 17 to 25, gathered.

During one zealous moment, the 75 participants from Atlanta plunged to the ground when the bleachers they were on collapsed. Spirits and bodies unscathed, they untangled themselves and continued to cheer.

"We can't be hurt," says Tiffany Thrasher, 18, of Atlanta. "The future rests with us, and we've got to help the kids that need help so bad and give them real hope."

Organizers hope this week's intensive physical, mental and spiritual training will keep the youths strong during the summer. They'll work in back-breaking, often heartbreaking, jobs for minimum wage plus a \$1,000 school stipend.

Jobs include testing for lead paint poisoning in thousands of



By Mark Hundley, AP

SPIRITED: Clarissa Starks, left, and April Butts, from Atlanta's Clark University, at a 'Summer of Service' rally in San Francisco.

low-income New York homes, helping 15,000 at-risk children in Oakland, Calif., with health, education and self-esteem problems, and rebuilding school grounds across the USA.

As part of this week's hands-on training, participants will spread out across the Bay Area

and tutor school children, clean up graffiti, paint public housing projects and help build centers for low-income kids.

"Oh God, how we need their help," says Drucilla Wright, a community assistant at Emerson Elementary School in Oakland. "Sometimes you feel for-

gotten, neglected."

Most of the participants say they could be earning more at other summer jobs, "but it's like this: The kids in our neighborhoods need role models real bad," says Carol Leslin Munroe, 22, of Newark, N.J.

The children aren't the only ones depending on this summer's pilot program: The future of the project itself may rest on the pilot's success.

Congress is expected to vote on the program based on the success or failure of the first Summer of Service.

Clinton wants \$400 million next year for 25,000 jobs. By 1997, he hopes for 150,000 such service-oriented youth jobs.

It's important, says Catherine Milton, head of the Commission on National and Community Service, which is developing the program. "These youths may well be the ones who will turn our country around."

Bill Clinton's Brightening Sky

What a difference a week makes. Here was an Administration bloodied by self-inflicted wounds and reduced to arguing that it was not incompetent. And then, surprisingly, came three real achievements on a single day: committee approval in both the Senate and House of President Clinton's national service program, serious progress on campaign finance reform and a big victory in the Senate Finance Committee for the deficit-reduction plan that lies at the heart of Mr. Clinton's strategy for economic renewal.

The optical lesson is that a modest amount of substantive achievement can overcome a whole lot of stylistic failure. Only the most churlish opponent could fail to smile upon Mr. Clinton's overdue good fortune; indeed, one could almost hear a collective sigh of relief not only among the President's friends but also among puzzled citizens who had begun to wonder whether Mr. Clinton would ever locate the leadership capacities he left lying around the White House a few months ago.

This is not to say that Mr. Clinton has fully righted himself or that his earlier mistakes were trivial, except maybe for the haircut. The carelessness of his underlings and his own lack of focus had created a disquieting pattern of random accident that undermined his reputation for political shrewdness and, more important, his capacity to get things done. The rush to find an acceptable Supreme Court nominee not only added to the general confusion but also contributed one more name, that of Judge Stephen G. Breyer, to the long list of battered

victims of the selection process at the White House.

But beginning on Monday, the happiness index rose. Armed with some favorable economic indicators, as well as a seemingly bulletproof Supreme Court nominee, Mr. Clinton went public with a series of lunches, dinners, speeches, interviews and news conferences, including his first in prime time.

Much of this was designed to dispel the impression that he dislikes the press, and in most of it one could detect the supple hand of David Gergen, the Reagan meisterspinner recruited to reshape Mr. Clinton's public relations strategy. Hovering in the wings, Mr. Gergen delighted in his pupil's confidence. After one particularly apt Presidential quip, the beaming impresario was heard to whisper, "That was perfect."

But Mr. Clinton's new-found sure-footedness was made easier by real progress on policy. The national service program is a slenderized version of his original scheme but remains a worthy experiment. The useful campaign reform plan approved by the Senate lacks a strong provision for public financing, but that is the Senate's fault, not Mr. Clinton's. The Senate Finance Committee's version of Mr. Clinton's deficit-reduction program leaves much room for improvement down the road.

Still, Mr. Clinton seems now in a stronger position to work his will than he once did. In one week he went a long way toward redeeming three important campaign pledges. Meanwhile, he has tightened up his operation and maybe toughened up himself. All this is a refreshing change.

Drawing the Line in Somalia

Americans stare with understandable confusion at the jarring images from Somalia. What began last year as a humanitarian mission is now a bloody urban brawl in Mogadishu. Provoked by the slaughter of 24 Pakistani peacekeepers on June 5, United Nations forces struck back with daily assaults by U.S. warplanes against a local warlord. And although this is a U.N. operation under a Turkish commander, the cry in the street is "Down with America!"

Although the punitive actions seem justifiable, the operation now stands at a dangerous point. The U.S. and U.N. could slide unthinkingly into deep involvement in Somalia's internal chaos.

Beirut offers a warning. In 1983, President Reagan sent in the Marines to restore order and protect Beirut's airport. The operation expanded as the battleship New Jersey began shelling Lebanese militias. In reprisal, a car bomb shredded a Marine barracks, killing 241 Americans serving in a multinational peacekeeping force.

In his first real test under fire, Mr. Clinton needs sympathy and support. He inherited what was expected to be a limited humanitarian operation in a stricken country, open corridors for

shu. In May, Americans turned over command to a 20-nation peacekeeping force that included 4,500 U.S. troops. Mogadishu's markets reopened, and Somalis for the first time in years experienced a semblance of normal life. Fearing loss of power, Aidid loyalists began harassing unseasoned peacekeepers, culminating in the massacre of Pakistanis. At Washington's urging, the Security Council authorized aerial reprisals and the seizure of arms depots and General Aidid's radio station.

Each step could be justified, but cumulatively they deepened U.N. involvement in Somalia's internal politics. General Aidid, the agent of violence, was able to portray himself as its victim, brazenly making his case on prime-time TV. He has successfully hidden his own crimes behind bomb rubble and the civilians killed by blue-helmeted Pakistanis.

What are the choices? A pullout would render pointless the entire operation. Ignoring one warlord's attacks would risk comparable defiance by the others. Whatever the legal ambiguities, threatening General Aidid with arrest seems a minimal way of expressing international condemnation. But with that point made, Mr. Clinton has to define more carefully the goals and scope of American involvement.

Thomas Ehrlich
June 3, 1993
op-ed on National Service

President Clinton's proposed national service legislation draws on a deep reservoir of eagerness among young people to do more than help themselves. Increasing numbers of young people-- more than at any time since the 1960's-- want to engage in volunteer service. At Indiana University and at other colleges throughout the country, I have talked with hundreds of student volunteers. Over and over they say they have found, through volunteer service, experiences they would never trade.

In the 1980's, young people were often pictured as self-involved and alienated. But the "me generation" is long gone, and never was as extensive as it once appeared. The Civil Rights Movement, the Peace Corps, Job Corps, Vista, and many other programs have been powerful engines for change, putting values into action and inspiring millions of Americans, young and old, to do their part to improve their communities and their world.

The spirit of service is there today in our youth and all our people. Voluntary action reflects distinctly American values, values that are fundamental to the strength of our society. No other nation's citizenry is so involved in helping others on an organized, voluntary basis.

Educational institutions bear a special responsibility to encourage the values that support public service. If those of us in education do our job, the school years -- from kindergarten to college and beyond -- should be a time to develop a personal sense of responsibility. We want our students to be educated

citizens. It is no less important that they also be thoughtful individuals who contribute their time and talents in the communities. President Clinton's national service plan offers tremendous promise for realizing that goal.

National and community service has no partisan boundaries. In recent years, politicians from every point on the political spectrum have championed volunteer community service. President Carter, since leaving office, has spent time each year helping to build homes for poor families. George Bush, during his presidency, sponsored the Points of Light Foundation because of his belief that, in his own words, "Any definition of a successful life must include serving others."

Also during the Bush Administration, Congress adopted the National and Community Service Act to encourage volunteer service, particularly among young people. Earlier, a nationwide consortium of college and university presidents, called Campus Compact, was founded by a group of university presidents to promote volunteer service for students, and for each institution as a whole, as a key responsibility to communities.

In the early days of the Commission on National and Community Service, I remember a passionate discussion on, "Why Service?" Some urged that service was needed because the problems faced by this country were so great that the government could not grapple with them. Without service, the crises of crime, drugs, and urban decay would overcome us.

In my judgement and in the judgement of many others, however, service is important in the lives of all of us,

particularly young people, primarily because it shapes our attitudes -- our sense of responsibility and self esteem, our leadership abilities, our appreciation of diversity, and most important, our civic sense of community.

A Gallup survey done in 1992 for Independent Sector reveals that those who active in volunteer service are much more likely to vote than those who are not. Similarly, individuals who give their time and talents in service generally involve themselves in the world around them through other avenues as well -- civic groups, alumni associations, and service organizations -- creating a network of citizenship in their communities and in their own lives.

The enduring measure of the success of President Clinton's program, therefore, will not be its direct impact on societies ills -- though the impact will be substantial -- but rather the impact on the character of those who serve. From this perspective, service is a far cry from charity or "doing good" for the sake of doing good. As a contribution to community and country, it is a civic act in the highest sense.

President Clinton said as much himself in announcing a national service initiative rooted "in the concept of community, the simple idea that none of us on our own will ever have as much to cherish about our own lives if we are out here all alone as we will if we work together." His is a vision that sees service not as a question of charity, but as a common bond of citizenship.

I can imagine no more important initiative than national service to help educate Americans for citizenship and to create the sense of civic responsibility that our democracy requires.

Thomas Ehrlich is President of Indiana University and Chairperson of the Commission on National and Community Service.

OP-ED FOR SUBMISSION TO THE WASHINGTON POST

NATIONAL SERVICE TO UNITE US

Marian Wright Edelman, founder and Executive Director of Children's Defense Fund, once said "service is the rent we pay for living." Each day here in Washington, DC, 100 young men and women from Anacostia, Adams Morgan, Bethesda and elsewhere come together as members of the DC Service Corps to serve -- to teach children, paint playgrounds and parks, and provide comfort and care to the elderly. At the same time, fifteen young people from Public Allies -- among them graduates of Duke University in North Carolina, the Carlos Rosario Adult Education Center in Northeast, Colgate University in New York and Ballou High School in Southeast -- serve every day at non-profit organizations and agencies throughout the city. Young people from all backgrounds and experiences, together paying their rent for living through service.

Why do these young people give up a year of their lives? If you speak with them, they will tell you that to teach and learn by serving with people from such diverse backgrounds can be the most rewarding benefit of all. "Public Allies unites us so we can work to unite others," said Sam Moore from southeast Washington. The benefits of their experiences thus ripple beyond their service to build across Washington a greater sense of community. Should national service allow more young people to come together across lines of class and race and experience while addressing community needs? We think so.

Young People for National Service was created by young people from all backgrounds in an effort to give our diverse generation a voice in shaping the national service initiative. Through weekend retreats, town hall meetings, phone calls and letters, we have been able to work together across our differences to find some common ground. That common ground is a national service initiative which provides flexible and innovative options for young people to serve, full-time and part time, from elementary school through college and beyond. A national service initiative which builds on existing organizations and initiatives and keeps program design and control at the community, not federal level. Most importantly, a national service initiative which unites young people from all backgrounds in common cause to solve community problems, building bridges of understanding and communication in our divided society.

It is on this fundamental point that national service is threatening to fail. At a time when we as young people are trying so hard to come together, national service may become just another federal program that divides us.

There are some who propose that we amend The National Service Trust Act to include "means testing" the participants or the benefits of the National Service Trust (\$5,000 per year towards college or job training per year of full-time service). If passed, a means test would determine whether you could participate in a program or receive an educational benefit based on your income or the income of your parents.

Means testing strikes at the very heart of what national service can be because:

- For young people to come together from diverse backgrounds to serve, they must be valued equally and work as peers. Differentiating benefits through means testing places a different value on service performed and rewards the participant not for their self-worth, but by a government formula. Means-testing would undermine the equality which is at the heart of national service and foster division.

- Like the G.I. Bill, national service values service performed. No one asked the G.I.'s how much their parents made before they were rewarded for their service to their country. G.I. benefits, like national service benefits are not an entitlement, they are something you earn after service.

- All Americans must invest in and believe in national service. National service gives to all of those who want to give back to their communities and by doing so invests all Americans in an initiative that can transform young Americans and our communities. With a minimal federal investment, national service, like Social Security, can be an initiative that unites us, not divides us, by challenging all of us to serve.

Provisions exist to help focus on national service on meeting unmet needs in economically distressed areas and to recruit participants to serve from those areas. These provisions are important to ensure national service meets critical national and community needs. Means testing simply divides participants within programs.

Last week we remembered the spirit and idealism of Robert Kennedy. Many leaders spoke of the inspiration he, President Kennedy, Martin Luther King and Malcolm X provided for the 60's generation to serve. At Public Allies, DC Service Corps and other service programs, young people work hard to bridge differences among ourselves. Yet we are being called to service in a way that could create still more barriers to bringing us together. After all, President Kennedy didn't ask just some Americans what they could do for their country, he asked all Americans what they could do for their country.

In Washington, DC in 1968, Robert Kennedy said, "We can end the divisions, the violence, the disenchantment with our society, between blacks and whites, between the poor and affluent, between age groups. We can work together. We are a great country, an unselfish country, and a compassionate country." In Washington, DC in 1993, let's not invest in a national service initiative that divides us. Let's invest in a national service initiative that unites us.

generation is united

c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC 20001-2085
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FAX TRANSMISSION

DATE: 5/28
TO: CAMERON HAMILL
FROM: TESS SCANNELL

NUMBER OF PAGES INCLUDING THIS ONE: ~~5~~ 5

Following is AN EXCERPT from the Record
that Profiles Several mentoring
Programs using OLDER Persons. —
IT MAY BE helpful to you &
Shirley.

a coalition of over 100 national organizations on intergenerational issues and programs

Co chairs

David Liederman

Daniel Thurz

Marce Deets

Marion Wright Edelman

Executive Director
Child Welfare League
of America

President
National Council
on the Aging

Executive Director
American Association
of Retired Persons

President
Children's Defense
Fund

Director

Tess Scannell

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CONGRESSIONAL RECORD—SENATE

May 21, 1993

Standing over a fryer at McDonald's has replaced job apprenticeships.

The answer is quite simple and natural. Our aging population is the fastest-growing group in America today. Older people want to stay active and involved. Statistics say that 18 million Americans over age 60 are already volunteers and that 14 million more are willing and able to volunteer. So often we talk only about the special needs of older Americans. We sometimes forget the many good things that older Americans have to offer.

For all these reasons, Mr. President, I am introducing the National Mentor Corps Act of 1993—a public-private partnership that will provide a mentor-rich environment in our public school system from kindergarten through high school. The National Mentor Corps would place trained mature adults into the public schools, matching the needs of the young with the talents of seniors.

The National Mentor Corps needs no new funds. This year the Elementary and Secondary Education Act (ESEA) is scheduled for reauthorization. The legislation I am proposing allows for intergenerational mentoring programs to be funded under chapter 2 of the act, "Federal, State, and Local Partnership for Educational Improvement." This legislation is designed to complement all other senior service programs. It is my hope that this legislation will be incorporated into the ESEA reauthorization package which will be considered by the Labor and Human Resources Committee during the 103d Congress.

In addition, the National Mentor Corps Act of 1993 directs the Secretary of Education to develop a National Resource Center for Intergenerational Mentoring to serve as a central source of information and assistance on intergenerational mentoring. This provision, however, will be handled separately from the changes proposed for the ESEA and is not a request for a separate authorization.

There are some excellent mentoring programs already scattered throughout the country. Mr. President, I ask unanimous consent that this information about several mentoring groups be printed in the RECORD following my remarks. We cannot improve on these programs and others out there. We can, however, provide the Federal infrastructure that will allow this blossoming mentoring movement to flourish. The National Mentor Corps Act of 1993 will allow established programs to expand and become a permanent part of the American educational landscape.

I am pleased to say that the National Mentor Corps Act of 1993 has the support of AARP, Families USA, Generations United, the National Caucus and Center on Black Aged, the National Association of Foster Grandparents program directors, the National Association of Retired Senior Volunteer Program directors, family friends, the National Council on the Aging, the Na-

tional Association of Elementary School Principals, the American Association of School Administrators, and the Children's Defense Fund.

I am especially pleased to be joined today in introducing the National Mentor Corps Act by several of our distinguished colleagues: Senator LEVIN, who was an early advocate of intergenerational mentoring, as well as Senator DOLE, Senator DANFORTH, Senator WOFFORD, Senator ROCKWELLER, Senator SARBANES, Senator MURRAY, Senator DORGAN, Senator CONRAD, Senator DOWDY, Senator REID, Senator LEAHY, Senator FEINGOLD, Senator GLENN, Senator KRUMER, Senator WELLSTONE, Senator DURKHEIMER, Senator PHIL, Senator MOSELEY-BRAUN, and Senator FEINSTEIN.

Mr. President, I urge my colleagues to support the National Mentor Corps Act of 1993. I strongly believe that this legislation will provide the foundation for America's entry into the 21st century.

There being no objection, the material mentioned earlier was ordered to be printed in the RECORD, as follows:

BOSTON PARTNERS IN EDUCATION, INC.,
Boston, MA.

Boston Partners in Education (BPE) is a nonprofit multicultural agency dedicated to supporting the academic growth and social development of public school children. Linking a wide variety of community resources to schools, BPE provides programs and services to teachers, students, administrators, and parents.

BPE plays an active role on the board of the National Association of Partners in Education, was a founder of the Massachusetts Association of Partners in Education, and provides leadership in national and international educational initiatives.

Enabled by a grant from the Edna McConnell Clark Foundation, BPE pioneered in intergenerational programming over 15 years ago.

Today, older adults are involved in BPE's services to Boston Public Schoolchildren as Special Math/Science mentors in initiatives funded by the National Science Foundation and the U.S. Department of Education;

"Listener mentors"—specially trained to work with academically and socially at-risk children in the primary grades;

Guest "readers aloud" in preschools, kindergartens and grade schools;

Tutors in all academic subjects, math, science, language arts, social studies, history, and foreign languages; and

"Oral historians" in specially designed workshop series in which youngsters and elderly persons examine their own and others' proud cultural traditions.

Each year, dozens of such Intergenerational Exchanges are coordinated by Boston Partners in Education's Intergenerational Director, Eleanor Swartz.

[Los Angeles Unified School District, May 18, 1993]

DOVES—DEDICATED OLDER VOLUNTEERS IN EDUCATIONAL SERVICES

What: D.O.V.E.S. is a special project of the Los Angeles Unified School District School Volunteer Programs Section. Its purpose is to recruit, train and place senior citizen volunteers in district schools.

The project is funded by the District and the Friends of the School Volunteers Pro-

gram of Los Angeles. It is an outgrowth of the Grandparents Program pioneered in 1971.

Who: The program provides the schools with carefully selected and trained senior citizens to supplement the work of classroom teachers.

Why: D.O.V.E.S. is designed to meet the need of our older citizens to be valued as the asset they are. Additionally, the program meets the needs of our students for individual attention and gives them the opportunity to interact with the older generation.

How: The program develops cooperative relationships with:

The Schools: By establishing the needs of individual schools and students and planning with the principal or volunteer coordinator for the training and orientation of adult volunteers.

The Community: By seeking recruits among retirees and pre-retirees from business, industry, labor and the professions. A special effort is made to contact religious institutions, senior citizen centers and recreation centers.

The Media: By working with newspapers, radio, television and special interest publications in publicizing the human interest stories to be found in the successful matching of volunteer skills with student and school needs.

MOVES assist with: Carpentry, Typing, Field Trips, Library, Music, Swimming, Gardening, Enrichment, Playground, Public Speaking, Dancing, Cooking, Science, Homework, Displays, Special Events, Math, Sewing, Arts, Crafts, Sports, Tutoring, Reading Stories, Nursing Assistance, Career Guidance, Vocational and Technical Skills.

INTERGENERATIONAL MENTOR PROGRAMS CONDUCTED BY GENERATIONS TOGETHER, AN INTERGENERATIONAL STUDIES PROGRAM, UNIVERSITY OF PITTSBURGH

Generations Together, an Intergenerational Studies Program of the University of Pittsburgh's Center of Social and Urban Research, has a 14 year history of intergenerational program development and study. Generations Together fosters a variety of program models that bring the young and old together in experiences that promote understanding and support the growth and learning of both generations.

Since 1979, Generations Together has conducted a range of intergenerational mentor programs in pre-school, elementary school, secondary school and university settings in Pittsburgh and western Allegheny County. These models and their main goals are as follows:

Pre-school mentor programs are designed to provide support for families recruited from local Head Start programs. Older volunteers visit the families in their homes once a week to perform literacy-related activities with the children. The mentors also help the parents understand the importance of family literacy to their children's education.

Elementary school mentor programs aim to reduce the probability of drug use by improving basic academic skills and promoting the development of social skills and enhanced self-esteem. Each student is paired with an older volunteer for one-on-one tutoring, and participates in group activities which provide cultural enrichment and foster positive peer interaction.

High school mentor programs are designed to improve student academic performance, provide career exposure, and promote social skill development. Mentors work with students across the spectrum, including at-risk and high achieving students, minority students involved in programs emphasizing science and math, and students with a special interest in the arts.

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University mentor programs provide academic support, career guidance, and social support to university students. The roles of mentors at the University of Pittsburgh are diverse: they tutor, read student theses and dissertations; teach oral presentations, serve as guest lecturers, coordinate professional seminars, assist in laboratories, conduct practice interviews, help to develop job placements, and enhance language proficiency of international students. In a special University program with the School of Engineering, retired engineers enrich the curriculum by preparing case-studies drawn from engineering practice and coach students in problem-solving curricular activities.

An estimated 200 older adult mentors have worked with approximately 1000 children and youth in the Generations Together mentoring programs since 1988.

Children, youth, and young adults who work with these mentors evidence measurable change in their academic performance, motivation to learn, realization of academic goals, and their self-esteem. Older adults who mentor in these programs represent a diverse population from within and outside the community in which they are mentoring. They bring a variety of skills that reflect backgrounds as varied as homemakers with no for-pay work experience to retired blue collar workers, university professors, and business executives.

The volunteers report a high degree of satisfaction as they recognize student progress, develop meaningful friendships with students, and utilize their professional and life skills. These volunteers feel as though they are making a valuable contribution to the education of children and youth, the future workers and decision makers of our society.

[Gulf Coast Jewish Family & Mental Health Services, Inc., Clearwater, FL.]

INTERGENERATIONAL PROGRAMMING

(Michael Bornstein, President and CEO)

Gulf Coast Jewish Family and Mental Health Services, Inc. (GCJFMHS) is a non-profit, non-sectarian human services agency serving the West Central region of Florida, including the Tampa, Clearwater and St. Petersburg communities. Established in 1980, the agency offers a wide array of innovative and cost-effective programs designed to help children, adults, seniors and families with serious emotional, physical, personal and financial needs.

GCJFMHS provides three intergenerational mentoring programs, offering at-risk children the support of an older volunteer through one-to-one matching. Ongoing outcome evaluation measures program effectiveness through pre and post-testing using a variety of standardized self-esteem and behavioral measures as well as informal measures such as school attendance and grades.

1. Adopt-a-Grandchild program was initiated in 1980 through local funding provided by the Juvenile Welfare Board of Pinellas County, a local taxing district for children's services. Children matched are typically from low income, single parent families and range in age from infancy to 18. The children very often have behavioral problems, poor school performance and low self-esteem.

When a match is made, the senior volunteer participates in an orientation program, the volunteer as well as the child are made aware of program goals and expectations. The senior volunteer and child typically spend a few hours each week engaged in a range of assorted activities, usually social in nature. The program's supervisor makes regular contact with the volunteer and child to assure that the match is going well.

2. Project Growing Together matches senior volunteers with children ages three through 11 who are under the supervision of state protective services, in shelter care or in foster care. Funded by the State of Florida beginning in 1988, the program focuses on establishing a non-threatening relationship between the generations which will help alleviate some of the stress of separation and placement felt by the children. Senior volunteers typically spend two to four hours a week of quality time with their children providing a positive, stable influence in their lives.

3. Linking Lifetimes matches senior mentors with middle school referred children who have been identified as being at-risk of delinquency, truancy or dropping out of school. Like Gulf Coast's other intergenerational programs, senior volunteers are encouraged to develop personal relationships with their children and participate in a variety of informal activities. This program was initiated in 1988 as one of 10 nationwide projects funded by the Mott Foundation and coordinated by Temple University.

INTERAGES

[Montgomery County Intergenerational Resources Center, Kensington, MD]

INTERGENERATIONAL BRIDGES PROJECT SUMMARY

The Intergenerational Bridges Project, sponsored by Interages, a not-profit organization in Montgomery County, Maryland, has recruited, trained and placed 51 senior adult volunteer mentors with 60 proteges at two schools in East Silver Spring, MD, during the past three years. These youths, ranging in age from 10 to 14 years, come from a growing community of disadvantaged immigrant populations. With the lowest median income in the county, the community suffers from a heavy concentration of drug and other criminal activity. This environment places young, recently arrived immigrant children, often illiterate in their native language, unable to speak English, and from families under extreme stress at high risk of failing in school, dropping out and becoming vulnerable to the drug culture.

The mentors, a highly skilled and energetic group of seniors (over age 55), have devoted over 2100 hours of their time during the past year alone to serving their proteges for one hour each week offering guidance, moral support and assistance in building academic and social skills, while at the same time helping them to improve their English and communication skills. In addition, mentors accompany their youths on several field trips each year to destinations such as the Smithsonian Museums and the Kennedy Center. The opportunity for young proteges to benefit from a field trip when each has a personal adult companion can not be overstated.

In addition to the project's planned activities, which also include an international dinner for families of proteges, giving them an opportunity to learn about the program and meet their child's new friend, many mentors spend individual time with their proteges during vacations and on week-ends. Mentors have treated their proteges to birthday lunches at a special restaurant at the mall, to a walk through Brookside Gardens—even to a visit of a joint session of Congress, followed by pizza at Union Station.

While a quantitative analysis of changes in student achievement and/or behavior remains elusive, the continued overwhelmingly positive responses to Bridges from teachers and administrative staff, from school officials, from county agencies, from other groups attempting similar projects,

and from participants themselves, leads us to conclude that this project is making a difference in the lives of children who have few opportunities to interact on a one to one basis with American born (or fully acculturated foreign born) adults in a non-threatening environment. An unanticipated positive outcome of the project has been the education of the mentors and accompanying increased sensitivity to the issues of growing education gaps and poverty experienced by the newest members of our community.

The Intergenerational Bridges Project has been featured in Modern Maturity, USA Today, and was awarded the "Highest Achievement Award" by the Montgomery County Community Partnership and the Volunteer Center in 1992. In addition, Interages has been invited to present Bridges at three national conferences.

MENTORS INC. FACTSHEET

INTRODUCTION

A role model, advisor and friend is a crucial motivator in the life of a young person. Our goal is to provide a mentor to each District of Columbia public high school student who has the potential and the will to graduate from high school and form concrete plans for either college, vocational school or the military.

Mentors are matched with students on a one-to-one basis, and they provide practical advice, guidance and encouragement from the sophomore year through graduation. The mentors are volunteers 21 or older who are stable in their professional and personal lives.

In 1987, the first year of Mentors Inc., hundred students participated in the program. That number has grown steadily each year, and in 1992-93 there are 500 mentor-student pairs. The program operates in every comprehensive high school in D.C.

Mentors Inc. is supported by the D.C. Public Schools and by grants and gifts from corporations, foundations, universities, and individuals. Through funding, individual mentor participation and special projects, this program merges the assets of the academic community, business community, and the D.C. Public Schools.

WHAT MENTORS DO

Help students identify specific short and long-term goals;

Work with students to set and keep a schedule for school and work activities;

Help students develop study and test-taking skills;

Strengthen students' business communication and job skills;

Assist students while they make post-high school plans;

Visit students at school; have students visit work sites;

Open academic and career opportunities for students; and

Participate in culture, recreation and entertainment.

WHO THE STUDENTS ARE

Any student attending one of the 12 comprehensive D.C. public high schools may sign up with Mentors Inc.

Students in the Mentor Program run the academic spectrum, from high academic achievers to those who need extra help to finish school.

Students must be in regular attendance at school. We prefer that students have at a C- grade point average.

Mentors Inc. also provides: College scholarships, individual college counseling, campus visits and college fairs, SAT preparation classes, free dental care, summer job placement, academic tutoring, student emergency fund, career counseling, and free psychotherapy.

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NEW YORK STATE DECADE OF THE CHILD
MENTORING PROGRAM

Introduction: "If every at-risk student had an in-school mentor who really cared, that one act could cut the dropout rate in half."—Dr. Ernest Boyer, President, Carnegie Foundation for the Advancement of Teaching.

Studies show that the presence of a strong adult role model has an extremely positive influence on a child's development. In the 1960's, 11% of all children went home to an empty house. Today, 65% of our children find empty homes when they return from school. The average daily time spent in one-to-one interaction between parent and child is 15 minutes. In a recent national study, one million children—35% of those entering the first year of high school dropout of school before graduation. One out of five Americans age 16 or older is functionally illiterate.

The Program: The New York State Mentoring Program, founded and chaired by Matilda R. Cuomo in 1987, is a school-based, state-wide, effective early-intervention program to help children in grades K-8 improve their self-esteem, broaden their vision of opportunities and apply themselves in school. The NYMMP matches caring adult volunteers as a one-to-one mentor with a child.

Mentoring is a one-to-one relationship between a volunteer adult role model and a child. This unique relationship provides support and encouragement and can help a child develop the academic and social skills necessary to succeed in the workplace of the 21st century. Leon Martel, Sr. V.P. of the Conference Board, recently observed that many U.S. companies have made mentoring a top priority of their volunteer efforts because of its obvious relationship to improving the nation's workforce. (Education Week, April 28, 1993.)

Working cooperatively with teachers, corporations, parents, and others the NYMMP links the school, the home and the community together to strengthen programs for children. "Millions of America's children are in trouble. To succeed in school and in life, they need one-on-one adult support and guidance. Providing that support is a job not only for schools, but for the entire community. The New York State Mentoring Program is making it happen." Keith Gaiser, President, National Education Association.

In the spring of 1991, there were over 2,000 children in 118 school-based programs in 26 of New York's counties who had mentors recruited and trained by the New York State Mentoring Program. In New York City there were nearly 600 children matched with individual mentors.

The New York State Mentoring Program is based on public/private partnerships and part of Governor Cuomo's innovative Decade of the Child initiative. Groups of mentors from 119 organizations become partners with NYMMP. Partners include 46 corporations, 71 state, city and federal government entities, professional and community organizations, colleges and secondary schools. Richard A. Jaffert, CEO, NY Telephone states that, "New York Telephone is proud of its association with the New York State Mentoring Program. By providing young people with role models, encouraging them to stay in school, and by stressing the importance of education, New York State Mentoring is making an invaluable investment in New York's children—the future of our state."

The NYMMP has received widespread support from business, schools and the community. The Ford Foundation has given NYMMP a grant for the design and implementation of an effective method of program evaluation. Other states, including Colorado

and New Jersey, have expressed interest in establishing mentoring programs modeled after the NYMMP as well as Milan, Italy.

THE NEW YORK CITY SCHOOL VOLUNTEER
PROGRAM, INC. (SVVP)

Mission: To help New York City public school students gain the educational skills and self-esteem they need to become successful learners and productive community members, by providing them with individualized instructional support from a corps of well-trained volunteers.

History: Founded in 1965 as the first School Volunteer Program in the country. Catalyst for the National School Volunteer Program/National Association of Partners in Education. Incorporated in 1979 as a not-for-profit corporation under Section 501(c)(3).

Scope: 1991-92, SVVP staffed 1,000 schools/1,000 classrooms/1,000 hours of service per student.

Programs: One Program—Trained volunteers tutor students in elementary or junior high school for a minimum of two hours a week at a school near their home or work. Subject includes math, reading, writing and English as a second language.

Project Home Based Tutoring: Trained volunteers work with at-risk students in daytime and evening high school programs. Volunteers help students master the high school curriculum, provide role models from the professional world of work and assist with college decision-making and financial aid applications.

Authors Read Aloud—Children's authors introduce elementary school students to the creative writing process and increase their enjoyment of reading through repeated classroom visits.

Cultural Resources—Trained volunteers introduce elementary school students to our city's major museums and provide preparatory and follow-up experiences in the classroom for each museum visit.

Literary Leaders—Trained volunteers discuss works of literature with small groups of students ready for additional challenges. Children learn to read critically, think independently and express themselves clearly.

Training: For tutoring elementary-age students: 10 hours spread over four classes held during the day. For tutoring high school students: 8 hours spread over three classes held during the day or evening. Held at the SVVP, 343 Park Avenue South (30-31 St.), NYC.

Place and Time of Tutoring: At a school site located near home or work; during the day (all ages) or in the evening or on weekends (high school-age). A minimum of two hours per week is required.

THE OASIS INSTITUTE

Established in St. Louis in 1982, OASIS received initial support from the United States Department of Health and Human Services' Administration on Aging. Since then, the organization has grown rapidly—both in numbers of centers and in its national membership. Today, serving more than 175,000 members in 22 cities, OASIS is widely recognized as a successful model for productive aging and is supported by a combination of public and private sponsors. OASIS receives major national support from The May Department Stores Company and local support from corporations, hospitals, service agencies, universities and cultural organizations.

One of OASIS' most far-reaching volunteer opportunities is the Intergenerational Tutoring Program. The program addresses the problem of illiteracy with an approach designed to build children's self-esteem and positive attitudes toward learning while strengthening reading skills. Working with

elementary schools, OASIS matches trained older adult volunteers with young children who are having difficulty learning to read. The volunteers work one-on-one with the children each week throughout the school year as their tutors, mentors and friends. The program has proven to be beneficial to both the students and the tutors, strengthening ties between generations in our country. OASIS Intergenerational Tutoring is unique in its specific focus on building reading skills of 5-8 year old children. Its specially designed curriculum and training program for tutors, and its ongoing support plan for the tutors and school staff. The program is evaluated annually by principals, teachers and tutors, and the responses are overwhelmingly positive.

The OASIS Intergenerational Tutoring Program began as a pilot in St. Louis and Denver in 1982 and as of May 1993 operates in 25 other cities: Akron, Denver, Hammond, Hyattsville, MD, Indianapolis, Los Angeles, Phoenix, Portland, Rochester, NY, St. Louis, San Diego and Tucson. The program will begin in Cleveland and San Antonio in the 1993-94 school year. Over 1400 tutors currently work with more than 2,000 children in 25 school districts across the United States.

TEMPLE UNIVERSITY'S CENTER FOR
INTERGENERATIONAL LEARNING

Temple University's Center for Intergenerational Learning sponsors three intergenerational mentoring programs: (1) **Linking Lifetimes**, a national multi-site research and demonstration initiative which targets at-risk middle school students and young offenders; (2) **Across Ages**, a 5 year school-based intergenerational drug prevention program; and (3) **SCANTAP**, a collaborative effort between the Center and SCAN (Supportive Child Adult Network) which focuses on supporting drug-involved families. All of these programs recruit and train older adults focused on supporting drug-involved families. All of these programs recruit and train older adults (55+) to serve as mentors. The mentors are integrated into comprehensive school and/or agency-based interventions in order to maximize the impact on youth.

Linking Lifetimes—Created in 1988, Linking Lifetimes is currently operating in schools, juvenile justice programs, and youth service agencies in the following cities: Memphis, TN; St. Petersburg, FL; Miami, FL; Los Angeles, CA; Detroit, MI; Portland, OR; Washington, DC; Springfield, MA; and Syracuse, NY. It has been funded by the Florence V. Burton, Edna McConnell Clark, E.W. Darnham, Lilcoxon, and Charles Stewart Mott Foundations, the Exxon Corporation, and a variety of local foundations. Over the past 3 years, 470 relationships were formed through this program. Mentors are culturally diverse and have varied educational and socio-economic backgrounds. At each site, mentors are required to meet with youth at least 2 hours/week for a minimum of a year. An 8-10 hour mentor pre-service training and monthly in-service meetings are key elements of the program. Mentors help youth set specific goals that guide them through school, work, and life decisions.

A study by Public Private Ventures and an evaluation by Lodestar Management/Research and the Academy for Educational Development/National Institute for Work and Learning have yielded valuable information about effective program practices, the nature of the mentoring relationship, and the impact of mentoring on youth and older adults. An intensive follow-up study indicates that 85% of the youth improved their personal and behavioral skills as a result of having had a mentor. Over 75% of the youth

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interviewed said they could "stick with school better" because they had a mentor; 84% expressed a gain in self-confidence. A comprehensive program development manual, a recruitment video, and a mentor training video and Facilitator's Guide are available from the Center for Intergenerational Learning.

Across Ages—Across Area, a five-year intergenerational drug prevention project funded by the Center for Substance Abuse Prevention, is now in its third year. Approximately 180 at-risk 8th grade students have been matched with older adults. In addition, students are involved in community service activities and participate in a life skills program to enhance their problem solving skills and promote social competence. Parent workshops are also part of the overall program design. *Across Ages* is based in three Philadelphia middle schools in Philadelphia.

Across Ages mentors are involved in school-based programs as well as activities after school and during the summer. Through ongoing training, mentors learn strategies for promoting social competence and enhancing youth's ability to resist alcohol and drugs. Early evaluation results indicate that students who have mentors show significant positive changes in their self-esteem, feelings of well-being, and attitudes toward school and older people. Improvement in school attendance and a reduction in negative behavior are also indicated.

SCANTAP (Substance and Child Abuse Networking, Treatment and Prevention) is a comprehensive prevention and intervention program for substance abuse and their families. As one component of the program, older mentors offer a wide range of assistance to substance abusing families in many areas including social and emotional support, information sharing and advocacy, education encouragement, career development, cultural and recreational activity, and parenting skills. Mentors work with these families on short and long term goals that segment identified case management plans. Mentor assistance includes making home visits with the case management team, modeling appropriate parenting skills, serving on the multi-disciplinary team of their family, and providing respite for families on a limited scale.

In addition to these model intergenerational mentoring initiatives, the Center received funding from the Retirement Research Foundation and the Administration on Aging to provide technical assistance to the National Urban League and Boys and Girls Clubs of America to help their local affiliates integrate intergenerational mentoring and community service into their overall programs.

T-10 MENTORS (TEACHING-LEARNING COMMUNITIES)

In Ann Arbor, Michigan, older adults have served as volunteer mentors to children and youths at risk of school dropout since 1971. The intergenerational mentoring activity occurs during the school day in classrooms as enrichment to the educational curriculum. After school initiatives include tutoring, gardening and the arts that serve as motivating forces with children and youths to make healthy life choices now and for the future.

Mentors work cooperatively with school staff and parents to increase self-esteem, school attendance and achievement. Efforts are made to link middle school and high school youths who have economic need to appropriate employment. The mentoring process assists the youth in work skill mastery and in connecting the job effort with further learning.

This low-cost but powerful prevention initiative benefits the children and youths, their families, the older mentors, and the whole community. Twenty schools continue to be served in Ann Arbor. Adaptations of the T-10 Mentors model have been made in all fifty states.

Mr. COHEN. Mr. President, I am pleased today to join several of my colleagues in introducing legislation that will address both the underutilization of one of this country's most valuable resources—senior citizens—and the need of students for adult role models in the schools.

The National Mentor Corps Act will authorize the use of intergenerational mentoring programs under chapter 2 of the Elementary and Secondary Education Act. It will not force schools to establish such programs but rather provides the opportunity to use intergenerational mentoring as a means of improving the self-esteem and scholastic achievements of our students.

Few people would disagree that our children could benefit from increased interaction with adults in their lives. Unfortunately, many of this country's children do not have an adequate number of adult role models in their lives. Through no fault of teachers, all of whom have dedicated their lives to helping children, many students cannot possibly get the attention they need in crowded classrooms.

The proposal before us today will address this situation by encouraging adults, particularly senior citizens, to go into the public schools and provide a steady hand to those youngsters who are drifting in a sea of apathy, fear, and self-doubt.

Further, this legislation seeks to capitalize on the vast, untapped resources of older Americans who are seeking to maintain ties to their community.

The spirit of community service is one of the strongest threads woven through the fabric of America. Whether it was fighting a fire, raising a barn, teaching the young, or caring for the sick, our communities had to pull together and work for the common good to survive and prosper.

Now, perhaps more than ever before, we need to return to this spirit of community and unselfish sharing.

Today, we are at a crossroads. As a nation, we are unsettled, unsure of the future, and in need of a new dedication of purpose. We all know these are not ordinary times. Indeed, we seem to be living in that age envisioned by the poet, Yeats, who wrote that:

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world.
The blood-dimmed tide is loosed, and every-
where

The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Today we face an enemy that has persuaded us that as a nation we have

lost our way, and most importantly our will to do what is necessary to prevail.

The enemy is a clever, constantly changing chameleon. It wears the face of poverty, of greed and avarice, of indifference, of closed businesses, of moral bankruptcy. It releases the poisonous vapors of racial hatred, of hopelessness and despair, of drug-fueled violence, and of environmental degradation. It is an enemy that makes everyone blameworthy and no one responsible.

It is the enemy within us—the voice that seeks private gain over public good, that promotes special interest at the expense of the Nation's well-being.

Today, the involvement of all citizens in restoring this Nation—in allowing the center to hold, as Yeats put it—is absolutely necessary. We are losing our sense of community, and we must work to restore the fabric of our Nation.

One can quickly list the problems we now face, and no doubt forget a few important ones. Poverty, drugs, teenage pregnancy, health care, unemployment, education, homelessness—these are problems as daunting today as were disease, harsh winters, lawlessness, and mere survival to the earliest settlers.

I am very pleased that the legislation being introduced today makes a special effort to seek the involvement of senior citizens in the mentoring program. In my work on senior volunteer programs, I have been inspired by the enormous contributions made by seniors to their communities because of their commitment to serving others.

This legislation will provide the means to work together to resolve our problems, and recognizes how important it is to bind generations together.

I am very pleased to be an original cosponsor of this bill. I hope my colleagues will join me in supporting this simple but meaningful proposal.

By Mr. BAUCUS (for himself and Mr. CHAFFE):

S. 1098. A bill to conduct a comprehensive assessment of the Nation's biological resources; to the Committee on Environment and Public Works.

SURVEY OF NATION'S BIOLOGICAL RESOURCES ACT OF 1993

Mr. BAUCUS. Mr. President, last month President Clinton announced that he was asking the Interior Department "to create a national biological survey to help us protect endangered species and, just as importantly, to help the agricultural and biotechnical industries of our country identify new sources of food, fiber, and medication."

To establish this survey, Secretary Babbitt has proposed an internal reorganization within the Department of the Interior which would combine portions of the scientific research activities of eight departmental bureaus into one new bureau—a National Biological Survey. I commend Secretary Babbitt for his efforts "to provide the scientific knowledge America needs to balance