

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	To Christopher Hyland, Jim Clark from Raymond L. Handlan re: National Service (2 pages)	12/15/1992	Personal Misfile
002. memo	To Melanne Verveer, et al., from Shirley Sagawa re: Coalition on reauthorization of the National and Community Service Act (3 pages)	09/02/1992	Personal Misfile

COLLECTION:

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National Service - Service [1]

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RESTRICTION CODES

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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PHOTOCOPY
PRESERVATION

Natural
Service

Service

file

MEMO

To: Melanne Verveer,
Office of the First Lady

From: Ann M. O'Leary,
America Reads Challenge

Subject: America Reads Challenge Annual Report

Date: January 15, 1998

Carol Rasco asked me to send you a copy of the America Reads Challenge Annual Report and the talking points that Carol used yesterday in our meeting with Gene Sperling.

Yesterday, I also had the opportunity to attend Jen Klein's meeting with the First Lady's Prescription for Reading Partnership members. These partners have been instrumental in helping with the America Reads Challenge and we are extremely appreciative of the opportunity to work together.

As you will see from both the report and the talking points, we are under a tight time line to get reading legislation through the Senate.

Carol is on the road, but please feel free to call me with any questions at 202/401-2993 or call me to connect you with Carol.

Thank you for your help.

TALKING POINTS
MEETING WITH GENE SPERLING
JANUARY 14, 1997

- ▶ I am here to deliver news about the accomplishments of America Reads in the first year and to ask for your strong backing as we move into the second year -- In just one-year, over 830 colleges signed on, we have initiated a public awareness and engagement campaign through the President's Coalition for the America Reads Challenge, and we are planning at least one pilot site in every State for next summer
- ▶ We have effectively mobilized the Nation around America Reads and now we need the forceful backing of the White House to get the reading legislation passed by July 1, 1998, in order to support and sustain these efforts.
- ▶ Senator Jeffords staff has indicated that they will not move forward until the White House sends a strong message to Senator Lott that the reading legislation is a priority. I am here today to ask you to do that and to talk about the need to act quickly and decisively.
- ▶ We need a strategy that will move the legislation through the Senate as soon as possible - Senator Jeffords staff has suggested that we try to get it through on unanimous consent, but they cannot move forward on an accelerated pace without a signal from the White House to the leadership. A strong signal from the White House followed by quick action in the Senate will allow us to move through conference and have both Houses vote on the bill by July 1. In just looking at the Congressional calendar, I know this will be tight, but without a strong signal from the White House it will be impossible.
- ▶ When the "Reading Excellence Act" passed the House, there seemed to be a message from the White House that this legislation was not America Reads because it had a strong emphasis on professional development. I, hope, that as we move forward we all recognize the crucial role of teachers in reaching the President's reading goal. We cannot do it without them and, frankly, all the volunteer programs in the country won't help a child learn to read unless they are connected to solid in-school reading programs. In discussing America Reads, we can no longer only focus on "1 million volunteer tutors" - we need to tie in our support of professional development in the reading legislation, the class size reduction proposal, and the work of tutors in the America Reads Challenge to meeting the goal. This message should be evident on the Hill and in every speech from the White House.
- ▶ In the last several months the signals from the White House seem to be that with the America Reads Federal Work-Study program up and running, we have won the America Reads Challenge. This program cannot sustain without funding and it will not make a lasting impact on the teaching and learning of reading without the reading legislation.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

January 14, 1998

Dear Mr. President:

With pride, I am sending you the First Annual Report of the America Reads Challenge. The American people accepted the Challenge that you offered in your 1997 State of the Union -- hundreds of communities throughout the Nation have dedicated their time and resources to improving the teaching and learning of reading for all children. In the first year, over 830 colleges and universities signed on to the America Reads Federal Work-Study program and over 160 organizations offered their commitment and support through the President's Coalition for the America Reads Challenge.

As we move to the second year of this initiative, it is crucial that we work to sustain these efforts. I urge you to send a message to Congress that legislation in support of America Reads is one of your top priorities. We must pass a piece of legislation by July 1, 1998 or we will lose the funds reserved for America Reads in the FY 1998 budget. Please show the American people who accepted this Challenge that you are working to help them sustain their important efforts to improve the teaching and learning of reading.

Sincerely,

Carol H. Rasco
Senior Advisor to the Secretary
Director of the America Reads Challenge

cc: The Honorable Richard Riley
The Honorable Harris Wofford



America Reads **CHALLENGE**

1997 ANNUAL REPORT

Presented by

Carol Hampton Rasco
Senior Advisor to the Secretary and
Director of the America Reads Challenge

A MESSAGE FROM DIRECTOR CAROL HAMPTON RASCO

As the first year of President Clinton's America Reads Challenge initiative comes to a close, I am pleased to provide a report that details accomplishments achieved. In this first year, I believe we have made substantial progress in the areas of:

- ▶ Reading legislation - a bipartisan piece of legislation that provides support in the home, the community, and the classroom for children to learn to read moved through the House of Representatives and is now in committee in the Senate;
- ▶ America Reads Federal Work-Study program - more than 830 colleges and universities signed on to participate;
- ▶ Public Awareness and Outreach - creation of the President's Coalition for the America Reads Challenge plus development of several mass communication vehicles; and
- ▶ Cooperative Interagency Efforts - establishment of working groups focused on early childhood development, K-3 reading, Title I, and plans for 50+ summer 1998 reading sites supported by a cross-section of agencies.

In the following pages, you will find specific information outlining the goals and objectives established for the initiative's first year and how these were met.

It is evident from this report that the country responded to the President's Challenge not only in large numbers, but also with creative and quality reading programs. As we move into the second year of this initiative, we have a small window of opportunity to pass reading legislation that will support these efforts. This report is a testimony to the need for direct support from the Administration to allow communities to sustain the efforts they have demonstrated in the first year of the America Reads Challenge. The Challenge is not over until every child in this Nation can read well and independently by the end of the third grade. It is imperative that the Administration and the Congress show the Nation that the good work that has begun through this initiative is a priority by advocating for and passing reading legislation.

BACKGROUND

In 1994, 40 percent of America's fourth graders failed to attain the basic level of reading and 70% of children fell below the proficient level of reading on the National Assessment of Educational Progress (NAEP). In response to these alarming statistics, President Clinton announced the America Reads Challenge, the Administration's commitment to mobilize public and private resources to ensure that every child become a good and independent reader by the end of the third grade. The initiative asks every American to identify what role he or she can play --professionally and personally --to help America become a nation of readers.

In his 1997 State of the Union Address, President Clinton made the America Reads Challenge part of his Call to Action for Education, launching the initiative to "build a citizen army of one million volunteer tutors" who would work with AmeriCorps members and college Federal Work-Study students to meet this children's literacy goal. On April 26th, he used his weekly radio address to announce his intention to submit the America Reads Challenge legislation to Congress, and on April 28, 1997, the legislation was transmitted to the Hill.

The America Reads Challenge, however, has not waited for the passage of legislation to begin improving the teaching and learning of reading for our Nation's children. Instead, a national movement began immediately to promote and ensure children's literacy by encouraging local communities to employ several strategies including:

- ▶ Creating more after-school, weekend and summer learning opportunities to supplement quality classroom instruction in reading by enabling parents and educators to complement and expand existing successful literacy efforts;
- ▶ Strengthening parent involvement and our nation's investment in the early childhood years so that children develop readiness skills for learning to read by the time they enter school;
- ▶ Bringing best practices into the school and classroom through teacher preparation, principal leadership and strengthening Title I programs, and highlighting successful reading programs;
- ▶ Promoting greater public awareness and local partnership building through the formation of community-wide literacy partnerships; and
- ▶ Supporting research and evaluation in a range of critical areas related to reading and early childhood development.

To provide support for these key strategies, the Department of Education has engaged all programs within the Department of Education to focus on the goal of improving reading;

partnered with the Corporation for National Service; worked closely with Congress to craft a bipartisan piece of reading legislation; signed-on more than 830 colleges to provide Federal Work-Study reading tutors to surrounding schools and communities; and, created 15 America Reads/Read*Write *Now! summer pilot sites.

DEPARTMENT-WIDE ENGAGEMENT TO IMPROVE READING

Through the Office of the Secretary, the America Reads Challenge office has engaged in a department-wide effort to improve the research and evaluation of reading programs, the dissemination of best practices, and to increase funding priorities in the area of reading in all divisions and programs within the Department of Education. This work has been largely conducted through two working groups -- an early childhood working group co-directed by a representative from the Office of Special Education Programs and a representative from the Department of Health and Human Services and a K-3 working group directed by the Director of Title I.

Through this work, the Department has committed resources to a wide-range of reading projects, including providing invitational priorities to projects that focus on improving reading instruction to assist limited English proficient (LEP) students for discretionary programs in the Office of Bilingual Education and Minority Languages (OBEMLA); funding a new reading research center through the Office of Education Research and Improvement (OERI) that is creating a research agenda to improve the early reading achievement of children; and, through the Office of Elementary and Secondary Education (OESE), developing guidance for States on how to use the \$25 million increase in funds under the Eisenhower Professional Development program to improve and expand professional development opportunities in the area of reading. The America Reads Office departmental strategy for improving reading for the Nation, cuts across departmental programs and across agencies (*see appendix*).

PARTNERSHIP WITH THE CORPORATION FOR NATIONAL SERVICE

As designed, the America Reads Challenge was built on the strong track record of national service in tutoring and literacy. Through AmeriCorps, Senior Corps and Learn and Serve America, national service was intended to help mobilize and increase the numbers of tutors and mentors available to young children. Since the President's call to action, the Corporation has taken up the challenge under its existing programs and resources.

Over the last year, the Corporation for National Service has worked in close partnership with the Department of Education in areas ranging from recruiting colleges and universities to sign up for the America Reads Federal Work-Study program to targeting existing national service resources at the America Reads Challenge. AmeriCorps members worked this year in programs such as D.C. Reads, helping to manage more than 500 college students and others tutoring in 16 of the lowest performing schools in the city. Examples exist in every state.

Next year is an opportunity for significant growth. In the FY 1998 appropriations, Congress provided an additional \$69 million for AmeriCorps and national service programs, almost all of which is targeted at the America Reads Challenge. These funds will result in 100,000 new volunteer tutors for the America Reads Challenge beginning next year. This increased funding will support new AmeriCorps members who will manage tutoring programs afterschool, in-school, and through local nonprofit and literacy organizations. Additional monies for the National Senior Service Corps will support more than 9,700 new Senior Corps volunteers.

LEGISLATION

On April 28, 1997, Congress introduced the Administration's America Reads Challenge Act of 1997, to provide support to communities and schools in their efforts to improve their local reading programs. This Act called for the provision of funding for school and community partnerships to hire reading specialist and tutor coordinators to recruit, train, and organize volunteers to tutor young children in greatest need of services, such as those who have limited English proficiency or who are from low-income families.

The bipartisan balanced budget agreement to reserve funds for a children's literacy initiative combined with the introduction of the America Reads Challenge Act led to the House passage of H.R. 2614, the "Reading Excellence Act." The Senate intends to introduce their version of a children's literacy initiative in February.

Under the "Reading Excellence Act," the Secretary of Education would be authorized to make competitive grants to State reading and literacy partnerships. Partnerships would consist of the Governor of a State, the chief state school officer, representatives of a local education agency and a local school, and a community-based organization.

The State partnerships would then provide subgrants, called local reading improvement grants, to local educational agencies that have partnered with a community based literacy organization with priority given to those LEAs that partner with a family literacy program or a Head Start program. The grants would provide support in the home, the community, and the classroom for children to read by:

- ▶ Strengthening parental involvement through a requirement that the local partnership provide family literacy opportunities;
- ▶ Providing funds to hire reading specialist and tutor coordinators to train and organize tutors to help children further develop and practice their reading skills in extended learning time opportunities after-school, on weekends, and during the summer; and
- ▶ Requiring schools to provide quality training for teachers in the area of reading by leveraging, improving, and increasing current professional development opportunities.

While the consortia would have wide flexibility in determining the nature of the reading programs so that they can be tailored to the specific needs of the communities and children they serve, all programs would include the three essential components mentioned above.

Additional subgrants under the Act, called tutorial assistance grants, would be used to provide tutoring help to children who need it. Local educational agencies that receive this subgrant would be required to contract out with one or more tutorial assistance provider to offer tutoring assistance to children. Parents who chose to enroll their child in a tutoring program would work with the school to decide which tutoring program best met the needs to the child.

The "Reading Excellence Act," like the America Reads Challenge Act allocated funding for the Secretary to provide technical assistance, dissemination of materials and information about best practices, and evaluation.

The Administration supported the "Reading Excellence Act," but sent a Statement of Administration Policy to Congress outlining concerns with the bill including the fact that the tutorial assistance grants would have to be deleted or substantially modified because they are inadequately connected to and supportive of, in-school reading programs and the local reading improvement grants that the bill would authorize. Additionally, the Administration raised concerns about the prescriptiveness of the bill's definitions of reading and reading research.

As the Senate moves to take up this bill, Congress and the Administration have agreed on three key priorities. providing extended learning time for students to practice and further develop their reading skills, ensuring that every school has a quality professional development program to provide the best training for teachers in the area of reading, and providing communities with information about best practices through research and dissemination.

The Administration must act quickly and decisively to push a children's literacy initiative through Congress as a bill must be completed by July 1, 1998 or the funds reserved for an America Reads in the FY 1998 will revert to IDEA.

AMERICA READS' FEDERAL WORK-STUDY PROGRAM

The America Reads Challenge has successfully mobilized thousands of Federal Work-Study (FWS) students to tutor elementary school and pre-school children to read well and independently by the end of third grade. Over 830 colleges and universities have accepted the President's America Reads Challenge and are sending their Federal Work-Study (FWS) students into surrounding schools and communities. Many colleges accepted the President's America Reads Challenge because the Administration waived the 25 percent FWS matching fee that colleges and universities normally have to contribute.

The Department of Education partnered with the Corporation of National Service to recruit colleges and universities and to implement the FWS initiative. These efforts have been supplemented by the leadership of the College Presidents Steering Committee headed by Dr. Robert Corrigan, President of San Francisco State University. Together, we are providing technical assistance to colleges and universities through an America Reads listserve and a monthly newsletter. The Department of Education has developed and distributed the "Expanding Federal Work-Study and Community Service Opportunities" guide and an extensive Question and Answer sheet to all FWS institutions. In addition, nearly 350 individuals from over 200 colleges attended our four regional America Reads workshops prior to the academic year.

Several examples of innovative approaches to the FWS Challenge are listed below:

- ▶ Miami-Dade Community College, Florida International University, University of Miami, and Barry University together with the Dade County Public Schools have formed an America Reads partnership. Through this partnership, a total of 205 FWS students from Miami-Dade Community College, have completed tutor training, and are working this fall in 34 schools and 6 after-school programs across the county. The tutoring manual - America Reads/Miami Reads Tutoring Guide - was produced by the Dade County Public Schools, and has examples of outreach letters to parents and families in English, Spanish, and Creole.
- ▶ Yale University has formed an intensive tutoring program with the third grade class of a local elementary school. More than 70 FWS students from Yale University are paired with third grade students at Dwight Elementary School in New Haven, Connecticut. Tutors work with their students for one hour after school, three to four days a week. As part of their time together, the pair also spends time reading and exploring at the public library.
- ▶ At San Francisco State University, 65 FWS tutors were chosen from nearly 150 applicants. The tutors, who have indicated their intention to become elementary school teachers, were trained by faculty on two successive weekends. SFSU's America Reads program received a Learn and Serve Higher Education grant and AmeriCorp*VISTA grants from the Corporation for National Service.

As we move into the second year of America Reads, we are laying the groundwork for a waiver that would extend the program to family literacy organizations, a directory of FWS program descriptions, training opportunities for FWS students, and FWS roundtables for programs to share and learn from one another. Many of these programs have reached out to the America Reads office to voice their need for funding and support to sustain their efforts (*see letter from the Steering Committee of College Presidents in the appendix*).

AMERICA READS/READ*WRITE*NOW! SUMMER PILOT SITES

Last summer, the U.S. Department of Education designated fifteen America Reads Challenge: *Read*Write*Now!* pilot sites to serve as models of community-based/school-linked, extended learning time, literacy programs for children from high-poverty neighborhoods and schools. The goal of these sites is to improve the reading and writing skills of children most in need of help primarily through after school, weekend and summer programs. In the summer of 1996, three pilot sites were established, linking community organizations and schools to provide summer reading opportunities to Title I students. The work of the pilot sites was an important factor in the design of the America Reads Challenge and the number of pilot sites was expanded to fifteen sites for the summer of 1997. Each pilot site was designed and operated locally; each one created an individualized program to suit its needs. The children served in each site ranged from 100 to 100,000 pre-K to eighth grade students, for six to ten weeks. While most sites were urban, there were rural and suburban sites as well.

Children read with learning partners who were Girl Scouts, Boy Scouts, middle school students, high school students, Federal Work-Study college students, AmeriCorps and VISTA volunteers, parents, teachers, corporate/business volunteers, retirees/grandparents, and other community members. The sites made further connections with their communities by forming partnerships with hundreds of organizations, local government offices, businesses, churches, local media outlets and more. These community partners provided funding as well as tutors and safe havens for the tutoring to take place. The U.S. Department of Education provided activity kits, publications, and other available resources to the sites.

In the second year of the America Reads Challenge, our goal is to support at least one pilot site in each state beginning in the summer of 1998.

THE PRESIDENT'S COALITION FOR THE AMERICA READS CHALLENGE

The President's Coalition for the America Reads Challenge has been formed to support the goal of the America Reads Challenge, to ensure that every child can read well and independently by the end of the third grade. The *President's Coalition* consists of organizations committed to fulfilling the goal of the America Reads Challenge in their local communities, and dedicated to improving literacy efforts through information-sharing on a national as well as a local level. Members of the *President's Coalition* commit time and resources to building community coalitions for literacy by supporting existing literacy programs and developing new ones where needed, and by recruiting learning partners to work on reading with America's young children from birth through third grade.

A look at how some members are creating partnerships to help families and communities meet the goal of the America Reads Challenge...

- ▶ Phi Theta Kappa, the International Honor Society of Two-Year Colleges (1,100 campuses and 145,000 honor students), has committed to a two year service focus on America Reads starting with their annual meeting in the spring of 1998. They will provide members with printed materials that include background information on the America Reads Challenge, a list of terrific ideas for implementing programs at the chapter level, a Q&A sheet about why the Challenge is needed, and a resource list of national organizations and programs.
- ▶ The YMCA of Greater New York has committed to literacy and accepted the President's Challenge. Their Virtual Y program was launched in 66 sites this September, and will serve at least 50 children at each site. The program will link elementary students with college students from 20 colleges and universities plus community volunteers who will offer tutoring and homework help. The program, a partnership between the Y, the New York City Board of Education, the United Way of New York City, and other sponsoring organizations, supports both the goals of the America Reads Challenge and the Chancellor Rudolph F. Crew's goal of early grade level reading.

Since the White House meeting of the *President's Coalition for the America Reads Challenge* in July, over 160 organizations have committed to helping achieve the President's Call to Action. Three *President's Coalition for the America Reads Challenge* meetings were held as part of the Department's Improving America's Schools Regional Conferences in San Diego, Dallas, and Washington, DC in October, November, and December with approximately 60 participants at each. Members also receive an informational news brief from the America Reads Challenge on a twice-monthly basis to update them on exciting news about the *President's Coalition*, and to share the innovative ways their colleagues are meeting the challenge.

The President's Coalition is also supporting the expansion of the 1998 America Reads Challenge/*Read*Write*Now!* summer pilot sites through an intergovernmental work group consisting of the Department and 30 other federal agencies.

PUBLIC AWARENESS

Strategies have been developed to communicate the goals and objectives of the America Reads Challenge to the general public, and to provide current news and information deemed useful to supporting organizations.

America Reads Challenge Website -The site was designed to complement the Department's overall Website, and is accessed as one of the Secretary's initiatives. It originally contained sections for 1) general information about the initiative and how to get involved; 2) frequently asked questions with answers; 3) legislative updates; 4) Federal Work-Study information including a list of participating colleges and universities that is updated every two weeks; 5)

research and examples of effective literacy programs; and 6) publications (*listing included in appendix.*) As the support for the initiative has expanded, additional content areas have been added including a site for information about the *President's Coalition for the America Reads Challenge*; two easy-access front-page areas with profiles of Federal Work-Study and AmeriCorps programs, and examples of how some *President's Coalition* members are meeting the Challenge; and the ability to download America Reads Challenge logos and a two-page general information brochure. (<http://www.ed.gov/inits/americanreads>)

The Department's site is currently being redesigned and updated, providing the opportunity for the America Reads Challenge site to be revised and amended to reflect changes that have occurred following passage of legislation through the House; creating one expanded publication site where all Department of Education sponsored child literacy publications (both in English and Spanish) can be found; establishing a section specifically focused on the summer 1998 READ*WRITE*NOW! sites; and adding several new links to other websites.

In addition, the Corporation for National Service has dedicated a page on their web site to the America Reads Challenge. (<http://www.cns.gov/areads/>)

Newsletters-Two newsletters have been developed to communicate with the major support groups for the America Reads Challenge. (*Samples have been included in the appendix.*)

The bi-weekly *President's Coalition for the America Reads Challenge* Newsletter is blast faxed to more than 200 individuals and organizations. Each edition contains a message from the director; legislative update; welcome to new organizations who commit to support the Challenge; spotlight on how *President's Coalition* members are meeting the Challenge; examples of Federal Work-Study programs; resource and publication information; and how to access additional America Reads Challenge information.

The monthly **Federal Work-Study** Newsletter is mailed to more than 830 colleges and universities nationwide. Each edition contains a message from the director; legislative update; examples of Federal Work-Study programs; resources and publications; financial-aid specific announcements, regulation changes and questions & answers; and ways to access additional America Reads Challenge Federal Work-Study information.

Special Legislative Updates -In an effort to provide supporters with the most up-to-date information about the America Reads Challenge legislation, special editions of the newsletters are prepared and distributed on an as-needed basis.

Listserve -A Listserve was established originally for use by financial aid administrators to provide a site for information exchange as they implemented the America Reads Challenge Federal Work-Study program. The Listserve is now open to all parties interested in the America Reads Challenge, and is currently being accessed by America Reads Federal Work-Study coordinators and participants, teachers, librarians, literacy coalition coordinators and other

interested parties.

Newsletter and Magazine Articles -Articles from the director have been requested by many literacy and early childhood development organizations and printed in their publications.

ED Initiatives -Bi-weekly updates are included in the Department of Education's on-line newsletter that is read by more than 11,500 subscribers with pass-along readership estimated at more than twice that figure.

Community Update -The America Reads Challenge was featured in the October 1997 edition of the Education Department's newsletter which is mailed to more than 240,000 readers.

Satellite Town Meetings -The Secretary's May Satellite Town Meeting focused on children's literacy and the America Reads Challenge. The hour-long program featured Director Carol Rasco and several panelists directly involved in community-based literacy programs. The broadcast had the highest recorded viewership of any regular monthly town meeting based on the number of sites that registered to downlink the broadcast.

The June Satellite Town Meeting focused on Early Childhood preparation for learning including reading readiness skills. Carol Rasco was a guest on the panel.

America Goes Back to School: The America Reads Challenge staff highlighted the importance of reading during the Department's 1997 America Goes Back to School (AGBTS) period. This initiative encourages parents, grandparents, community leaders, employers and employees, artists, religious leaders, and every caring adult to become more actively involved in improving education in their communities. The initiative focuses attention on improving American education during the back-to-school period of August through October.

Recognizing that the back-to-school time period is crucial for children and families who may have put reading on a back burner over the summer months, Director Carol Rasco participated in a number of "Back-to-School" events across the Nation in August, September, and October. Throughout, she focused on the importance of literacy, specifically the goal of having all children read well and independently by the end of third grade.

Publications -1.5 million color copies of the *READ*WRITE*NOW!* Activity Kit were printed and distributed through the 15 America Reads Challenge summer pilot sites, at public libraries nationwide, and in response to caller requests to the Department's Information Resource Center toll-free number. In addition, two Spanish reading and writing activity guides were made available via the America Reads Challenge website. Many other organizations utilized the black & white version of the basic *READ*WRITE*NOW!* kit.

Both color and black & white versions of the *READY*SET*READ!* Early Childhood Learning Readiness kit were distributed to 63,000 families and 23,000 caregivers.

On May 30, 1997, five hundred copies of *Expanding Federal Work-Study and Community Service Opportunities: An FWS Resource Guide* were mailed to colleges and universities who received Federal Work-Study allocations. This publication is available on an on-going basis through the website.

Access Information -The following methods of access have been established to best meet the information needs of the general public:

The America Reads Challenge
U.S. Department of Education
600 Independence Avenue SW, Suite 6100
Washington, DC 20202-0130

Phone (202) 401-8888

Fax (202) 401-0596

Toll free number for comments/publications: 1-800-USA-LEARN or TDD 1-800-437-0833

Web site: www.ed.gov/inits/americanreads

America Reads Challenge *Listserve* -majordomo@etr-associates.org then, in the text of the message, type: subscribe americanreads

APPENDIX A:

DEPARTMENT-WIDE OBJECTIVE STRATEGIES TO IMPROVE READING

These strategies are part of the Department-wide effort to improve reading and will be carried out in 1998-99.

Objective 2.2 Every child reads well and independently by the end of the third grade

Key Indicator: Increasing percentages of fourth-graders will meet basic, proficient, and advanced levels in reading on the National Assessment of Educational Progress (NAEP). In 1999, the NAEP trends in reading will begin to increase and will show steady gains over the next 5 years from the 1994 NAEP assessment in which 60% of students scored at or above the basic level in reading.

Key Strategies to meet this indicator:

- ▶ Expand and improve extended learning time opportunities for children to practice and further develop their reading skills
 - ▶ Create at least one summer pilot site in each state that will coordinate a large community-wide tutor/reading effort by linking families, and schools (Title I, special education, and regular education programs) and other community partners. Sites would be provided with training and a tool kit to help sites start up and implement a high quality program.
 - ▶ Increase the number of Federal Work-Study colleges and universities participating in the America Reads challenge and improve existing programs. Expand the program to include family-literacy organizations.
- ▶ Provide leadership and tools for systemic reform in reading; broaden public awareness and involvement in reading improvement
 - ▶ Develop a coordinated strategy among ED programs (Title I, special education, bilingual, and family literacy) for improved implementation of reading programs.
 - ▶ Develop a companion guide to "A Compact for Learning" to assist school and community partners in refocusing their efforts on the widespread, comprehensive reform of reading; pilot in one ARC site.
- ▶ Improve instructional practices of K-3 teachers.
 - ▶ Drive \$25 million increase in funds under the Eisenhower Professional Development program to improve the instructional practice of K-3 teachers.
 - ▶ Provide tool-kit to teachers of high quality materials that can help them improve the teaching and learning of reading, including materials on using assessment tools to improve their reading program for all students.
- ▶ Increase the infusion of early childhood literacy activities into childcare settings and preschools
 - ▶ Disseminate information to family/home childcare settings on how to infuse literacy building skill activities into early childhood settings.
 - ▶ Partner America Reads pilot sites and Federal Work-Study programs with Even

Start Family literacy programs and Head Start.

- ▶ Target special populations, such as low-income and disadvantage children, children with disabilities, and LEP students.
 - ▶ Place America Reads pilot sites in EZ/ECs and encourage them to serve large populations of Title I and Even Start students, linking to schools and families.
 - ▶ Disseminate sufficient numbers of ARC:RWN materials in Spanish to meet the needs of growing Hispanic communities.
 - ▶ Collaborate with NICHD to launch 5-year study on acquisition of English and the teaching and learning of reading. Award grants that model NICHD research for the learning disabled population.
- ▶ Develop strong research, evaluation, and dissemination agendas and support key activities furthering improvement.
 - ▶ Build on current research and evaluation findings in reading and develop a coordinated research agenda.
 - ▶ Work with NAS to roll-out and disseminate the results of their two-year study, "The Prevention of Reading Difficulties in Young Children."
- ▶ Promote effective coordination and collaboration inside and outside the U.S. Department of Education
 - ▶ More effectively coordinate and promote reading strategies, programs, and research within the Department of Education.
 - ▶ Develop interagency collaborations to provide assistance and support for the America Reads pilot sites.
 - ▶ Leverage key reading constituencies, e.g. International Reading Association (IRA), National Council of Teachers of English (NCTE), American Library Association (ALA).

APPENDIX B

PUBLICATIONS SUPPORTING THE AMERICA READS CHALLENGE

*Ready*Set*Read!* Early Childhood Learning Kit in English and Spanish

*Read*Write*Now* basic kits:

Activities for Reading and Writing Fun, 1997 (birth through grade six)

Actividades para Divertirse Leyendo y Escribiendo, 1997

*Read*Write*Now! Partners Tutoring Program:*

A guide to one-on-one tutoring

Spiderman in Amazing Adventures:

An activity book for children K-6

Just Add Kids

A resource directory of learning partners, reading sites, and other literacy services for families and communities who want to help children improve their reading and writing skills through READ*WRITE*NOW! and other literacy efforts.

Expanding Federal Work-Study and Community Service Opportunities (May 1997)

A Federal Work-Study resource guide from the U.S. Department of Education

Soon to be released publications:

Simple Things You Can Do To Help America's Children Read Well and Independently by the End of Third Grade.

This guide provides helpful suggestions for parents, schools, librarians, grandparents, seniors, concerned citizens, community-based organizations, universities, employers and the media on how each group can work to improve literacy in their community.

Lexile Framework and Checkpoints for Progress In Reading and Writing For Families and Communities and Teachers and Learning Partners.

These documents provide guidelines on the skills a child should be expected to demonstrate at each developmental stage and provide tips on how to help children attain these skills.

Service

212 Boyer
501/399-3902

* Could state be
certified for certain jobs
certifying since
now done?

focus in health ins. pool for
all volunteers.

Special category
skateage for
regular jobs

* HRC Youth Council

work study

① \$5 - voucher per yr.
② minimal stipend

fund - state up costs for
state's comm.
non profits, etc

hook up with JTPA, VEC, ed,
military, state - corps slats

* State - Gov. App. & agency
+ Commission

* Role of State

* Management pers'ls
Admin. costs

GED, etc.

((11/17 - Draft))

EDUCATION

National Service Impasse Ends; Conference To Come

Nobody thought it would be this hard.

Certainly not President Clinton, who received more applause for mentioning National Service at stops across the country than for almost any other initiative.

But the feel-good program of the campaign turned into the gridlock program of the Senate. A threatened Republican filibuster knocked the bill (S 919) off the floor the week of July 26 as Democrats scrambled to come up with 60 votes to invoke cloture, stop Republican delaying tactics and bring the measure to a vote.

After a full week of negotiating, Senate Democrats finally obtained the votes needed to get cloture and cut off debate July 30. But Republicans allowed them to forgo the vote and proceed to wrapping up the last amendments on the bill. Final passage of the measure is scheduled for Aug. 3.

An end to the impasse came only a day after the Senate, on July 29, had failed by one vote to reach the 60 votes necessary for cloture. Earlier, in order to placate GOP senators worried about the program's ultimate costs, Senate Democrats agreed to a three-year bill with specified cost ceilings each year. (*Vote 224, p. 2094*)

Three Republican senators joined the Democrats in the first cloture vote — James M. Jeffords of Vermont, Dave Durenberger of Minnesota and John H. Chafee of Rhode Island. Just before the second cloture vote July 30, William S. Cohen of Maine and Mark O. Hatfield of Oregon were supposed to have joined the trio to break the logjam.

The Senate action came two days after the House passed its own measure (HR 2010) by 275-152. Although the House does not have the same problems with Republican filibusters because of different parliamentary rules, the lower chamber also got hung up on the bill. (*Vote 379, p. 2088*)

By Jill Zuckman

Majority Leader George J. Mitchell, D-Maine, said he believed the GOP resistance was motivated principally because National Service is an important part of the president's agenda.



That may be true for some Republicans but not all, said Nancy Landon Kassebaum, R-Kan. "There's a general desire to get the funding down as low as possible."



eral funds. The amendment ultimately failed.

The Way It Would Work

The National Service program would give awards of up to \$4,725 a year for no more than two years to individuals age 17 or older who perform community service before, during or after their postsecondary education. Local programs would offer stipends to participants of up to \$7,400 a year, with the federal government providing 85 percent of the stipend. The federal government also would provide up to 85 percent of the cost of health- and child-care benefits.

Nonprofit organizations, including institutions of higher education, local governments, school districts and state or federal agencies, would run the individual programs. Young people could work in such positions as nurse's aides in hospitals, helpers in police departments or in environmental jobs in national parks.

If the Senate passes legislation authorizing a National Service program, the bill will have to go to a conference to resolve differences between it and the House measure before being sent to Clinton for his signature. Among the differences is that the House would authorize \$394 million in 1994 and unspecified sums for the next four years. The Senate wants to limit costs by specifying the exact amount of funds. It is expected to produce a three-year bill.

Senate Conflict

What may not be resolved in the Senate, however, are the lost feelings of comity and cooperation between Democrats and Republicans.

Majority Leader George J. Mitchell, D-Maine, called the Republican opposition "unfortunate obstructionism on a measure which has broad support among the American people and is favored by a majority of the Senate."

Mitchell also said he believed GOP resistance was motivated principally because National Service is an important part of the president's agenda.

BOXSCORE

Bills: S 919 — S Rept 103-70; HR 2010 — H Rept 103-155: National Service.

Latest action: The House passed HR 2010, 275-152, on July 28. A Senate cloture vote failed July 29, 59-41. On July 30, the Senate agreed to proceed to the bill.

Next likely action: Senate scheduled to vote Aug. 3.

Background: The bills would give education awards of up to \$4,725 a year to individuals who perform community service before, during or after college or trade school.

Reference: Weekly Report, pp. 1959, 1577, 1233, 1091, 523, 218.

The House found itself embroiled in a long, emotional debate about illegal immigrants and racism after Bill Baker, R-Calif., offered an amendment that would have required charities and other groups participating in the National Service program to have a written policy stating that they provide no services to illegal aliens. Otherwise, they would not qualify for fed-

That may be true for some Republicans but not all, said Nancy Landon Kassebaum, R-Kan., who led the opposition: "There's a general desire to get the funding down as low as possible."

Although the bill authorizes funding rather than appropriating it, Kassebaum said she is concerned that because the program is such a high priority for Clinton, appropriators will give him whatever he asks for. Generally, appropriators provide less money than is requested for new programs.

Other Democrats said that if the Republicans were willing to filibuster National Service, then they will probably do the same on plans to overhaul the health-care system and the welfare system — far more controversial subjects.

But some Republicans denied that they were staging a filibuster. Arlen Specter, R-Pa., who initially cosponsored the legislation but would not vote for cloture, said he was "a little surprised" at the charges of obstructionism. "It is just not so. There has not been a Republican filibuster," he said.

Minority Leader Bob Dole, R-Kan., initially told Mitchell that if he wanted to move the bill, he would need to file a cloture petition and come up with 60 votes to cut off debate. While Mitchell did not force Republicans to hold the floor, Democrats knew a filibuster would come if they tried to pass the bill. But Dole said, "It's not a filibuster; it's not gridlock." He said Republicans were simply trying to negotiate a better bill.

The main hang-up in the Senate occurred over the cost of the program. The original bill authorized \$394 million in fiscal 1994 and unspecified sums for the next four years. Republicans, aware of administration plans to jump from 25,000 participants to 150,000 participants in four years, feared that the program would spiral out of control.

Edward M. Kennedy, D-Mass., offered to authorize \$300 million in fiscal 1994, \$500 million in fiscal 1995 and \$700 million in fiscal 1996 for a total of \$1.5 billion over three years. Republicans countered by saying they could live with a two-year authorization, but not a three-year authorization. Republicans said they wanted a chance to review the program in two years.

But administration officials said that was unacceptable because the program would take at least six months to get off the ground and participants would face uncertainty as to whether the program would be reauthorized by Congress before they could complete a two-year term.

With the filibuster threat gone, Kennedy's substitute three-year authorization bill remained intact.

House Action

In the House, members scaled back the education award that National Service participants could get because of concern that youths should not get as much education money for National Service as they do for military service.

Bob Stump, R-Ariz., ranking minority member of the Veterans' Affairs Committee, initially offered an amendment to provide National Service workers with education awards equal to 80 percent of the GI benefit. That would have cut the amount from \$5,000 to \$3,840 for each year of service. "Military

posed the Stump amendment, but Stump had the votes to win. So Veterans' Affairs Committee Chairman G. V. "Sonny" Montgomery, D-Miss., suggested compromising at 90 percent of the GI benefits. That would put the education benefit for National Service at \$4,725. Stump agreed, and the amendment was agreed to by voice vote. The Senate agreed July 30 to reduce the annual award from \$5,000 to \$4,725. The voice vote approval came on an amendment offered by John McCain, R-Ariz.

The House spent the bulk of July 28 debating an amendment by Bill Baker, R-Calif., that would have required charities and other National Service participants to have a written policy that they provide no services to illegal aliens and to report illegal aliens to the Immigration and Naturalization Service.

Baker said he was offering the amendment so that taxpayers would not be forced to subsidize illegal aliens through the service program. "Last night, about 3,100 people illegally slipped across the border in the San Diego area alone. Last month between 300,000 and 400,000 illegal aliens crossed our borders," he said. "To reduce these numbers, we must reduce the incentives and stop rewarding those who make a mockery of our country's laws."

The amendment, modified to let illegal aliens obtain religious instruction and services, sparked an outcry among Democrats and minority lawmakers.

Jose E. Serrano, D-N.Y., chairman of the Congressional Hispanic Caucus, called Baker and the amendment "mean." He said, "This doesn't strengthen the country, it just makes us look like really bad people."

But Republican lawmakers took Serrano's statement to mean he was calling them racists. "Don't tell me we are mean-spirited because we are not racist," said Dana Rohrabacher, R-Calif.

Other lawmakers said immigration policies should be debated and decided on immigration measures, not on National Service.

The House agreed to the perfecting amendment regarding religious services by a vote of 270-163. Then it rejected the Baker amendment by 180-253. (Vote 374, p. 2086; vote 375; p. 2088)

The House also agreed to an amendment by John Edward Porter, R-Ill., that would require states to enact laws protecting service participants and volunteers from personal liability for any injury or damage if they were acting in good faith while performing their work. The vote was 239-194. (Vote 372, p. 2086) ■



Michael Galloway of YouthBuild Boston, shown in January, was working on refurbishing a rowhouse for use as a homeless shelter.

service warrants a higher education benefit than civilian service because of its unique dangers, hardships, separation from home and family, restrictions on civil liberties and mandatory time in service commitment," he said.

He also said that the GI bill's education benefit is one of the military's most important recruiting tools, and unless it is substantially more than the benefit received for National Service, the armed forces may have difficulty signing up recruits. The GI bill provides \$4,800 per year for three years with a mandatory service commitment of three years. Service members must put in \$1,200 of their own money from military pay during their first year of service.

The administration strongly op-

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- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE

WASHINGTON

March 24, 1993

MEMORANDUM FOR THE PRESIDENT

FROM: ELI J. SEGAL *EJS*

SUBJECT: NATIONAL SERVICE LEGISLATION

Summary

We have made significant progress in developing National Service legislation. We plan to circulate a draft for comment within the Administration by the end of this month, with the goal of sending legislation to the Hill for introduction on April 20. We are working closely with the House and Senate Committees and expect that Senator Edward Kennedy and Congressman William Ford, the authorizing committee chairmen, will introduce the legislation enthusiastically for the Administration.

We are coordinating with the Department of Education so that our separate proposals can be meshed together and presented to Congress as comprehensive legislation addressing both national service and student aid reform/income contingent loans.

This memorandum summarizes my recommendations for national service legislation. Major policy issues presented in detail for the first time are set off for decision at various points within the body of the memorandum. Open policy issues, beginning on page 6, are presented with decision options. Two political considerations of which you should be aware are flagged at the end of the memorandum. We are also suggesting that we meet with you to discuss a variety of these matters further.

Criteria for Service Projects

In the new law, we would define general areas in which service could be performed -- human needs, public safety, education and environmental protection. We would allow more detailed priorities periodically to be set administratively to permit the program to be re-targeted as priorities change. Attached (Tab A) is a list of anecdotal examples of service which we are developing to answer the question, "What do you mean by service?" We have been consulting with organized labor to develop examples of service which meet national needs without creating a job displacement problem.

As we have discussed, at this point national service positions will typically not be professional positions (teachers and policemen) but will nonetheless be real service that makes a difference and accomplishes results (specifically in public safety and education). We continue to work with Bruce Reed and Dick Riley to develop professional positions apart from the core national service initiative.

Unlike legislative issues on which we need to make immediate decisions, these examples can be reviewed somewhat later in the process, but the examples we use should reflect your views. While they will not be written into law, they can appear in committee reports, are critical for communications, and will be very much a part of program implementation.

Federal Structure of National Service Program

Since national service will be one of your first domestic initiatives, the program will be judged not simply as a service and education program, but as a case study in reinventing government.

Our recommendations are based on several principles: (1) the President should be able to have a strong influence on setting priorities regarding the nature of funded activities; (2) ideally, service will not become a partisan issue; (3) the federal role should be as lean and entrepreneurial as possible, without inviting abuse through insufficient oversight and management; (4) we should avoid overlapping federal agencies; (5) strong state roles should be balanced with clear and enforceable federal standards.

Corporation for National Service

To promote an entrepreneurial program, we recommend that the new program be run by a new government corporation, the Corporation for National Service, similar in structure to the Corporation for Public Broadcasting and the Legal Services Corporation. The new corporation would have a strong chair, with decisional powers over hiring and firing, federal grant applications and state plans. The chair, as well as an advisory board and several top executives, would be appointed by the President and confirmed by the Senate.

The national corporation would fund the federal share of a minimum wage stipend, as well as health and child care benefits for participants. The corporation would also fund and administer the National Service Trust which will provide the educational benefits.

We could accomplish most of our policy objectives with a more traditional form of independent agency or commission, but there are several substantive and political reasons for the "corporate" structure:

- (1) the corporate form communicates the idea of a new entrepreneurial approach to government;
- (2) to permit more entrepreneurial management, we are proposing that new positions not be covered by civil service, a step which is less of an attack on civil service and politically more palatable when applied to a non-traditional government organization;
- (3) we are proposing a new form of state/federal coordination which we expect will be viewed positively by the governors, but might engender more resistance if we are simply doing business as usual at the federal level while we experiment at the state level;
- (4) a government corporation can have all of the authority and accountability normally associated with a government agency, with less burdensome procedures;

- (5) the corporate structure will facilitate both soliciting and accepting charitable contributions at the national level to supplement public funds and establish a public/private partnership.

Decision on Corporate Structure

Please indicate whether you approve or disapprove of the recommendation to adopt a corporate structure, or whether it requires further discussion.

Yes	_____
No	_____
Need to discuss	_____

Direct Federal Grants

We propose that half of the funds available under the new program be distributed on the basis of recommendations made by the states (discussed more fully below), and that half of the funds be allocated to the new corporation for direct grants to (1) other federal agencies; (2) innovative programs; (3) private programs (like City Year) with the potential of expanding to multiple states (to avoid the need for separate applications to numerous states); and (4) federally-targeted programs across multiple states (such as reforestation or rural home health care). We recommend that the corporation be given some discretion each year to reallocate funds between categories.

Existing Agencies

To streamline administration of service programs at the federal level, we propose that programs presently run by ACTION and the Commission for National and Community Service be brought together under the new corporation. Direct government programs (VISTA and the Older American Programs from ACTION and the Civilian Community Corps from the Commission) would be managed in an operating program division, while investment programs which fund activities through grants would be managed in a separate division. K-12 service learning programs would be treated as a special sub-set of investment programs.

This organization structure will preserve the independent character of the different programs, which in the case of VISTA and the Older American Volunteer Programs is particularly important to affected constituencies, while permitting a greater degree of coordination and efficiency. Federal funding for the Points of Light Foundation would be brought under the Corporation, which would direct the use of these funds.

We are concerned that the new program not be eclipsed at its birth by the burden of reorganizing existing programs, and would provide for at least a year of transition to permit the new program to go through a start-up year while existing programs operate as they presently do. We would allow the new Corporation's Chair to draw as necessary on the administrative resources now housed at ACTION and the Commission.

Commission programs, which are very similar to the new activities to be funded under the national service program, would in all likelihood merge immediately with the new program. VISTA

and the Older American Volunteer Programs, on the other hand, involve much more direct federal administration and have much larger staff structures. These programs would continue to operate more independently, with a gradual merger to be managed at a pace that allows the new program to succeed.

We would provide for at least a year of transition, to give ACTION staff interested in staying with the new corporation a strong incentive to demonstrate their ability and commitment, while those not interested in staying will have ample and fair opportunities to seek alternate federal civil service employment. To avoid a political firestorm about civil service exceptions, we propose grandfathering all civil service employees who directly administer VISTA and the Older American Volunteer Programs, while ACTION administrative personnel would be offered special consideration for new positions at the new corporation (but not absolute job protection), as well as customary placement rights for civil service hiring in other agencies.

State and Regional Offices

ACTION presently has both state and regional office to administer the VISTA and Older American Volunteer Programs. In general, the state offices seem to have the reputation of being accessible, particularly to disadvantaged and minority communities seeking VISTA volunteers. Some offices are better than others, but it does not seem that we would gain a great deal by radically changing the structure of the state offices.

The new Corporation for National Service would assign a staff member to work in each state office. This would build into the program a practical mechanism for federal/state partnership in which the corporation would work closely with states developing plans for federal approval (discussed more fully below in the context of the State role). The cost would be relatively modest since state ACTION offices are already in place and would infuse the entrepreneurial spirit of the new program into the existing offices.

ACTION regional offices now serve review functions which could be handled more efficiently at the national program offices of VISTA and the Older Americans Volunteer Programs. We propose shifting these functions, reducing the overall staff and closing the regional offices. Since there are presently a number of unfilled political slots in the regions, this can be described as either downsizing or as shifting jobs to manage the new program. Career employees are represented by AFSCME, which is presently guardedly supportive of national service. Attached (Tab B) is a description of where these offices are located and how many jobs would be affected.

As we approach a public announcement, we will work closely with your political and legislative staffs on outreach. While this is one issue where political pressure may force reconsideration, as a policy matter, the appearance of a three level review structure has few substantive supporters, and eliminating a level of review is consistent with the general thrust of the Administration on making government more efficient.

Decision on Reorganization of Existing Agencies

Please indicate if you are comfortable with this recommendation or whether we need to discuss it further.

Approve reorganization plan	_____
Disapprove of reorganization plan	_____
Need to discuss	_____

State Role

We have assumed from the start that states will play a major role in the new program, because they understand local needs, and because we are committed to keeping the new federal corporation as small as possible. We propose that States be allocated thirty percent of the funds under the new program by formula, and an additional twenty percent on the basis of competitive applications. In every case states will be required to comply with national program criteria, and submit plans for approval by the Corporation for National Service. To avoid micro-management, these plans will be approved or disapproved in their entirety.

In reviewing options, we discovered that there is a wide range of views on how well state administered programs work. While Governors like Roy Romer would implement programs we are comfortable with, Bill Ford and Richard Daley are at odds with their governors and are distrustful of delegating full control to the governors.

We have tried to provide Governors with a strong incentive to undertake the new program energetically, and become personally and fiscally invested. At the same time, we have tried to balance concerns that (1) some states might exclude politically unpopular constituencies on partisan or regional grounds, and (2) a point raised by David Osborne in particular, that state bureaucracy may be even more constraining in some States than federal bureaucracy.

To parallel the independent character of a corporation at the national level, we propose that state authority be vested in independent State National Service Commissions. Members would be appointed by the governors, and would include representatives from several interested communities (students, educators, labor, business, etc.). Modelled on the present national Commission on National and Community Service, state commissions will be bi-partisan and elect their own chair. To support the commissions, federal funding would be provided for staff and administration, provided that states meet a match requirement, which would begin at 20 percent and gradually increase in later years.

To promote federal/state partnership, the Corporation for National Service representative in each state would participate in State Commission deliberations. This would assure that the Corporation fully understands state plans when they are submitted for review, and will provide early warning of possible problems that might result in disapproval of a plan. The objective is for state plans to be negotiated so that disapproval is never necessary, but to provide for a disapproval mechanism as a sanction of last resort.

We are designing a match requirement to encourage private as well as local and state government financial support of programs which receive federal funds. To make certain that at least part of the match is in cash, we would require that 15 percent of the basic minimum wage stipend for participants be funded through non-federal cash contributions. An additional matching requirement, which could be satisfied by providing facilities, equipment, etc., would bring the total match to fifty percent. Programs would also be able to supplement stipends and other benefits with their own funds.

Decision on State Commission Approach

Please indicate whether you are comfortable with the State Commission approach.

Approve _____

Disapprove _____

Need to discuss _____

Issues Requiring Further Guidance

Education Benefits

After our last meeting, we floated the idea of a differential benefit (\$5,000 for pre-college participants; outstanding loan amounts not to exceed \$10,000 for post-college participants). The idea has attracted a significant amount of criticism from the Hill (including a letter to you yesterday from Senators Nunn and Mikulski) and from groups promoting pre-college service. DLC criticism has been less pronounced after discussions in which I explained that, on average, the differential would be less than \$2,000, since outstanding loans average less than \$7,000.

Objections center on two issues: (1) concern that participation will be skewed towards college graduates; and (2) the implication that pre-college service is of less value than post-college service.

The differential arose out of the concern you raised at last month's NEC meeting that a \$10,000 educational benefit is too high for a recent high school graduate. The proposal was a compromise to preserve the possibility of a \$10,000 benefit (strongly supported by the DLC) and strengthen the relationship between service and paying for college. Senators Kennedy and Wofford and Congressman Ford are all more comfortable with lower benefits.

Given the criticism, I think we should re-think the differential. Setting the maximum benefit at \$6,500 for post-college participation would still allow repayment of the average loan balance of a graduate from a four year state college with one year of service. I recommend either a smaller differential (maximum post-college benefit of \$6,500) or setting a single benefit level of \$5,000 for all participants.

Reducing the size of the differential may not solve our political problems. Rather than float a revised proposal at this time, I would advise you to wait and resolve this issue at a meeting with key Members of Congress just after the Summit. This would be more likely to produce a final resolution

after which they would sign on to the package. Participants at the meeting should include Senators Kennedy, Nunn, Mikulski and Wofford and Congressman Ford.

Decision on Benefit Meeting

Please indicate whether we should arrange for a meeting before the April 20 introduction target.

Yes	_____
No	_____
Need to discuss	_____

Use of Educational Benefit

You have always talked about providing an educational benefit to pay for college and training. Many assumed that this would be applicable to graduate school as well. As a practical matter, by limiting the educational benefit to outstanding loans for college graduates, there will be numerous cases where outstanding loans are below the maximum benefit level and the full benefit cannot be utilized. In contrast, pre-college participants will presumably will use their full benefit in virtually all cases. Further, some students (who can never be assured in advance of participation in your program) may work through college and graduate debt-free -- but want to participate in the program after graduation, to help pay for grad school.

Decision on use of benefits

Since we never discussed this issue, I would like to flag it for discussion or decision.

Benefits only for college and training	_____
Excess benefits also for post-college education	_____
Need to discuss	_____

Maximum stipend

We are setting a federally supported stipend at minimum wage. We have always assumed that programs would be allowed to supplement these stipends with their own funds. We have never resolved whether there is a maximum stipend that should be allowed under our service program.

The arguments for limiting stipends, is to avoid service slots with "real" salaries which might be inconsistent with the idea of service and which could attract political criticism. There is also a concern that if there is no limit, state and local government will find ways to package proposals which will substitute national service dollars for local dollars presently being spent to hire teachers, policemen, nurses, public-interest lawyers, etc.

The argument for no limit (or a higher limit) is that in many instances, communities can gain most, and young people give most, through service in a professional position. A higher wage limit would allow "professional corps" to remain under the national service umbrella.

I recommend that in general, we cap the maximum stipend at twice the minimum wage. However, I think we should allow higher wages in professional corps programs in limited cases, in which I would limit federal support to the post-service educational benefit. This will avoid a substitution problem, but allow for professional placements in targeted professions.

Decisions on maximum benefit level

Cap at twice minimum wage, with the noted exception:

Yes	_____
No	_____
Need to discuss *	_____

Education benefit only for limited professional corps:

Yes	_____
No	_____
Need to discuss	_____

Age Limit

While it is easy to determine a starting point for eligibility in terms of high school graduation, it is more difficult to set an upper age limit, and in fact, it may be preferable not to set an upper age limit for participation. An age limit of 25 or 27 would exclude from participation many who complete their education through a non-traditional course of study.

If we set the age limit anywhere over 30, we will appear to be discriminating based on age rather than status. As a practical matter, educational benefits will be of relatively little interest to many older participants, but in theory, they should be eligible if they meet all other program criteria. This is an issue we have never discussed which I wanted to flag to make sure you are comfortable with our assumption.

Decision on Age Limit

No age limit	_____
Set age limit	_____
Need to discuss	_____

Program Name

We suggest using the name "AmeriCorps" for the college-age service program. We would like your approval to test this name (including through focus groups). By the way, while many will claim authorship of this name, you should know that Skip Rutherford played a key role.

Decision

Test AmeriCorps	_____
Find other names	_____
Need to discuss	_____

Political Issues of ConcernPell Grants

I continue to be concerned that our policy towards the Pell Grant program will be perceived as a cut, particularly for middle income participants. If so, the national service initiative, which has no income test for participation, will be subject to additional scrutiny and criticism. This memorandum is not the appropriate place to present the case regarding Pell Grants, but the political fallout could be damaging to the funding of the national service initiative. Bear in mind the substantial difference between the size of our post-service benefit and the currently funded Pell Grant level (\$2,300).

Appropriations Jurisdiction

There is the possibility of a nasty jurisdictional battle within the Congress over which Appropriations subcommittee will have jurisdiction over the new program. In the budget, we remained neutral on this issue, which made Senator Mikulski unhappy. This issue is likely to resurface as we approach the allocation decision in Congress in mid-April. We have talked with Senators Mitchell and Pryor (and Howard Paster, among others) on this subject and would like the benefit of your perspective.

EJS:jjl

Appendix 1

EXAMPLES OF NATIONAL SERVICE PLACEMENTS

Education

- Head Start programs.

The success of the Head Start expansion will depend on the ability of centers to employ quality teaching personnel. National service participants could provide invaluable assistance in Head Start and other child care programs. They would receive training in the summer after college, with early childhood development education sponsored by a higher education institution in partnership with a child care resource agency.

In the fall, participants would be assigned in groups as assistant teachers in Head Start centers and other child care facilities for low-income families, where experienced teachers would act as their mentors. Assistant teachers would work with small groups of children, developing their cognitive and social skills through sustained attention and education. In addition, the participants would provide services to parents -- literacy training, parenting education, etc. The assistant teachers would periodically meet to receive additional training, and move on to more challenging tasks when suitable.

- Urban/rural schools.

In Chapter 1 schools that most need help, an "army" of national service participants in a variety of roles could significantly further the goals of your school reform plan. Working together, an institution of higher education, a nonprofit organization, and an education agency could use the summer before service to train young people at different education levels to serve in the fall in selected schools where interest was great.

Throughout the year, participants would receive mentoring from the most experienced and talented teachers. Some could work with parents to ensure their involvement in their children's education. Others would serve as math or reading tutors. A third group would act as service-learning coordinators, arranging experiential community service activities to instill the service ethic in youths and involve schools in their communities. Participants who became interested in teaching careers would be able to receive additional training while serving. As part of the "army" of servers, a few certified teachers might enter the schools in fields like special and bilingual education.

Environment

- Conservation Corps.

Thousands of young people are already engaged in conservation work through youth corps. These conservation programs often combine education and service components, teaching young people not only the basic skills of environmental protection, but the principles of environmental problem-solving as well. Some programs are run by federal agencies like the Forest Service, but state departments and non-profit organizations often fund them also. The Vice President has developed several new conservation-related proposals, and Secretary Babbitt believes there will be significant opportunities in the Pacific Northwest after the Forest Summit.

Conservation corps plant trees, build soil banks to prevent erosion, develop trails, revegetate heavily visited areas, and survey flora and fauna. Such programs primarily involve pre- and non-college participants, but college graduates with special training often serve as team leaders.

- Recycling initiatives.

There is often a gap between the political demand for recycling, sometimes reflected in legislation, and the local capacity to support it. College graduates could work with businesses and consumers to devise strategies to reduce waste. After a summer of training, they would be assigned to cover a limited area where they would meet with employers, retailers, and building managers to develop plans for source reduction and recycling. Participants would continue working with these people, helping them meet their recycling goals. In areas where there are legal requirements for recycling, participants could work with local law enforcement agencies to ensure compliance. The overall goal of the program, however, would be to help people fulfill requirements before legal action becomes necessary.

Human services

- Community health centers.

National service participants without advanced degrees could become an integral part of the effort to improve health care in medically underserved areas. Working with a school of nursing or public health agencies to provide the training necessary, nonprofit community health centers could involve young people in a variety of health-related activities.

Some young people could provide daily services to the home-bound elderly, enabling to stay at home instead of being forced to enter a nursing home. These services might include the administration of medications, meal delivery, light housekeeping, and companionship. Other youths could provide outreach services as part of prenatal and immunization programs, making home visits, arranging for transportation, serving as translators, referring parents to substance abuse programs if needed, and so on. Still other youths could provide administrative assistance after hours in clinics, enabling them to stay open late to serve working parents.

- Housing for the homeless.

Programs like Habitat for Humanity and YouthBuild are already well-established. The latter, in particular, provides at-risk youth with remedial education, job training, and practical experience while building much-needed shelter for homeless and low-income individuals. By leveraging non-profit and private dollars, and by converting the "served" into "servers" in low-income communities, programs like YouthBuild accomplish greater good at less cost than traditional programs.

Other housing-related initiatives could include renovation of abandoned buildings for use as community centers and child care facilities. Some programs could not only build housing, but provide essential supportive services like counseling as well.

Public Safety

- Community service officers.

College graduates who do not want the responsibilities and dangers of regular police work can still contribute significantly to public safety. Working closely with police departments and public housing authorities -- and freeing up regular officers to walk beats -- "community service officers" (CSOs) can provide valuable assistance in non-hazardous public safety services.

College graduates can be trained to handle minor investigations, analyze crime data, and engage in alternative dispute resolution. CSOs can counsel crime victims. And they can act as community liaisons, working with community groups and school children to organize prevention efforts, such as anti-drug initiatives and crime patrols.

- Drug abuse prevention.

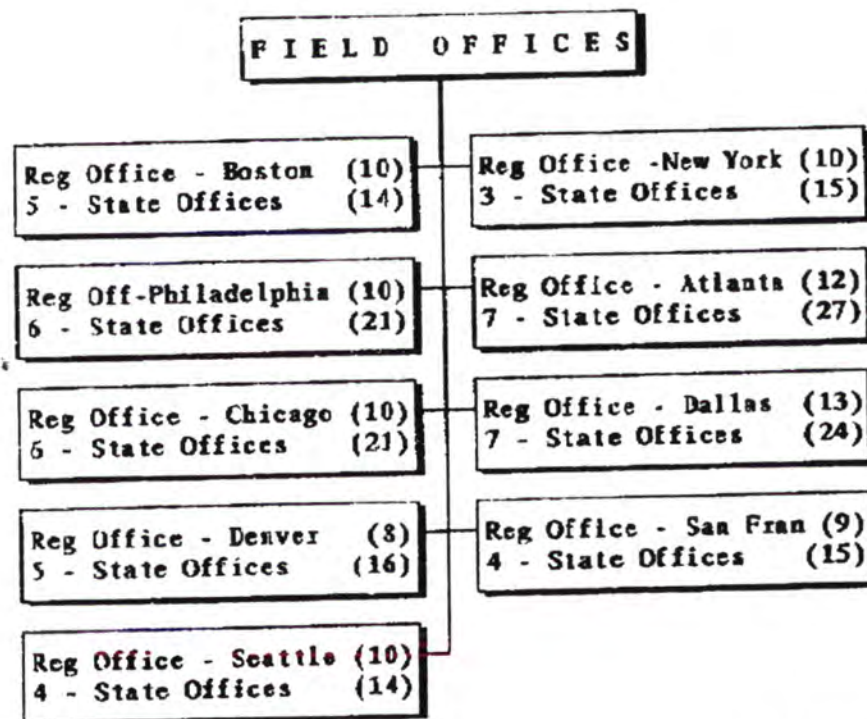
No one is better at conveying to young people the temptation and danger of drug abuse than other young people. In close partnership with local schools and anti-drug professionals (from counselors to cops), national service participants could form drug abuse prevention teams to engage in a panoply of activities. The teams could include a range of students, from college graduates trained in psychology to high school dropouts and recovering crack addicts. Each would offer a unique perspective.

Teams might spend some time developing a curriculum for drug education during and after school and then implementing it. At other times, team members might work one-on-one with at-risk youths. Part of the time, programs could run midnight basketball leagues to keep kids off the streets. And at still other times, teams might solicit private sector funding to develop billboard advertising, videos on drug abuse, and other educational materials.

ACTION

REGIONAL FUNCTIONS: COORDINATES STATE OFFICES, PROJECT/VISTA APPROVAL, GRANTS MANAGEMENT/FINANCE, TRAINING, INTER-AGENCY & POLICY REPRESENTATION.

REGIONAL UNITS: PROGRAM & TRAINING, GRANTS MANAGEMENT, FISCAL & BUDGET, VISTA RECRUITMENT



STATE FUNCTIONS: PROGRAM AND PROJECT DEVELOPMENT, TECHNICAL ASSISTANCE, MONITORING, LIAISON WITHIN STATE.

Total State Office Staffing = 163
 Total Regional Office Staffing = 92
TOTAL FIELD OFFICE STAFFING = 255
 () = Number of Staff per Office

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 22, 1993

REMARKS BY THE PRESIDENT
AT 12TH ANNUAL NATIONAL VOLUNTEER ACTION AWARD CEREMONY

The East Room

3:47 P.M. EDT

THE PRESIDENT: Thank you very much. I want to thank, first of all, the people who have made possible this 12th annual National Volunteer Action Award event, begun in the early 1980s under President Reagan, people from the Points of Light Foundation and the folks from ACTION. I want to say, too, to all of you that this is a matter of great personal pride to me to be President and be a part of this today, because I have believed for along time in grassroots community efforts and community service.

Last year, on the occasion of my birthday -- which I share with the Vice President's wife, Tipper Gore -- our two families went to Georgia and built a house with Habitat for Humanity, along with President and Mrs. Carter as a way of symbolizing our commitment to national service. And my daughter selected a school here in Washington in part because one of the requirements of being enrolled in the school was to do community service. Just a couple of days ago, she and her group went out and did one of their service projects, working to build some park facilities for young people who will come behind and use those facilities.

And I can't help but say I'm especially proud today because one of the honorees today is the Arkansas Land and Farm Development Corporation from my home state. I should say, I had nothing to do with selecting any of these awards. (Laughter.) But they will tell you that, for well over a decade I have worked with them in many ways, watching them work against often enormous odds to empower poor people in rural areas to seize control of their own destinies. So I am especially proud of them, as well as of all the other honorees.

I think all of you recognize the fundamental truth that, as Americans and as human beings, we can never be completely fulfilled unless we help each other. Just a few moments ago, I was over at the dedication of the Holocaust Museum. And we recognized, of course, the great losses of the Jewish people, of the Gypsies and others who were systematically exterminated by the Nazis. But we also recognize the services of perhaps the most important volunteers in the 20th century -- those who put their lives at risk to try to save large numbers of the Jews.

And on that cold, wind-whipped occasion, I think it's fair to say that, by far, the most popular speaker at the event was a woman who put her life at risk to shield Jews from almost certain death and, in the process, found a person who became her husband. The Scriptures say that, in giving we will receive. Perhaps not all of us will find a mate for life in our gifts, but all of us certainly will receive.

I think it has been recognized for a long time that service sustains and defines our democracy and helps us to understand that we are not brought together by race or religion or region, but that we cannot be kept apart by those things if we have common values, common interests, and undertake common endeavors.

MORE

After all, volunteers won the American Revolution. And ever since, volunteers have been winning our wars and winning the battles of peacetime. Volunteers helped to get women the right to vote and helped to effect the civil rights revolution and help us even today to overcome the barriers that divide us.

All generations have been called upon to serve. And today, as people are living longer than ever before, every generation now living is called upon to serve -- to deepen our lives and to strengthen the bonds of our communities. Today is so special to me because we are recognizing those of you who have risen to the challenge in particularly innovative and effective ways.

I hope that as we honor you today you will all join me in renewing our call for all Americans to embrace the spirit of service. We all have roles to play. Even those who are not in organizations represented here may be able to help to patrol this police and support the work of law enforcement officers in areas plagued by high crime, where children are unsafe. Or may help to volunteer in a community health center where health care is available in theory, but not in practice unless people can find their way to the clinic. Or tutoring children after school, or being mentors to children who, themselves, would like to do better but don't have the role models they need.

We bring out the best and in our country when we serve. I know that you know that I've tried to make sure our government will do its part. And as Mr. Segal said, next week I intend to introduce the national service legislation that I hope will change our country for the better and forever. To provide a revolution in the best sense of the word, bringing us back to our best values, offering opportunity, requiring responsibility and creating a stronger sense of the American community.

Those are the things which drove me into this race for president well over a year ago, and the things which I hope so deeply will be embodied in the national service movement. We want to make opportunity available by making it easier to get a loan to go to college and easier to pay it off through service; demanding responsibility by making sure that everybody who gets something from their government finally gives something back -- we hope in service, but at least in dollars. And rebuilding communities all over this country through our civilian G.I. Bill, with thousands of people paying their way to college either before or after they go by doing what their communities need.

We'll bring ourselves a little closer to that sacred day when all of our children can live up to their full potential by working together to make sure that we do that as well as the children we're trying to help.

If these efforts are to succeed, the spirit of service must be renewed in the hearts of every American, not just in those who will be part of the national service movement. I hope that this movement will go well beyond party or any other political division in this country. I hope that everybody will embrace the cause and the spirit; because I believe we can change the country. If we can do it here in the government, we can then challenge our corporations, our foundations, our schools, our nonprofits to follow the leads of those whom we honor here today. And if we're in it for the long haul because we all know we have a role to play, I really believe it means an America finally and fully living up to its potential -- that is, being more like those of you whom we honor today.

Thank you very much. (Applause.)

Q Are you concerned, sir, that it may become a kind of a new entitlement, that it will grow beyond the ability fund and out of control?

THE PRESIDENT: No, if we can't fund it, we'll just have to -- we'll have to -- the entitlement will be access to a loan you can pay back based on a percentage of your income, which will be a huge -- we're going to strengthen collection procedures, cut defaults, cut the cost of administering the program until we can fund a lot of that.

The service issue cannot become an entitlement. If all of a sudden in one year a million people want to convert from a loan to service, we won't be able to afford that. But based on the experiences we have seen in the past, we think that this will be by far the biggest service program in the history of America. And we think we'll be able to take everybody who will choose the service option. We're just going on historical precedence now. We think we can more than fund the people who will choose the service option in the first four years. If they don't, I would consider going back. But we can't let that become an absolute entitlement.

Q -- economic aid, sir, to New York, and are you prepared to do that? Governor Cuomo has asked for it.

THE PRESIDENT: We are processing -- this morning, I got a report on that. And it's my understanding that we are going through the regular agencies and that the request will be processed promptly. I don't think that there is any problem with the request that he made as far as I understand it. And we're giving that a high priority.

Q Mr. President, why did you choose Rutgers for this announcement? And what impressed you about their community service program here?

THE PRESIDENT: I chose Rutgers because, first of all, the university was involved in this facility and because I want to keep highlighting adult education, education of welfare recipients, education of kids that drop out of school, and because I like this New Jersey Youth Program here. Under Governor Florio's administration they started, I think, 9, 10, 11 of these. Something like that. And I want to encourage -- again, I do not want this to be a bureaucratic program. I want to encourage kind of an entrepreneurial spirit out there at the state and local level. I want states to be encouraged to set up youth corps. I want comprehensive community service centers like this to be able to get people doing national service.

So I wanted to come here to say I really appreciate what these folks are doing, but also to give the rest of America an idea of what we mean by community service, what we mean by national service, and how it can embrace people of different ages and different backgrounds with different needs; because it's very important that to make this work, we're going to have to rely on the creativity of people at the grassroots level. And the last thing I want is another centralized bureaucracy telling people how to serve.

As I said, right now, the only decisions we have made for categories of service that have to be approved in every state are in the area of police and teaching, because we know as a practical matter we need more community policing in high-crime areas where we can reduce crime and work with kids and not just be there after it happens. And we know we need more teachers in a lot of core areas to reduce the student-teacher ratio and increase learning.

So we've done that. But otherwise, this program is not going to have a huge set of national requirements or bureaucracy.

Q Mr. President, how closely, if at all, did you work with Senator Bradley's neighborhood corps bill?

THE PRESIDENT: We reviewed it very closely. That's why we invited -- I think he's going to meet us over at Rutgers today. I was very impressed by it. And as a matter of fact, I had a personal conversation with him about it. That's one of the reasons we wanted to come up here, too. And I invited him to come today, and I think he's going to be over there.

Q Mr. President, do you fear that a fear of terrorism in America might change the way of life that most Americans have, if this bombing proves to be terrorism?

THE PRESIDENT: I certainly hope not. We've been very blessed in this country to have been free of the kind of terrorist activity that has gripped other countries. Even a country like Great Britain, that has a much lower general crime rate, has more of that sort of activity because of the political problems it has been involved in.

I don't want the American people to overreact to this at this time. I can tell you, I have put the -- I will reiterate -- I have put the full resources of the federal government, every conceivable law enforcement information resource we could put to work on this we have. I'm very concerned about it.

But I think it's also important that we not overreact to it. After all, sometimes when an incident like this happens, people try to claim credit for it who didn't do it, and if sometimes if folks like that can get you to stop doing what you're doing, they've won half the battle. If they get you ruffled, if they get us to change the way we live and what we do, that's half the battle.

So I can't give -- I would discourage the American people from overreacting to this. It's a very serious thing. And I'm heartbroken for the people who were killed and their families and those who were injured. There was some significant business disruptions, too, as you probably know and as I'm afraid we'll find out more about in the next day or two, just by shutting down the World Trade Center and all the activities that go on there. But I plead with the American people and the good people of New York to right now keep your courage up, go on about your lives. And we're working as hard as we can to get to the bottom of this.

Q I just first want to say that when I saw you on video when you were first running for office, you had a clip of how you met President Kennedy at Boys Nation. And I, too, was at Girls Nation in 1990, when I was a junior in high school. But I didn't have the fortunate chance of meeting President Bush. But I am just very thankful that I could meet a President, especially one who I can support.

But besides that, I would like to thank Rutgers and my college -- I'm a sophomore -- for giving us the opportunity to meet with you today and instill a lot of hope in New Jersey and everyone else who watches this, because if people see the importance in helping one another, I think that's the only way our nation will become stronger. It's investing and reinvesting in our nation. And if people don't come outside of themselves and help one another there's no way that we will move forward in life. So I'm very happy that you're here today because I think that people will now see how important it is for us to help one another. Thank you very much. (Applause.)

Q The National Rifle Association right now in New Jersey is actively seeking to overturn the assault weapons ban that

Governor Florio put on the books in 1990. They say if they're successful, then no other state will be able to enact rigid gun control and that you'll have a very tough time getting the Brady bill through Congress. Are you concerned about that?

THE PRESIDENT: I think Governor Florio is right. And I'm going to sure try to pass the Brady bill. I think Americans who want safer streets and still want people to be able to hunt and fish and pursue their sporting activities should take a lot of heart in the success that Governor Wilder had in Virginia recently. And Virginia it has become a source, as you know, of weapons for a lot of illegal activity all up and down the Atlantic seaboard. And they've gone to that once-a-month limitation on the purchase of guns.

I think -- you know, we can't be so fixated on our desire to preserve the rights of ordinary Americans to legitimately own handguns and rifles -- it's something I strongly support -- we can't be so fixated on that that we are unable to think about the reality of life that millions of Americans face on streets that are unsafe, under conditions that no other nation -- no other nations -- has permitted to exist. And at some point I still hope that the leadership of the National Rifle Association will go back to doing what it did when I was a boy and which made me want to be a lifetime member because they put out valuable information about hunting and marksmanship and safe use of guns. But just to know of the conditions we face today in a lot of our cities and other places in this country and the enormous threat to public safety is amazing.

I've got young Americans now in Somalia trying to create conditions of peaceful existence there in a country where it is difficult, but there are a lot of young Americans who are living in neighborhoods today that are about as dangerous or worse than what kids are facing in Somalia in terms of shots. Not in terms of hunger and access to medicine and shelter -- that's different.

But I have to tell you I think that Governor Florio did a gutsy thing here. I think Governor Wilder did a brave thing. I had my own encounters back home in Arkansas, and I just hope to be able to pass the Brady bill and do some other sensible things that do not unduly infringe on the right of the law-abiding citizen to keep and bear arms, but will help make these children's future safer. And I think we ought to do that.

Q Do you think that the NRA's contributing to that threat that you just talked about because it is opposing these gun control measures?

THE PRESIDENT: Well, I don't want to get into character. I think that it is an error for them to oppose every attempt to bring some safety and some rationality into the way we handle some of the most serious criminal problems we have. And these things do not unduly affect the right to keep and bear arms. It's not going to kill anybody to wait a couple of days to get a handgun while we do a background check on somebody that wants to buy a gun.

I have a lot of -- I have personal experience with this. I live in a state where half the people have a hunting or a fishing license. I know somebody who once sold a weapon to a person who went out and killed a bunch of people because he was an escapee from a mental hospital. And the guy liked to never got over it. And if he had just had a law where he was supposed to wait two or three days to check, they would have found that out.

That is a -- I know that happens. I don't believe that everybody in America needs to be able to buy a semiautomatic or an automatic weapon -- built only for the purpose of killing people -- in order to protect the right of Americans to hunt and to practice

marksmanship and to be secure in their own homes and own a weapon to be secure. I just don't believe that.

So I hope that is a debate that will continue. And I think, as I said, what Governor Florio did and what Governor Wilder did, I think will contribute to Americans facing this and trying to reconcile our absolute obligation under the Constitution to give people the right to handle a firearm responsibly and our obligation to try to preserve peace and keep these kids alive in our cities.

THE PRESS: Thank you.

END

12:12 P.M. EST

National Service: Ideal vs. Reality

Clinton Must Deal With Big Political and Practical Problems

By SUSAN CHIRA

As President Clinton moves to translate his popular campaign promise of a national service program from proposal to reality, he has encountered a number of obstacles that may make it difficult to achieve the goals he originally outlined.

News Analysis

Unresolved issues include how national service workers would be trained and supervised, how much of their educational loans students would be able to work off, how to run the program without creating a new Federal bureaucracy and how to prevent fraud and abuse. And the President will not have the money to do all that he had originally hoped, even if Congress is enthusiastic.

During his Presidential campaign, Mr. Clinton sought to link national service with the politically potent legacy of the G.I. Bill, promising that his program would sweep away barriers to higher education by providing tuition in return for national service and allowing students to repay loans as a small percentage of their income.

Not Volunteerism

His advisers talked about 250,000 to 500,000 students in national service, rather than the 100,000 goal announced Monday — a tiny fraction of the 14 million students enrolled in college. And the program seems more expensive than he initially assumed; campaign aides estimated about \$8 billion was needed to create at least 250,000 national service slots, while the Office of Management and

Budget estimates that \$7.4 billion would pay for just 100,000 students.

The idea of national service has been embraced by politicians on the left and the right. But President Clinton, unlike former President George Bush, is not talking about volunteerism, not at a price tag of \$7.4 billion.

The biggest expense would be allowing 100,000 participants to work off part of their college loans or giving them scholarships for tuition for college or certified technical training. The national service workers would also get a living stipend.

Mr. Clinton envisions a small army of workers immunizing children, tutoring and counseling students, cleaning up the environment, walking a police beat, enticing teen-agers from drugs or gangs.

A second part of the program would overhaul the Federal college loan system, allowing students to repay their loans as a percentage of their income, rather than by the set loan payments now required. This change, he argues, could swell the ranks of public-service workers even more, because it would free students who seek high-salary jobs to pay off loans to take lower-paying public interest jobs instead.

The proposed national service program, with its 100,000 students, would dwarf the Peace Corps, which has had as many as 16,000 volunteers, and the far smaller Volunteers in Service to America (Vista), said Senator Harris Wofford, Democrat of Pennsylvania, the Peace Corps's first deputy director and a supporter of Mr. Clinton's plan.

But where once he and the Kennedys dreamed of a program that would involve one in every three Americans, Senator Wofford said he now believed along with Mr. Clinton that national service should be decentralized, drawing on the expertise of local communities and agencies, not a Federal bureaucracy.

Indeed, dozens of these organizations offer Mr. Clinton some important lessons. A national service movement is blossoming across the country, with at least 75 state and local agencies now running service programs or youth corps, said Samuel Halperin, director of the American Youth Policy Forum, a Washington-based service group.

Right now, Senator Wofford said, 20,000 students work full time performing some sort of service, with another 10,000 working in the summer. Last year, a Congressionally appointed Commission on National and Community Service awarded \$63 million in grants for programs.

Heads of several of these groups said that training — an issue so far largely unaddressed in Mr. Clinton's national service proposal — had proved critical in their programs' success. Two of the jobs Mr. Clinton has talked about most, teachers and an auxiliary police corps, require considerable and potentially expensive training. Lack of preparation was the most common complaint among young teachers in the Teach for America program, itself modeled on the Peace Corps.

"You can't just show up at some place and be given a bunch of tools and a paint brush and then say, 'Do some good,'" Mr. Halperin said.

The New York Times

3/3/93

The Immunity Myth

By Robin Marantz Henig

WASHINGTON
Universal vaccination for all American children, one of President Clinton's earliest and most visible public health goals, is irreproachable. But its appeal goes beyond cost-cutting and humanitarianism. What's especially gratifying about the President's early emphasis on infectious diseases is that it points out that the microbial world is still mankind's most formidable foe.

Our failure to mobilize effectively against childhood infections has not been a failure of medicine; we know how to protect kids. Our failure has been one of political will, which can

Robin Marantz Henig, a medical writer, is author of "A Dancing Matrix: Voyages Along the Viral Frontier."

be traced to a basic, pernicious misunderstanding about the nature of infectious diseases: Childhood infections are somehow thought to be a thing of the past.

This cavalier attitude about infectious diseases is misplaced, as the AIDS catastrophe all too clearly demonstrated. The inevitable cycling between microbe and man makes it a virtual certainty that a new virus, perhaps on the order of H.I.V., will emerge again. It probably already exists, in relatively harmless form, somewhere in the world. But what will turn it into a global menace will be a change in conditions which allow the virus to cross geographic or species barriers and infect a new population.

In the name of "progress," we humans alter the environment in ways that create new niches in which previously obscure viruses can thrive. These niches result from deforestation, population migration, urbanization, globe-trotting (not only of people

but of mosquitoes that carry and transmit exotic viruses), or invasive medical procedures. And they put us in contact with viruses and other infectious agents to which we've never before been exposed.

Most of these environmental changes are taking place in the third world, where many new viruses seem to originate. But we shouldn't feel smug about being at a safe remove from the hazards of the disease-ridden mega-cities of Africa and Asia. A single exposed and infected human who gets on a plane can bring a new virus to an immunologically virgin population halfway around the world in a matter of hours.

Despite the threat, we have let down our collective guard. Beginning with the Reagan Administration, Federal support for childhood immunization has been cut back substantially. And many parents seem to be banking on "herd immunity" to get their kids safely through their infection-prone

years. Herd immunity exists if at least 80 to 90 percent of a given population is resistant to a particular virus, through vaccination or prior exposure. At these levels, a virus runs into a dead end when introduced into a population and quickly dies out. But with vaccination rates down to about half of all 2-year-olds — and less than one in four in some communities —

The New York Times

5/3/93

**Government must
take the lead
on vaccinations.**

herd immunity is a phantom.

Indeed, the laxity in immunization all but guarantees that certain childhood illnesses will make a comeback. The first step in countering this is by changing people's attitudes about immunization. It needs to be thought of as a civic duty, and failure to immunize must be considered tantamount to child abuse.

But a change in attitude will only go so far. Politicians must also expand access to vaccinations, not only by instituting evening hours at clinics and doctors' offices, but by developing novel ways of getting vaccines to children. This will require a bit of creativity; maybe mobile units staffed by paramedics can be introduced as a way to vaccinate babies at their doorsteps or their day-care centers.

The stakes are high. According to an article in this month's *Atlantic*, 168,000 Americans, mostly children, have become sick in the past decade with diseases for which effective vaccines exist.

Mr. Clinton's bold goal puts the responsibility back where it belongs: on the parents, to get their children in for shots; and on the Government, to make it easy and affordable for everyone to do so. There's a lot of inertia to be counteracted, especially when the diseases being protected against seem to pose no real health threat anyway. When is the last time any of us knew someone who actually had whooping cough?

But without universal vaccination, whooping cough may well make a comeback — just as measles did a few years ago, just as tuberculosis is doing today. Then we would be forced to add to our list of microbial nemeses not only the agents we have not yet encountered, but the ones we assumed had disappeared long ago.

Training Is Crucial

1/2 Catherine Milton, executive director of the Commission on National and Community Service, which would administer the summer program that Mr. Clinton hopes will begin his national service effort, said training was crucial in the programs the commission had examined across the country. The 1,000 participants in the summer program would get a few days of training together, then would get more training from community agencies the commission will pick to conduct the actual service programs.

Students need to be trained not only for jobs, but also about communities and cultures they will work with, said David Hornbeck, who helped win passage of a community service requirement for high school graduation in Maryland last year.

While many local community service agencies say they applaud Mr. Clinton's emphasis on using local expertise and avoiding another Federal bureaucracy, they also say that supervision and accountability will make the difference between success and failure. Many mentioned the Comprehensive Employment and Training Act, abolished by former President Ronald Reagan amid charges of fraud and inefficiency.

"They keep saying any time we get more than 100 Federal employees, we want to get out of this," Mr. Halperin said. "This is not said in oppositions, but how do we prevent fraud and abuse, no-shows?"

Who Would Administer?

The White House's Office of National Service is still working out how the program would be administered. Some as-yet undesignated entity would screen programs, certifying that they met standards, and award grants. The Government would also provide capital to people who wanted to found new service corps.

Although White House advisers say national service will not displace anyone from existing jobs, some competition is possible. It might cost a school less, for example, to hire national service workers than to pay for school aides or paraprofessionals.

Finally, those with experience in service programs say that they must be more than feel-good exercises in noblesse oblige. Participants must perform tangible, measurable services so that taxpayers believe they are getting something.

For example, said Jim Kielsmeier, president of the Minnesota-based National Youth Leadership Council, "You must be able to say national service volunteers played a role in 25 percent of new immunizations, or halved the student-teacher ratio in 35,000 classrooms."

The New York Times

3/3/93

Good Choice for Hemisphere Job

After a false start, the Clinton Administration has come up with a sound nominee to be Assistant Secretary of State for Inter-American Affairs. Alexander Watson is a seasoned career diplomat who served as U.S. Ambassador to Peru and most recently as Deputy Chief of Mission at the United Nations. As important, putting him forward means the Senate confirmation hearings will not be dominated by snarling exchanges about Fidel Castro and the future of post-Castro Cuba.

To avoid that prospect, the Clinton team backed away from a Cuban-American it had initially considered for the same vital post. Mario Baeza, a Wall Street lawyer who specializes in privatizing state-owned enterprises, was denounced as soft on Mr. Castro by Cuban-American hard-liners in Miami. Mr. Baeza's critics never gave him the courtesy of a hearing, pointing up the deep emotions stirred among Cuban-Americans in Miami and elsewhere.

Cuba is but one of a dozen countries that contend for Washington's attention. Huge Brazil is beset by a collapsing economy and corruption scandals that brought down its President. Democratic

Venezuela has been rattled by attempted coups. A peace accord in El Salvador might come unstuck if its Government fails to purge the armed forces. Nicaragua's freely elected President, Violeta Chamorro, is challenged on every side, including former contras. Peru under an erratic President is still besieged by Shining Path guerrillas, Colombia by drug lords, and so forth.

In Havana, a failing tyranny stumbles toward history's dustbin. Fidel Castro could hardly have sounded wearier in his remarks to the foreign press last week: "This has been a very long race — too long. . . . I feel I am a slave to the revolution." Since seizing power in 1959, he has tormented eight U.S. Presidents. Now with the collapse of Communism, Cuba has lost its arms suppliers, its trading partners and its ideological bearings.

The safest, wisest course for Washington is to let Cuba fester, and shun actions that could be construed as treating the island as booty to be devoured by émigrés hungry for old privileges. The cool, professional eye of an Alexander Watson offers the promise of keeping Cuba, and the rest of the hemisphere, in maturer perspective.

The New York Times

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THE WHITE HOUSE

Office of the Press Secretary
(New Brunswick, New Jersey)

For Immediate Release

March 1, 1993

REMARKS BY THE PRESIDENT
IN DISCUSSION WITH NATIONAL SERVICE VOLUNTEERS

Adult Learning Center
New Brunswick, New Jersey

11:20 A.M. EST

Q Welcome, Mr. President. We are so thrilled and pleased and honored to have you with us today. And we also would like to welcome Governor Florio, the Attorney General, Eli Segal from your office who works with national community service.

This is just such a treat. My name is Judy Kesin, and I am the principal of the Adult Learning Center of the New Brunswick Public Schools. We are so thrilled you could visit our program.

The Adult Learning Center -- we here view it as a place where the American Dream really plays itself out. We have adults who did not benefit from the first chance system, who have an opportunity to achieve in the second chance system. So we're excited that you can recognize that.

We have three main themes at our center. We have literacy programs -- people who come back to improve their reading; and we serve adults who need to improve their skills as well as deaf adults who come back to improve their skills. We have programs that we call second chance diploma program. So many of our students come back to school like Patty behind you here. She dropped out in the 10th grade. Patty is a 65-year-old grandmother of a 13, and she's got five great grandchildren. And this is the first opportunity that she had to come back to school.

We have lots of students who come to us for English as a second language. We have Elena Montavo. She has nine children -- and many other students as well. We have Elena back here -- is one of our ESL students. And Elena Montavo has nine children, never had the opportunity to go to school. She's from Puerto Rico and she's now moved up a level in ESL and is hoping to go on to become a nursing assistant. So it's very exciting.

We serve welfare mothers, people who are unemployed, people who need to improve their skills so that they can continue in the work force, young people who dropped out of school, like our Youth Corps students who have come back to school.

We're very proud of our center and I'd like you to know that last June when we had our graduation we honored our 1,000th graduate, high school graduate, since the program began in 1980.

In addition to all of the education programs that we offer, which we hope to help people be better prepared as citizens and parents and workers, community service is no stranger to us. We receive it and we provide it.

As in this room you will see several representatives from our community service experience. We've worked with Rutgers Civic

MORE

Education and Community Service Program and have tutors in many of our instructional programs who have been working with us. For the last three years we've worked with them.

In addition we have --

THE PRESIDENT: Who are students at Rutgers?

Q Who are undergraduates from Rutgers.

THE PRESIDENT: How many of you are here who are undergraduates from Rutgers? Everybody in the black tee-shirts.

I've got it. Okay.

Q We also have represented Rutgers students who are working with the big sister-little sister program, where they are mentors at both the Lord Sterling School and Paul Robson School -- elementary schools in our school district at this table over here. And they are mentoring young students at the school from fifth to eighth graders. And these are also Rutgers undergraduates.

As well as at this table we have folks from a special creative arts program. We have art students from Nathan Gross, a part of Rutgers, who are teaching modern dance to children in the elementary school and Paul Robson school, I believe it is, after school. So those are very exciting connections.

Now, we are especially proud of our Youth Corps program -- can't you tell? (Laughter). Through a special unique partnership with the University of Medicine and Dentistry, my colleague here, Dr. Pauletta Heines and I have worked together on developing this program, which is one of 11 in our state. I might like to add also that we have been very fortunate that our Governor Jim Florio has been a very strong supporter of this program.

In Youth Corps -- our Youth Corps members receive assistance from -- Kenny is one of the interns -- from volunteers who work with the program. And in addition to that, they also serve. Our Corps members have been working in the community -- we have Corps members who are tutoring children at our after school program. We have Corps members who are working to renovate a community center. And at that community center they will be including the soup kitchen -- they're building facilities for a soup kitchen where many of our Corps members work as well. Some of our Corps members have worked at an Alzheimer's day program for adults. So we have them doing all kinds of wonderful things in the community.

I might add that Corps members across the state -- each year there have been 1,100 Corps members who have provided 200,000 hours of work in the state. So we know a lot about community service and we are really proud of it.

So these are the folks that you see before you. Mr. President, we would just like you to know how much -- how pleased we are. And we feel that our program really exemplifies the values that you have so often articulated. And because of that, we have a special presentation for you. Our students at the Learning Center, who all wish that they were a part of this, but were so pleased that you got to speak with them -- wanted to present this to you.

And it says, "In recognition of your unwavering support of community service and adult education, and for your efforts to encourage and promote this partnership, we adult learners hereby present to you, President Bill Clinton, this token of our deep appreciation, presented on this 1st day of March in the year 1993 at the New Brunswick Public Schools Adult Learning Center." And we had

as many of our students as we could fit -- but not all of them, because we had 22,000 -- sign this for you.

THE PRESIDENT: That's wonderful. Thank you.
(Applause.) Thank you very much.

Q It's our pleasure.

And now I would like to turn this over to a few of our people who would like to share some of their thoughts with you.

Q Good morning, President Clinton, Governor Florio, and Mayor Cahill and other distinguished guests. I'd like to welcome you to the Adult Learning Center in New Brunswick.

My name is David McKnight. I'm a Rutgers College student majoring in sociology with a minor in philosophy. I was asked today to speak to you -- or to, I guess, give you a brief testimonial about my life growing up here. As the eldest of five children growing up in an economically disadvantaged area in Trenton, I've experienced some rewarding as well as some challenging times. My family -- of course, it was very large. And therefore, my mother -- she was unable to work. And my father -- he supported the family. However, his income wasn't enough. So he had to, as a result, become -- we became recipients of public assistance. This has had a great -- I guess a psychological impact on me growing up and everything like that.

And so I guess if I could describe one instance or one incident which greatly precipitated my desire to help others, it would have to be the time -- I believe it was about nine or ten years ago. It was on a Thanksgiving Eve -- right before Thanksgiving. There was a knock at the door around 7:00 p.m. or 8:00 p.m. at night. And we weren't really expecting any guests. And my mother opened the door and there were some people from the community -- from a church down the street. And they had two turkeys for us and some trimmings and different things like that for my family so that we could have a decent Thanksgiving meal. And that really touched our hearts.

As I saw my mother standing in the doorway crying and my father standing next to her, just smiling, not knowing what to say -- and my sisters and brothers and I standing up at the top of the stairs just looking down, laughing and jumping for joy because we had something to eat for the next night, I just -- that then and there showed me the unselfishness that the community had. And that really greatly impacted my life.

And as a result, I decided that I would devote my life to community service so that I could help others. Today, as an honor student at Rutgers University, which is one of the most prestigious universities -- residences of the country, I can stand before you and say that I didn't fall through the cracks, but I stepped over the cracks so I could become where I am today.

And I would like -- I'm standing here today because I feel that I'm a bellwether to the students here and that I would be able to help them in their future endeavors. And I would like to -- I don't know -- my parents, they did graduate from high school. And as I see so many adults sitting here, I feel that I can just share with them some of my experiences. Because, although I am in college and you may not be able to tell by the way I speak or by the appearance of me that I came from this type of background, it's true. And I have something to relate to them with. And I look forward to going to Yale Law School, your alma mater, next year. And hopefully I'll get in. That's about it. (Laughter and applause.)

THE PRESIDENT: Who's next?

Q I'm Betty Shockley. I'm on welfare right now, and I'm really trying to try to get off of it. I've never been on it in my life until about 10 months ago. My husband was in the service for 15 years. His leg got run over by a helicopter, so had to get out of the Army. After he got in the Army, he only was making \$80 a month. And now I'm on welfare and I'm trying to better my life, trying to get my GED. After I get my GED -- because I only have a third grade level. And once I get up to at least the ninth grade, tenth grade level, I can find a better job. And I want to find a better job, but I can't because of my -- Thank you very much for listening to me. (Applause.)

Q Hello, Mr. President. My name is Danyelle Marshall and I'm 18 years old. I'm a single parent of two. I'm a present member of the New Jersey Youth Corps.

THE PRESIDENT: Take your time. Let's give her a hand. (Applause.)

Q Hello, Mr. President. My name is Danyelle Marshall and I am 19 years old, a single parent of two, a -- member of the New Jersey Youth Corps. Being in this program I have learned to make my character stronger. And I now know that my voice helps others. The teachers here are willing and able to help us in any way possible. Along with everything that I have told you, I also get a high school diploma and work experience. By participating in community service -- all this comes from the community. And I feel if the community is so willing to help me, that I can perform my share of work at -- Johnson High School to give back what's been given to me.

This is to the young mothers who feel they cannot be a mother and a student at the same time. I'm here to tell you, bear on. And I'm learning tools to show you that it can be done.

Thank you, Mr. President, for listening and caring. (Applause.)

THE PRESIDENT: Who's next? Anybody else?

Well, first of all, I want to thank everyone who spoke. And maybe in a minute I could give some of you who haven't spoken a chance to say something if you want to say something.

Let me tell you why I came here today. First of all, I've been very impressed by a lot of the efforts that the state of New Jersey has already made to serve people who need an education and need a second chance and to give people a chance to serve their communities.

Secondly, this center reflects two very important things that I'm trying to do in my national economic program that I'm asking the Congress to pass. The first is what I came here to talk about, and I'm going over to Rutgers to talk to the students about in a few moments -- and that is the idea of giving people a chance to serve their country in their community, and in return, giving them the opportunity to further their education.

I've got the gentleman who was introduced here a minute ago with me to my right -- Eli Segal and I have been friends since we were about your age -- since we were very young. And I've asked him to head up our national and community service program. What we want to do is to provide young people the opportunity to do the following things:

Number one, if you go to college and you have loans outstanding, we want to give people the opportunity to go out in the community and do community work -- work as teachers or police officers, or work with the homeless, or work in hospitals, or work on

immunizing children who need it. And doing that for a lower rate of pay for a couple of years and then pay off their college loans by doing the same.

Number two, we want to give people some credit for community service they do while they're in college. And number three, we want to give people like you the opportunity to earn some credits to get college or job training by doing community service before you go.

So the idea is to make higher education available to more people, in return for the service they give to the community.

Now, in addition to all that, we're going to change the way young people pay their college loans back. We're going to make it possible for people who get out of college to pay their loans back as a percentage -- a limited percentage of their income. Because what happens now is a lot of young people get out of college, they have big college loans, so they take -- because they have to pay the loans back, they might want to get out, let's say, and do community service work which doesn't pay very much, but instead they may take a job paying a higher salary just to make their loan repayment. So we're going to try to restructure the college loan program so that if people want to serve over a long period of time they won't be discouraged from taking community service type jobs just because they pay less. They'll be able to pay their loans back as a percentage of their income.

Now, the other thing I want to emphasize is there's also an investment in this education program that helps centers like this. More money for adult education for people who come back after dropping out of school; more money to help welfare mothers move from dependence to independence; more money to help young people who drop out of school and come back.

When I was Governor of my state over the period of about 1983 to 1992, we increased by about six times the amount of investment in remaking education programs like this. It just exploded the number of people in it.

Now, why is that an important economic investment? Because this lady with her three children -- it wasn't her fault that her husband, first of all, is out of the service and then gets hurt, right? She can either draw taxpayer dollars by taking public assistance, or get an education and pay taxes to educate other people's children. One of the things we have to realize in this country is that economic investment is not just building an airport or a road or investing in new technology. It's also investing in people who are prepared to help themselves, to make sure that all of you can contribute in a world that is dominated by knowledge -- in a world in which the living you make depends on what you know and what you can learn.

And if every person, if every single mother in the United States could stand up and give the speech you just gave with the determination you just gave, it would not only help people like you, but you'd be helping people like me. Right? I mean, we're all better off, right? We are. And if you look at our country -- if you look at all the different racial and ethnic groups in our country, all the different levels of education, if you look at all the different levels of income, if you look at all the problems we've got, you just think about it -- if everybody in our country had a chance to get a really good high school diploma or a GED, and then get at least two years of education and training beyond that in some way or another, and if all the while they were doing it they were doing community service work, we'd have about half as many problems than we've got -- wouldn't we?

So that's why I wanted to come here today -- to emphasize that this economic program that I'm trying to persuade the Congress to pass will help people to do what you've been doing in service, will help people who do it to pile up education credits, and we'll invest more money in programs like those here at this center.

Developing the capacity of the American people to be all they can be is perhaps the most important job that I have as President. And people now all across America will see you today, and you may have no idea how many people you will inspire today because you had the courage to do what you did -- you, or you, or you, or all of you for being here. And I really -- I thank you very much. You were great. (Applause.)

Would anybody else like to say anything or ask a question? Yes, the lady with nine children. You're a beautiful mother to have nine children. We're one of you going to talk? Yes, go ahead. Tell us your name and how you happen to be here.

Q I'm a junior from Rutgers College and my home town is Atlantic City. And on behalf of the Rutgers community I am pleased to present you with this sweatshirt in appreciation for your outstanding commitment and dedication to the youth of America and the future of community service. (Applause.)

THE PRESIDENT: I wish I had this this morning in Washington. (Laughter.) The wind chill factor was 13 when I was on my jog this morning. Thank you very much. It's beautiful.

Q My name is Shantel Ehrenberg. I'm a dance major at the School of the Arts, and I'm originally from Minnesota. I have a question as during our program with the children and teaching them about art and through art, eliminating prejudice and educating them on something that they find kind of foreign to them. I was wondering what you were going to do, if you have any plans for the arts, funding the arts.

THE PRESIDENT: Programs like the one you're in will be funded basically based on the initiative of people at the local level. So if there's a program like this one at the local level which you're participating in, then it will be eligible to get community service funding.

So the answer is maybe yes, maybe no. And let me tell you why that's important. We don't want to set up a big new national bureaucracy to tell every state in every community what they should teach and what they should do. What we want to do is to build on the strengths of existing community programs like the one you're involved in. In other words, why should we come into New Jersey and create some big bureaucracy and waste a lot of money hiring people to administer programs when you've got a perfectly good program here who can access the money and use it all to put people to work teaching art or whatever else you're doing.

So the answer is that the people who are interested in arts education throughout America, once this national program is passed, should make sure that that is an important part of the community service efforts in every state and every community. Because they will be certainly eligible for it, but we're not going to tell people what to do.

As a matter of fact, we'll have relatively few mandates in this program. The two things we are going to do is to require every state to try to provide opportunities for college graduates to be either teachers or police officers because we know we've got a shortage of both of them in every state. But otherwise, particularly with the college students themselves or with young people who are like you who are in school and may be earning credit toward going to

college or getting job training -- we're going to let that be highly decentralized so that you can meet the needs in each community and state.

Q I'm a Rutgers College graduating senior in May. And I was wondering when you think that law you're trying to instate or whatever is going to come into effect. I'm worrying, like, when I graduate in May, whether I'm going to go pursue chiropracting college or because I may not have the money for it, I may have to get a job or get in more debt to try to get into chiropracting school. And I think it's a good program that you're trying to instate, but how soon would it come that we would have a chance to excel?

THE PRESIDENT: It's up to the Congress. We'll present the law, the bill, soon. And I'm hoping it will pass this year and become immediately effective.

Q My name is Judy Levy Roth. I'm from Israel. I went three months ago to get my citizenship, and they failed me because I spelled -- wrong. And some people do not test -- (inaudible) -- as a test to get my citizenship. (Inaudible.) (Applause.) Not good for me -- I didn't get my citizenship.

THE PRESIDENT: I have a feeling you will. (Laughter.)

Yes, ma'am. Do you really have five great grandchildren?

Q Yes. Mr. President, I'm just overwhelmed just sitting with you in the room -- just to look at you. (Laughter.) This was a dream that I had in my youth; one day I hoped that I'd be able to see one of our Presidents in person. And on Friday, last Friday, I was sitting in the science and I was taking my test, and my English teacher -- he came in, he said, go to the office when you're finished.

I stopped then -- oh, what did I do now? (Laughter.) So I went in the office and she said, "Sit down, Hattie." I sit down. She says, "The teachers have chosen you to be in the room with the President." And when she said that I'd like to pass out. (Laughter.) Oh, this is wonderful -- something I'd been wanting to do for years. And I just thank the Lord for being here. And listening to your speech on the radio, I knew that you were a God-sent man because every time you would say something you would say God -- by the help of God we will make it. And soon I realized that we will make it. We have a good President and we'll back you up, and I know we'll make it. (Applause.)

And I was a dropout in 1945, right -- so I come back in 1992, right? So this year I'll be graduating with my diploma, 1993. (Applause.)

THE PRESIDENT: Anybody else want to say anything?

Q I do, I do. (Laughter.)

Q On behalf of the New Jersey Youth Corps it's my pleasure to give you this as a token of thanks for caring so much about the youth of America today. (Applause.)

Q It's my pleasure to have you here, not only because you're the President but because you're a President we all like. (Laughter.) And I just wanted to ask you one question. As a minority student in the United States I have experience of some kind of prejudice in the country and how we have to struggle a little bit harder than everyone else. And I just wanted to ask you -- wanted to tell you that all this that you're doing is great, especially for Hispanics, Latinos, blacks -- we all recognize how you're trying to

make it seem that this is not only a white country anymore, but all a mixture of all different cultures.

And one of the groups that I've seen that has not been seen and they are a minority group, and there has not been putting any attention toward the handicapped people. And I think that I wanted to ask you that -- are you thinking of doing anything for them, because I think that they're there and we should put some kind of value to them and some kind importance. I'm very close to one family that they have experienced with their handicapped child many different problems. And one of the things was the Reagan administration, they always had been cutting down on those programs, especially for the handicapped. And they had to have been placed in different schools, which is not appropriate for handicapped people. And they have, you know, have many problems because it's not where they should be. Do you plan to do anything for them?

THE PRESIDENT: Yes, I'm glad you brought that up. Let's talk about two or three things. Let me say, first of all, a lot of people with disabilities have problems that aren't easy to solve, as you know. But they also have enormous potential to contribute to this country. I can make the same argument for people with disabilities I made for all of you -- that it is in our interest to see that everyone develops to the maximum of his or her capacity and serve to the maximum of his or her capacity.

Let me just mention two or three things. Number one, last year before I became President, the Congress passed -- Congress passed and President Bush signed a bill called the Americans For Disabilities Act. It has not been fully implemented. One of the commitments I made in this campaign is to try to bring that law to life for Americans with disabilities. It provides all kinds of extra effort to make America accessible and to invest in the potential of people with disabilities.

The second thing is, I hope that a lot of these service programs will involve special services to people with disabilities, working toward independence, not dependence. There are a lot of government programs now which if you know someone with disabilities, you know it's basically -- it favors funding that is designed almost to keep disabled people dependent instead of independent. And more and more disabled people want to and are able to, given technological supports, to live on their own, to work on their own, to live and at least assist in living environments. And this is a very big deal for me and for my administration.

My Domestic Policy Advisor has a child whom I've known since he was a little boy who had cerebral palsy and is now living out on his own in an assisted-living environment. And he will soon get his high school diploma. So I believe in that.

The third thing I would say is we're going to do a lot of work through the Department of Education to try to make sure that children get appropriate placements and at least have the chance that they need to get a public education.

I don't know if you've noticed this, but not this Saturday, the Saturday before last I did a little town meeting like this with children. And there was a nine-year-old child with cerebral palsy who was very eloquent on the show. And she said she had a twin sister who was also in a wheelchair, but her twin sister couldn't speak except with the use of a computer, which is not uncommon. And she said because she could speak, she was in a regular classroom; because her sister had to use the computer to speak, she was in a special ed classroom. And she felt that they had the same mental capacity.

So she said "Can you help get my sister in my classroom?" And I asked -- it was an interesting thing to question I

asked her, I said, "Would you, if your sister couldn't do the work, would you then favor her getting special assistance?" And she said, yes. And I said, "What you really want is for your sister just to have a chance to do what you do?" And she said, that's what I want. I just want her to have a chance. It was very moving.

But a lot of schools and school districts are just now learning what they can do. And we're always learning more and more about proper placements of these children. So anyway, those are some of things that I will work on for persons with disabilities. (Applause.)

I appreciate the other comment you made, because I am trying to demonstrate to the American people that we are all one country. We have to live together not only with tolerance for one another, but with absolute appreciation for one another's differences. We shouldn't just put up with one another; we should actually enjoy the fact that this is a country of people of different racial and ethnic backgrounds.

When you look at what's going on today in the former Yugoslavia with the ethnic hatred -- the Serbs and the Croats and the Bosnian-Muslims shooting and killing each other and starving each other with differences -- cultural and historic differences that are deep and long-lasting, but at least to the naked eye not near as different as the cultural differences represented just in this room -- for all of the problems we have in this country, we are moving forward on that.

And I really believe that a great test of whether we will go into the next century and maintain our position as the greatest and strongest nation in the world may well be whether we can learn to live together across racial and ethnic lines and not just put up with one another, but absolutely enjoy the fact and make the most of it.

One of our counties -- Los Angeles County in California -- has 150 different racial and ethnic groups within one county. I once spoke at a university there that had students from 122 different countries.

This can be an enormous strength of us in a world that is getting smaller and smaller and smaller. If you look around this room, the fact that some of you can come from such different cultures is a very big positive in a world that's getting smaller. The fact that we have a huge Hispanic population, for example, will be an enormous asset to us as more and more of our trade goes to Mexico, Central America, and South America to try to build up their economy. That's just one example.

If you look at the fact that we have a substantial Asian population, it can be an enormous strength to us with the fastest growing economies in the world being in Asia. There are lots of examples. The fact that we have a big African American population will be an enormous strength to us when 20 years from now we might find out that Africa then has the fastest growing economy in the world if they can solve some of their political problems.

So America is in an incredible position to have another great century as a nation if we can learn to really build on the strength of our diversity.

Oh, yes. I want you all to be -- you've been invited to ride a bus over to the speech. And I'm going to go with you. (Applause.) Ready?

Q Mr. President, I have a question before you go if you don't mind. (Laughter.) It's not directly related to this

event. But if you could, I know the American public is really interested in knowing what is going on with the World Trade Center explosion. Was it a terrorist incident?

THE PRESIDENT: I'm not in a position to say that now. And I don't mean because I know something that I'm not telling you. I think you know that there was severe structural damage done to the World Trade Center. And as I think Governor Cuomo has already announced, you know the federal and state and local people have been working together ever since the incident occurred. It took a substantial amount of time just to get people down in the crater that the bomb made to begin the analysis.

I can tell you this -- that we have put full, full resources -- the federal law enforcement agencies, all kinds of agencies, all kinds of access to information at the service of those who are working to figure out who did this and why and what the facts are. But I cannot answer your question yet.

Q Mr. President, on national service, you campaigned on the promise that anybody who wanted to go to school could go and then repay their loans in national service. I think in your economic plan under investment there's \$3 billion allotted for national service.

THE PRESIDENT: More now.

Q Which would not be enough to provide this to everyone. How long would it take to phase it in? And do you think that you're not really fulfilling your campaign promise?

THE PRESIDENT: No. As a matter of fact, we are --in the campaign, we only talked about making it available as an option. We talked about making it available for everybody to pay off their loans as a percentage of their income; and then the funding of national service slots will be college graduates. That's all we talked about in the campaign. Now, we're actually going to start funding slots for people before they go to high school. And we think we'll start -- we think we'll have 35,000 of them, which is twice as many people as were ever in the Peace Corps in any given year, in addition to those coming out of college.

What we don't know, and we may have to modify the funding I asked for from Congress over the next four years, but it is impossible to know how many people will choose the service option. So the funding we asked for is based on our best available effort to estimate how many people will choose the service option. All the students will be able to choose to pay their loans back as a percentage of their income immediately. And we think we'll be able to accommodate over the next four years, everybody who chooses the service option. We think we will.

But we have to build it up a little in the first year or two so we learn how to do it. There has been a pilot project going, as you probably know, under legislation that was sponsored in the previous Congress by, I think, Senator Nunn, Senator Wofford -- and others. And we're going to expand it just as quickly as we can, and we're going to do our level best, once we get the system worked out over the next year or so, to make service available to everybody who wants it. We think their numbers are about right. We think we have funded it about the level of maximum participation for college graduates. But we're adding on pre-college students, which we think is a good thing. This is something I had not planned to do basically until I kept seeing programs like the LA Conservation Corps, City Year, programs like the ones the young people are involved in here.

**THE WHITE HOUSE
OFFICE OF NATIONAL SERVICE
NEWS AND INFORMATION SERVICE**

March 3, 1993

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THE PRESIDENT ADDRESSES NATIONAL SERVICE AT RUTGERS:

On the 32nd anniversary of the establishment of the Peace Corps, President Clinton spent a day in New Jersey challenging young people to serve their country by meeting pressing national needs.

Before his address at Rutgers University, the President visited the New Brunswick Public Schools Adult Learning Center, and spoke to participants from both Rutgers and the community about their outstanding service work.

Then speaking before what the **New York Times** termed a "wildly enthusiastic" crowd at Rutgers, the President challenged America's young people to "make America new again" by serving their country.

The President also detailed his national service plan and issued his challenge to young people in a taped interview with MTV. Excerpts aired Monday and Tuesday in a half-hour MTV special, "Bill Clinton: His Plan, Your Future."

**The VICE PRESIDENT AND OTHER ADMINISTRATION PRINCIPALS
ENCOURAGE SERVICE:**

Also on Monday, March 1:

Vice President Gore visited the Wisconsin Conservation Corps and gave a speech at the University of Wisconsin on national service and the environment.

Mrs. Gore visited a Richmond emergency shelter for families, and spoke to student service providers at the University of Richmond.

Five Cabinet Secretaries highlighted service on Monday: Secretary Babbitt worked with the Durham Conservation Corps in Durham, North Carolina; Secretary Pena specifically addressed service in a speech to the National Association of County Organizations; Secretary Reich visited YouthBuild in Boston; and Secretary Shalala visited the Sick Children's Hospital in Washington, D.C. On Tuesday, Secretary Espy gave a speech on national service at Howard University.

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HIGHLIGHTS FROM THE PRESIDENT'S RUTGERS ADDRESS:

- "National service will be America at its best -- building community, offering opportunity and rewarding responsibility.
- "We'll ask young people all across this country and some who aren't so young ... to serve in our schools as teachers or tutors ... to help our police forces across the nation ... to help control pollution and waste ... to work with senior citizens and combat homelessness..."
- "I want [national service] to empower young people and their communities, not to empower yet another government bureaucracy in Washington. This is going to be your program at your level with your people."
- "I want to make this summer a summer of service.... We are going to recruit about 1,000 young people from every background -- from high school dropouts to college graduates, to send to an intensive leadership training program for national service at the beginning of the summer. Then we'll ask them to work on one of our country's most urgent problems, helping our children who are in danger of losing their God-given potential.... At the end of this summer... they'll all join in a youth service summit. I will attend the meeting..."

The President specifically **challenged young people** to serve:

- "If anybody here would like to be one of those 1,000 -- or if anybody who is listening to this speech ... or reads about it and would like to be one of those 1,000, drop me a card at the White House and just mark it National Service."
- "I ask you by Friday -- every one of you -- to think about what you can do and what we should do to be agents of renewal; to talk with your parents, your clergy, your friends, your teachers; to join the effort to renew our community and to rebuild our country; and to write to be about what you are doing. It's time for millions of us to change our country block by block, neighborhood by neighborhood..."

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Page Three

PUBLIC AND PRESS INTEREST:

Public and press interest in the President's national service plans was wide-spread.

Extensive coverage of the President's speech included front page stories in **USA Today**, the **Los Angeles Times**, and the **Philadelphia Inquirer**, among others. ABC News' "**American Agenda**" highlighted successful service programs and young people exemplifying the President's national service message in Washington State.

MTV produced its broadcast to encourage young people to examine and respond to the President's plans for national service. In addition to the interview with President Clinton, the special included footage of his speech as he issued his "challenge to serve" to young people, and President Kennedy announcing the Peace Corps 32 years ago.

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INFORMATION ON THE PRESIDENT'S NATIONAL SERVICE INITIATIVE:

- o **Timing:** The President will submit legislation for his national service program to Congress this spring.
- o **Two Components of the Program:** The President's program will have two primary components: 1) The program will create national service opportunities for young people to serve their country and receive money for college or training in return; 2) The program will enable all young people to go to college or receive training to pay back their student loans as a small percentage of their income over time ("income contingent" loans) -- enabling them to hold essential public service jobs that accomplish much but sometimes pay relatively little.

Details on The First Component:

- o **Funding:** The President has requested \$7.4 billion over the next four years for his national service program. The funding level will rise each year, to \$3.4 billion in 1997. Funding starts at \$400 million for the first year.
- o **Number of Participants:** The number of participants for the first year is estimated at 25,000. By 1997, it is expected that more than 100,000 young people will be paying for their education or training by serving their country and communities.
- o **Eligibility and Benefits:** Students before, during and after college will be eligible to serve for a year or two, and in return receive a small stipend, health and child care benefits where necessary, and an educational benefit to pay for college or job training (or discharge loans incurred for those purposes).
- o **Focus of Service Activities:** The program objectives will be to meet unmet needs in critical areas. For example, young people will be able to serve as teachers in schools where children need extra help; in clinics in areas where people need medical care; in the police force, keeping criminals off the streets and kids out of gangs; and in an environmental corps, recycling waste and fighting pollution.
- o **Administration:** The program will be non-bureaucratic, using venture capital to support entrepreneurs and public-private partnerships to support growing programs. States and local organizations will be given the opportunity to design innovative ways to meet identified national priorities.
- o **Nondisplacement:** The legislation will include strict nondisplacement and nonduplication provisions. National service will only meet needs that are not otherwise being met.

INFORMATION ON THE PRESIDENT'S "SUMMER OF SERVICE" PROJECT:

- o **Project Overview:** With national service a high priority for the President, he will be organizing a summer project even as his proposed legislation will be making its way through Congress. The project will focus on 4 to 10 communities around the country, involving a diverse group of more than 1,000 young people involved in special efforts to help children at risk.
- o **Funding:** The project will be funded with a portion of a \$15 million appropriation in the FY 93 stimulus package. (Additional challenge-grant funding for service corps; for expanding teacher training in service learning; and for re-establishing VISTA's Summer Associates program are also included in the package.)
- o **Objectives:** The program has two major goals: To show that national service can accomplish, meeting critical needs and bringing people together; and to develop a leadership corps for future years of national service. National service is such a priority of the President, he wouldn't let it wait for the full program to pass Congress.
- o **Targeted Needs:** The programs in the "Summer of Service" will focus on **children-at-risk** in the areas of education, health, crime prevention, and environmental protection. For example, some participants will tutor; some will help bring families into medical clinics; some will develop recreational centers; some will counsel youths to keep them out of gangs.
- o **Leadership Training:** The summer project will be designed to develop the leadership skills of the young participants. For several days at the beginning and end of the summer, the participants will gather to share their experiences and complete intensive leadership training.
- o **Post-program/Ongoing Benefits:** All participants interested in continuing to serve through the next year will receive placement assistance. Participants with ideas to design their own programs to fight community problems will be able to receive modest Service Entrepreneurial Awards for Change (SEA Change) to realize their plans.
- o **Administration:** The Commission on National and Community Service will administer a competitive process to determine what programs participate. The programs will select the participants. The Commission is working quickly to ensure that programs are developed rapidly and effectively to succeed for this summer.

THE WHITE HOUSE

Office of the Press Secretary
(New Brunswick, New Jersey)

For Immediate Release

March 1, 1993

REMARKS BY THE PRESIDENT
IN NATIONAL SERVICE ADDRESS

Rutgers University
New Brunswick, New Jersey

1:15 P.M. EST

THE PRESIDENT: Thank you very much. (Applause.) Thank you. Thank you, Nakia Tomlinson for that fine introduction. I wish I could take you with me everywhere. We'd make a great duo there. Let's give her another hand. I thought she was great. (Applause.)

I'd like to thank President Frank Lawrence for his - Francis Lawrence -- for his fine speech. Does anybody call him Frank? I should have asked. (Laughter.) I want to compliment Professor Benjamin Barber for his leadership and service here. (Applause.) And I want to thank all of you here in the Rutgers community for coming out for what I hope will be a truly historic moment in our nation's history. (Applause.)

In addition to the people who have been introduced here, there are a host of mayors and members of the Assembly and county officials here from your state. We have two former governors, both of whom I served with -- Brendan Byrne and Tom Kean who are out there. I'm glad to see them. (Applause.) My friends. We have a distinguished array of members of the House from New Jersey -- Herb Klein, Bob Manendez, Frank Pallone, Donald Payne -- (applause).

But you have some members of the Congress from all over America here and I want to introduce them, too, because they have taken a lot of trouble to come to Rutgers and because without them and without the people who represent you, the proposal I make today has no hope of passage.

Many members of the Congress for years have believed we ought to do more in national service and some of them are here today. I'd like to begin by introducing your Senator Bill Bradley, who's behind me. (Applause.) I must say, when I walked into this arena, I turned around and asked Bill Bradley if he'd ever shot any baskets in here. I'd be intimidated to be the opposing team in here. (Applause.) Senator Bradley sponsored legislation to establish neighborhood corps and self-reliance scholarships, things that are forbearers of the proposal I came to make.

I'd like to recognize the presence on the platform of Senator Ted Kennedy from Massachusetts -- (applause) -- who chairs the Senate Committee on Human Resources and Education, which shepherded the pilot national and community service bill through the Congress in the last session, along with his counterpart who is out here in the audience somewhere. I'd like to ask him to stand up. The Chairman of the House Committee, Congressman Bill Ford, who came all the way from Michigan to be with us. Congressman, would you stand up. (Applause.)

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I'd like to recognize in the audience the presence of Senator Chris Dodd from Connecticut, who was one of the first Peace Corps volunteers in the United States. (Applause.)

The member of Congress who introduced many, many years ago, the first piece of national service legislation ever introduced, the Chairman of the Foreign Relations Committee, Senator Clairborne Pell from Rhode Island is here. (Applause.)

I'd also like to introduce the only person in this audience, at least of our crowd, who doesn't have to look up to Senator Bradley, Senator Jay Rockefeller from West Virginia, an early VISTA volunteer in the United States. (Applause.)

And finally I would like to recognize two other people, one, a member of the United States Senate and one a distinguished American citizen, the first boss of the Peace Corps, Sargent Shriver, who's up here with me. (Applause.) And his deputy, Senator Harris Wofford, from Pennsylvania. (Applause.) And Mrs. Wofford, I'm glad to see you. (Applause.)

Now, I was involved before I became President in a group called the Democratic Leadership Council, and we made one of the central parts of our platform to reclaim a new majority of Americans for our party the establishment of a system of national service to help people to finance education. And one of our founding members and guiding lights is here, Representative Dave McCurdy from Oklahoma. I'd like for him to stand up. (Applause.)

Let me make this last point, if I might, by way of beginning. None of these things happen at the national level. We empower them to happen and then people have to do things here at the grassroots. And I want to say a special word of thanks to your Governor for supporting the New Jersey Youth Corps and several other projects like it around the state, because if nobody's here to believe in this, it can't happen. And I thank Governor Florio for his support for these things. (Applause.)

I came here to ask all of you to join me in a great national adventure, for in the next few weeks I will ask the United States Congress to join me in creating a new system of voluntary national service -- something that I believe in the next few years will change America forever and for the better.

My parents' generation won new dignity working their way out of the great Depression through programs that provided them the opportunity to serve and to survive. Brave men and women in my own generation waged and won peaceful revolutions here at home for civil rights and human rights, and began service around the world in the Peace Corps and here at home in Vista. Now, Americans of every generation face profound challenges in meeting the needs that have been neglected for too long in this country -- from city streets plagued by crime and drugs to classrooms where girls and boys must learn the skills they need for tomorrow, to hospital wards where patients need more care. All across America we have problems that demand our common attention.

For those who answer the call and meet these challenges, I propose that our country honor your service with new opportunities for education. National service will be America at its best -- building community, offering opportunity, and rewarding responsibility. National service is a challenge for Americans from every background and walk of life, and it

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values something far more than money. National service is nothing less than the American way to change America. (Applause.)

It is 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. That somehow a society really is an organism in which the whole can be greater than the sum of its parts. And every one of us, no matter how many privileges with which we are born, can still be enriched by the contributions of the least of us. And that we will never fulfill our individual capacities until, as Americans, we can all be what God meant for us to be. (Applause.)

If that is so -- if that is true, my fellow Americans, and if you believe it, it must therefore follow that each of us has an obligation to serve. For it is perfectly clear that all of us cannot be what we ought to be until those of us who can help others -- and that is nearly all of us -- are doing something to help others live up to their potential. The concept of community and the idea of service are as old as our history. They began the moment America was literally invented.

Thomas Jefferson wrote in the Declaration of Independence, "With a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortune, and our sacred honor." In the midst of the Civil War, President Lincoln signed into law two visionary programs that helped our people come together again and build America up. The Morrill Act helped states create new land grant colleges. This is a land grant university. The university in my home state was the first land grant college west of the Mississippi River.

In these places, young people learn to make American agriculture and industry the best in the world. The legacy of the Morrill Act is not only our great colleges and universities like Rutgers, but the American tradition that merit and not money should give people a chance for a higher education. (Applause.)

Mr. Lincoln also signed the Homestead Act that offered 100 acres of land for families who had the courage to settle the frontier and farm the wilderness. Its legacy is a nation that stretches from coast to coast. Now we must create a new legacy that gives a new generation of Americans the right and the power to explore the frontiers of science and technology and space. The frontiers of the limitations of our knowledge must be pushed back so that we can do what we need to do. And education is the way to do it, just as surely as it was more than 100 years ago.

Seven decades after the Civil War in the midst of the Great Depression, President Roosevelt created the Civilian Conservation Corps, which gave 2.5 million young people the opportunity to support themselves while working in disaster relief and maintaining forests, beaches, rivers, and parks. Its legacy is not only the restoration of our natural environment, but the restoration of our national spirit. Along with the Works Projects Administration -- the WPA -- the Civilian Conservation Corps symbolized government's effort to provide a nation in depression with the opportunity to work, to build the American community through service. And all over America today, you can see projects -- even today in the 1990s -- built by your parents or your grandparents with the WPA plaque on it -- the CCC plaque on it -- the idea that people should be asked to serve and rewarded for doing it.

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In the midst of World War II, President Roosevelt proposed the GI Bill of Rights, which offered returning veterans the opportunity for education in respect to their service to our country in the war. Thanks to the GI Bill, which became a living reality in President Truman's time, more than eight million veterans got advanced education. And half a century later, the enduring legacy of the GI Bill is the strongest economy in the world and the broadest, biggest middle class that any nation has ever enjoyed.

For many in my own generation, the summons to citizenship and service came on this day 32 years ago, when President Kennedy created the Peace Corps with Sargent Shriver and Harris Wofford and other dedicated Americans when President Kennedy created the Peace Corps. With Sargent Shriver and Harris Wofford and other dedicated Americans, he enabled thousands of young men and women to serve on the leading edge of the new frontier, helping people all over the world to become what they ought to be, and bringing them the message by their very lives that America was a great country that stood for good values and human progress.

At its height, the Peace Corps enrolled 16,000 young men and women. Its legacy 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 own country and the world.

Shortly after the Peace Corps, Congress, under President Johnson, created the volunteers and service to America. Senator Jay Rockefeller, whom I introduced a moment ago, and many thousands of other Americans went to the hills and hollows of poor places, like West Virginia and Arkansas and Mississippi, to lift up Americans through their service.

The lesson of our whole history is that honoring service and rewarding responsibility is the best investment America can make. And I have seen it today. Across this great land, through the Los Angeles Conservation Corps, which took the children who lived in the neighborhoods where the riots occurred and gave them a chance to get out into nature and to clean up their own neighborhoods and to lift themselves and their friends in the effort; in Boston with the City Year program -- with all these programs represented here in this room today, the spirit of service is sweeping this country and giving us a chance to put the quilt of America together in a way that makes a strength out of diversity; that lifts us up out of our problems; and that keeps our people looking toward a better and brighter future. (Applause.)

National service recognizes a simple but powerful truth -- that we make progress not by governmental action alone, but we do best when the people and their government work at the grassroots in genuine partnership. The idea of national service permeates many other aspects of the programs I have sought to bring to America. The economic plan that I announced to Congress, for example, will offer every child the chance for a healthy start through immunization and basic health care and Head Start. (Applause.) But still it depends on parents doing the best they can as parents and children making the most of their opportunities.

The plan can help to rebuild our cities and our small communities through physical investments that will put people to work. But Americans still must work to restore the

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social fabric that has been torn in too many communities. Unless people know we can work together in our schools and our offices, in our factories, unless they believe we can walk the streets safely together, and unless we do that together, governmental action alone is doomed to fail. (Applause.)

The national service plan I propose will be built on the same principles as the old GI Bill -- when people give something of invaluable merit to their country, they ought to be rewarded with the opportunity to further their education. National service will challenge our people to do the work that should and indeed must be done and cannot be done unless the American people voluntarily give themselves up to that work. It will invest in the future of every person who serves.

And as we rekindle the spirit of national service, I know it won't disappoint many of the students here to know that we also have to reform the whole system of student loans. (Applause.) We should begin by making it easier for young people to pay back their student loans and enabling them to hold jobs -- (applause) -- enabling them to hold jobs that may accomplish much, but pay little.

Today, when students borrow money for an education, the repayment plan they make is based largely on how much they have to repay, without regard to what the jobs they take themselves pay. It is a powerful incentive, therefore, for young college graduates to do just the reverse of what we might want them to do; to take a job that pays more even it is less rewarding because that is the job that will make the repayment of the loans possible. It is also, unfortunately, a powerful incentive for some not to make the payments at all, which is unforgivable.

So what we seek to do is to enable the American students to borrow the money they need for college and pay it back as a small percentage of their own income over time. This is especially important after a decade in which the cost of a college education has gone up even more rapidly than the cost of health care. (Applause.) Making a major contribution to one of the more disturbing statistics in America today, which is that the college dropout rate in this country is now 2.5 times the high school dropout rate. We can do better than that through national service and adequate financing. (Applause.)

The present system is unacceptable, not only for students, but for the taxpayers as well. It's complicated and it's expensive. It costs the taxpayers of our country about \$4 billion every year to finance the student loan program because of loan defaults and the cost of administering the program. And I believe we can do better.

Beyond reforming this system for financing higher education, the national service program more importantly will create new opportunities for Americans to work off outstanding loans or to build up credits for future education and training opportunities.

We'll ask young people all across this country and some who aren't so young who want to further their college education to serve in our schools as teachers or tutors in reading and mathematics. We'll ask you to help our police forces across the nation, training members for a new police corps that will walk beats and work with neighborhoods and build the kind of communities ties that will prevent crime from happening in the

first place so that our police officers won't have to spend all their time chasing criminals. (Applause.)

We'll ask young people to work, to help control pollution and recycle waste, to paint darkened buildings and clean up neighborhoods. (Applause.) To work with senior citizens and combat homelessness and help children in trouble get out of it and build a better life. (Applause.)

And these are just a few of the things that you will be able to, for most of the decisions about what you can do will be made by people like those in this room, people who run the programs represented by all of those wearing these different kinds of tee-shirts. We don't seek a national bureaucracy. I have spoken often about how we need to reinvent the government to make it more efficient and less bureaucratic, to make it more responsive to people at the grassroots level.

And I want national service to do just that. I want it to empower young people and their communities, not to empower yet another government bureaucracy in Washington. This is going to be your program at your level with your people. (Applause.)

And as you well know, that's what's happening all across America today. People are already serving their neighbors in their neighborhoods. Just this morning, I was inspired to see and to speak with students from Rutgers serving their community, from mentoring young people as Big Sisters, to helping older people learn new skills.

I met a lady today who has 13 grandchildren and five great-grandchildren who dropped out of school the year before I was born -- is about to become a high school graduate shortly because of the efforts of this program. (Applause.) Is she back there? Stand up. (Applause.)

I'm impressed by the spirit behind the Rutgers civic education and community service program: the understanding that community service enriches education, that students should not only take the lessons they learn in class out into the community, but bring the lessons they learn in the community back into the classroom. (Applause.)

And that spirit, during this academic year alone, more than 800 students from Rutgers are contributing more than 60,000 hours of community service -- in New Brunswick, in Camden, in Newark, throughout this state. (Applause.)

This morning I also met with members of the New Jersey Youth Corps. Here they are. (Applause.) Stand up. (Applause.) Young people who are looking for a second chance at school, and who when coming back to finish their high school degrees, also serve in their communities. Through this program, more than 6,500 young adults have contributed over 900,000 hours of service to the state of New Jersey. (Applause.)

They've done everything from paint senior citizens' homes, to tutor and mentor children in after-school programs. For the future of our state and nation, we need more young people like those in the New Jersey Youth Corps who exemplify the spirit of service.

That spirit also moves people all across the nation. In my state, there's a young woman named Antoinette Jackson, who's a senior in a small community called Gauld, Arkansas. She's a member of the Delta Service Corps. The rural Mississippi

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Delta is still the poorest place in America. And in that area, she works with a "Lend a Hand" program which runs a thrift shop to provide hungry and homeless people with food and clothing. And in return, the Delta Four is going to help her attend college so that she can make an even greater contribution. (Applause.)

The spirit of service also moves a young man I met about a year ago named Stephen Spalos, who works with a City Year program in Boston. At age 23, he's had some hard times in his life. But as he puts it, City Year gave him a place and the tools to be able to start over. He works as a team leader, a mentor, a tutor, a project manager for a bunch of young people who restore senior citizens' homes.

Last year when I visited his project, he literally took his sweatshirt off his back and gave it to me so that I would never forget the kids at City Year. And I still wear it when I go jogging, always remembering what they're doing in Boston to help those kids. (Applause.)

The spirit of service moves Orah Fireman, a graduate of Wesleyan College. As a sophomore in high school, she worked with disadvantaged children in upstate New York. That experience changed her life. And during her high school and college years, she continued to work with children. And now that she is out of college, she has begun what will probably be a lifetime of service by working at a school for emotionally disturbed children in Boston. She wants other people to have the opportunity to serve, and she wrote this: Service work teaches responsibility and compassion. It fights alienation by proving to young people that they can make a difference. There is no lesson more important than that.

Well, there are stories like this in this room and all across America. And we're going to create thousands of more of them through national service. We'll work with groups with proven track records to serve their community, giving them the support they need. And if you have more good ideas, if you're entrepreneurs of national service, we'll let you compete for our form of venture capital -- develop new programs to serve your neighbors. That's how we want the national service program to grow every year -- rewarding results, building on success, and bubbling up from the grassroots energy and compassion and intellect of America.

I don't want service to wait while this potential is wasted. That's why I want to make this summer a summer of service, when young people can not only serve their communities, but build a foundation for a new national effort. I've asked Congress to invest in and I'm asking young people to participate in a special effort in national service and leadership training just this summer. We are going to recruit about 1,000 young people from every background -- from high school dropouts to college graduates, to send to an intensive leadership training program for national service at the beginning of the summer.

Then we'll ask them to work on one of our country's most urgent problems, helping our children who are in danger of losing their God-given potential. Some of them will tutor. Some will work on programs to immunize young children from preventable childhood diseases. Some will help to develop and run recreational centers or reclaim urban parks from dealers and debris. Some will counsel people a few years younger than themselves to keep them out of gangs and into good activities. And everyone will learn about serving our country and helping our communities.

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At the end of this summer, we'll bring all these people together for several days of debriefing and training, and then they'll all join in a youth service summit. I will attend the meeting and I expect to listen a lot more than I talk. I'll ask leaders from Congress, from business, labor, religious, and community groups to attend the youth service summit, too. We'll give those who serve the honor they deserve, and we'll learn a lot more about how to build this national service program. And from the thousand pioneers of this summer, I want the national service to grow 100-fold in the next four years. (Applause.)

But even when hundreds of thousands are serving, I want to maintain the pioneer spirit of this first few months, because national service can make America new again. It can help solve our problems, educate our people, and build our communities back together. So if anybody here would like to be one of those 1,000 -- or if anybody who is listening to this speech by radio or television or reads about it and would like to be one of those 1,000, drop me a card at the White House and just mark it national service. We're going to pick them. And I can't promise you'll be selected, but I promise you'll be considered. I want to engage the energies of America in this effort. (Applause.)

I also want to say that you shouldn't wait for the summer or for a new program. We need to begin now. We are going to be looking for the kinds of ideas that we ought to be funding. This is Monday. I ask you by Friday -- every one of you -- to think about what you think you can do and what we should do to be agents of renewal; to talk with your parents, your clergy, your friends, your teachers, to join the effort to renew our community and to rebuild our country; and to write to me about what you are doing. It's time for millions of us to change our country block by block, neighborhood by neighborhood -- time to return to our roots an excitement, an idealism, and an energy. (Applause.)

I have to tell you that there are some among us who do not believe that young Americans will answer a call to action, who believe that our people now measure their success merely in the accumulation of material things. They believe this call to service will go unanswered. But I believe they are dead wrong. (Applause.)

And so, especially to the young Americans here, I ask you to prove that those who doubt you are wrong about your generation. And today I ask all of you who are young in spirit -- whether you are a 10-year-old in a service program in our schools who reads to still younger children, or a 72-year-old who has become a foster grandparent -- I ask you all to believe that you can contribute to your community and your country. And in so doing, you will find the best in yourself.

You will learn the lessons about your life that you might not ever learn any other way. You will learn again that each of us has the spark of potential to accomplish something truly and enduringly unique. You will experience the satisfaction of making a connection in a way with another person that you could do in no other way. You will learn that the joy of mastering a new skill or discovering a new insight is exceeded only by the joy of helping someone else do the same thing. You will know the satisfaction of being valued not for what you own or what you earn or what position you hold, but just because of what you have given to someone else. (Applause.) You will understand in personal ways the wisdom of the words spoken years ago by Martin Luther King who said "Everybody can be great because everybody can serve." (Applause.)

I ask you all, my fellow Americans, to support our proposal for national service and to live a proposal for national service; to learn the meaning of America at its best, and to recreate for others America at its best. We are not just another country. We have always been a special kind of community, linked by a web of rights and responsibilities, and bound together, not by bloodlines, but by beliefs. At an age in time when people all across the world are being literally torn apart by racial hatreds, by ethnic hatreds, by religious divisions, we are a nation, with all of our problems, where people can come together across racial and religious lines and hold hands and work together, not just to endure our differences, but to celebrate them. I ask you to make America celebrate that again. (Applause.)

I ask you, in closing, to commit yourselves to this season of service because America needs it. We need every one of you to live up to the fullest of your potential, and we need you to reach those who are not here and who will never hear this talk, and who will never have the future they could otherwise have if not for something that you could do. The great challenge of your generation is to prove that every person here in this great land can live up to the fullest of their God-given capacity. If we do it, the 21st century will be the American century. The American Dream will be kept alive if you will today answer the call to service.

Thank you, and God bless you all. (Applause.)

END

1:50 P.M. EST

Summer of Service Program Design

To demonstrate the power of national service to change both communities served and individuals serving, the President has asked Congress to appropriate \$15 million in the economic stimulus package for a Summer of Service.

The Summer of Service initiative will involve more than 1,000 young people in programs in a limited number of urban and rural areas that will (1) meet the unmet needs of children at risk in the areas of education, health, public safety and environment; and (2) train the young people to become leaders of the full-year national service program.

The Commission on National and Community Service will select programs for funding based on the statutory authority contained in the National and Community Service Act of 1990. Current matching requirements will leverage additional funding to support the funding contained in the economic stimulus package. The following activities indicate examples of services that programs in the Summer of Service might provide:

- assisting health care providers in implementing immunization programs for very young children;
- individualized literacy programs;
- educational enrichment and recreational activities for children at risk of dropping out of school;
- projects to test an entire neighborhood for lead paint.

Building on Existing Models

Existing not-for-profit organizations (service providers, schools, higher education institutions, youth corps, and/or, public agencies) will be invited to submit program proposals to the Commission. Programs that are funded will be required to reflect the following components, among others:

- a detailed plan showing measurable outcomes from the services to be rendered (e.g., how many children immunized or tutored; how many parks cleaned up or established);
- a minimum of eight weeks of service during the summer of 1993, not including the national training and related activities described below;
- a proven track record of running community service programs of the type proposed;

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 presidents 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

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.

National Service — Now

The New York Times
2/28/93

By Bill Clinton

WASHINGTON

Apathy is dead. Of everything I've learned in my first few weeks in the White House, that's the thing that's made me the happiest. Whether or not the people I've met outside the capital support the changes I have proposed, they're all saying they're ready to rebuild our country.

But they know, as I do, that no economic plan can do it alone. A plan can make vaccines available to children, but alone it will not administer the shots to all of them. It can put security guards in the schools, but alone it will not take gangs off the streets. And it can provide more aid for college, but alone it will not make the costs of college less daunting for the middle class.

That's why I believe we need national service — now.

If Congress acts quickly enough, just months from now more than 1,000 young people will start serving our country in a special summer effort. In four years, the successors to these pioneers will multiply a hundredfold. Imagine: an army of 100,000 young people restoring urban and rural communities and giving their labor in return for education and training.

National service is an idea as old as America. Time and again, our people have found new ways to honor citizenship and match the needs of changing times.

Lincoln's Homestead Act rewarded those who had the courage to settle the frontier with the land to raise a family. Franklin D. Roosevelt's Social Security Act insured that Americans who work a lifetime can grow old with dignity. Harry S. Truman's G.I. Bill rewarded the service of my father's generation, transforming youthful veterans into an army of educated civilians that led our nation into a new era.

For my generation, the reality of national service was born 32 years ago tomorrow, when President John F. Kennedy created the Peace Corps. At its peak, the Peace Corps enrolled only 16,000 volunteers yet it changed the way a generation of Americans look at themselves and the world.

Today, the spirit of our people once again can meet head-on the troubles of our times.

The task is as complex as our chal-

President Clinton will deliver a speech on national service tomorrow at Rutgers University.

lenge is great. We must combine the intensity of the post-World War II years with the idealism of the early 1960's — and help young people afford a college education or job training.

In 1993, we'll restore the spirit of service by asking our people to serve here at home. We won't refight the wars we won, but we'll tackle the growing domestic dangers that threaten our future.

Our new initiative will embody the same principles as the old G.I. Bill. It will challenge our people to serve our country and do the work that should — and must — be done. It will give those who serve the honor and rewards they deserve. It will invest in the future of the quiet heroes who invest in the future of others.

The national service legislation that I will send to Congress shortly will give our people the chance to serve in two basic ways:

First, it will make it easier for young people to hold low-paying public service jobs and still pay off their student loans.

Under our program, Americans will be able to borrow the money they need for college and pay it back as a small percentage of their income over time. By giving graduates the chance to repay loans on an affordable, reasonable schedule, this "income-contingent" program will allow our people to do the work that our communities really need.

Second, our legislation will create new opportunities for Americans to serve our country for a year or two — and receive financial support for education or training in return.

We'll offer people of different ages and educational levels different ways to serve. And to focus our energies and get the most for our money, we'll direct special attention to a few areas:

- We'll ask thousands of young people to serve in our schools — some as teachers, others as youth mentors, reading specialists and math tutors. They'll join the effort to insure that our schools offer the best education in the world.

- We'll send people into medical clinics to help immunize the nation's 2-year-olds. Some participants will be qualified to give the shots, but thousands of others can provide essential support, contacting parents and following up to make sure children get the shots they need.

- We'll help police forces across the country through a new Police Corps trained to walk beats. We'll also organize others in our communities to keep kids out of gangs and off drugs.

- We'll put still others to work controlling pollution and recycling waste, to help insure that we pass on to our children a nation that is clean and safe for years to come.

Our national service program will offer more than benefits to individuals. We'll help pay operating costs for community groups with proved track records, providing the support they'll need to grow. And we'll let entrepreneurs compete for venture capital to develop new service programs.

While the Federal Government will provide the seed money for national service, we are determined that the participants — the individuals who serve and the groups that sponsor their service — will guide the process. Spending tens of millions of tax dollars to build a massive bureaucracy

would be self-defeating; it would squash the spirit of innovation that national service demands.

By design, our national service program will not happen overnight. Instead, it will grow year by year, with funding reaching \$3 billion in 1997. And as I've said many times, I believe it will be the best money we ever spend.

If Congress gives us the chance, this summer we'll create an eight-week leadership training program. We'll recruit more than 1,000 young people for special projects to meet the needs of children at risk — and to train the first class of full-year participants.

In the first full year of our initiative, we'll launch our flexible loan program and aim to put tens of thousands of people to work. By 1997, more than 100,000 citizens could be serving our country, getting education and training benefits in return. And hundreds of thousands more people could be doing invaluable work because college loans no longer block the way.

But the best planning and the most ambitious design won't make this vision of national service a reality. That responsibility ultimately rests with the American people.

I am convinced that after 12 years of drifting apart instead of working together we are ready to meet the challenge. From a 14-year-old boy in North Dakota who sent us \$1,000 to help pay off the deficit, to a 92-year-old widower in Kansas who followed his example, people are demonstrating that they want to give something back to their nation.

National service will exercise our talents and rebuild our communities. It will harness the energy of our youth and attack the problems of our time. It will bring together men and women of every age and race and lift up our nation's spirit. And for all of us, it will rekindle the excitement of being Americans. □

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Melanne Verveer
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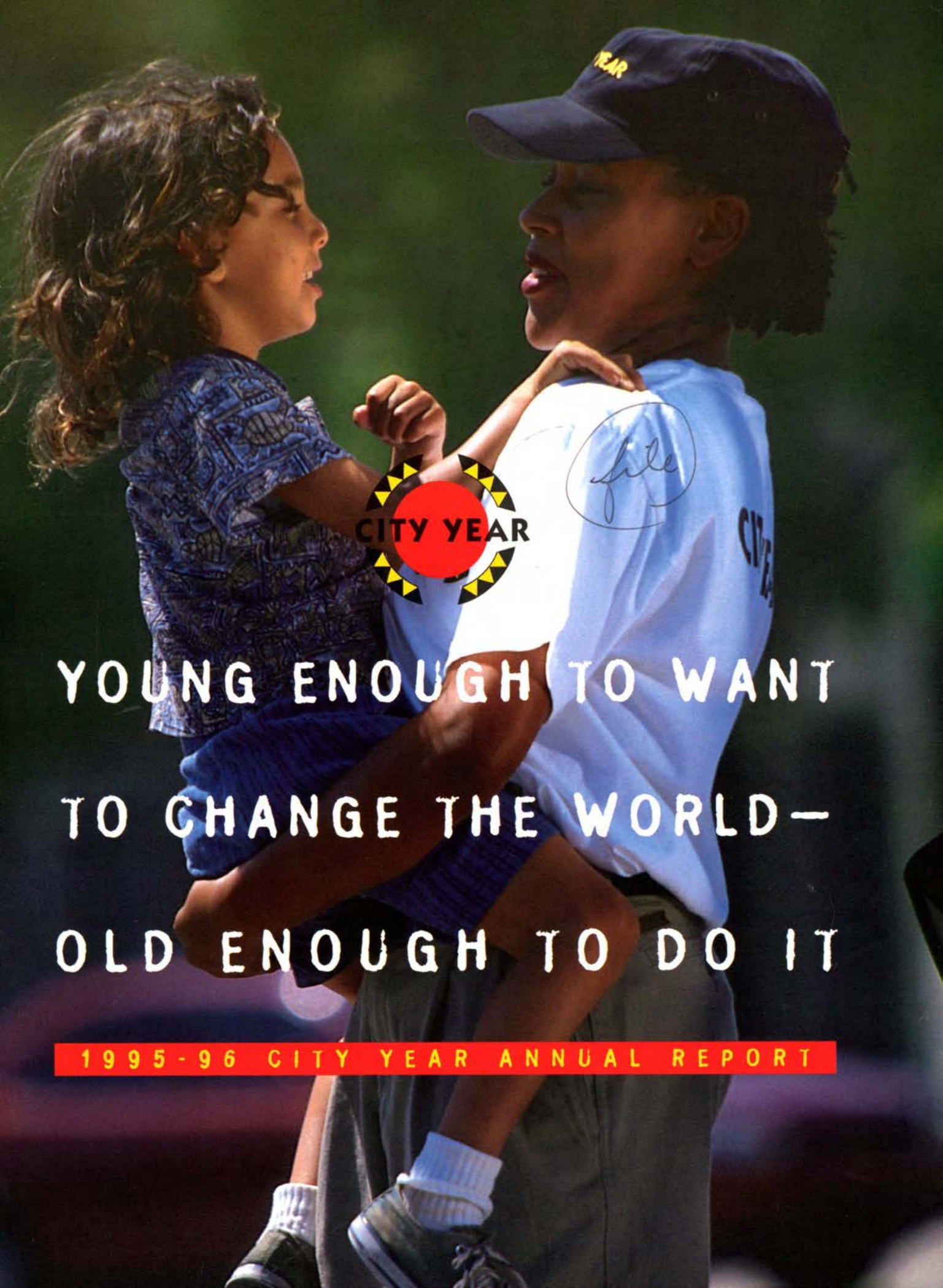
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YOUNG ENOUGH TO WANT
TO CHANGE THE WORLD—
OLD ENOUGH TO DO IT

1995-96 CITY YEAR ANNUAL REPORT

TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE

File
Service

Dr. Martin Luther King Jr. would have turned 69 this week. On Dr. King's birthday, in a fitting tribute to his memory, the President will award the Presidential Medal of Freedom, the nation's highest civilian honor, to 15 distinguished Americans.

It was Dr. King who told us, "... everybody can be great. Because anybody can serve." The 15 honored this week have lived lives of service and greatness as civil rights, business, government and military leaders, philanthropists and environmentalists:

Civil rights leader Arnie Aronson joined Dr. King as one of the 10 leaders of the 1963 March on Washington. Philanthropist Brooke Astor has contributed to the revitalization of the New York Public Library for decades. And Harvard professor Robert Coles has been a leader in the call to citizen service.

Justin Dart is considered the father of the historic Americans With Disabilities Act, James Farmer is one of our nation's most influential civil rights leaders, and Frances Hesselbein's leadership from 1976 to 1990 transformed the Girl Scouts of America.

The efforts of Fred Korematsu during World War II served as the underpinning of the redress movement for Japanese Americans. Ambassador Sol Linowitz and philanthropist David Rockefeller co-founded the International Executive Service Corps, a volunteer program that sends American executives to provide managerial and technical expertise to developing countries.

Wilma Mankiller was the first elected female leader of a major Indian tribe, the Cherokee Nation of Oklahoma. The work of environmental activist Mardy Murie led to the passage of the Alaskan Lands Act. And Mario Obledo has been at the forefront of the struggle to ensure the civil rights of America's Hispanic citizens.

Elliot Richardson has served his government with distinction through some of its most difficult times, Al Shanker, until his death last year, served as President of the American Federation of Teachers, and as Chief of Naval Operations, Adm. Elmo Zumwalt issued tough directives to end discrimination in the Navy.

Each of these has lived a life in the tradition of Dr. King's call to service. And what about the rest of us? I don't want you to be intimidated by these examples but rather inspired. We all have gifts to share in service.

As we remember Dr. King this week and on his holiday Monday, I will recall the words of his widow, Coretta Scott King: "The greatest birthday gift my husband could receive is if people of all racial and ethnic backgrounds celebrated the holiday by

performing individual acts of kindness through service to others. Remember, it's not a day off -- it's a day on!"

Four years ago, the President signed legislation transforming the Martin Luther King Jr. holiday into a national day of service. On Monday, Americans from Cape Cod to Honolulu will fan out into their communities to clean, plant, spruce up, collect and distribute food and clothing to the needy. They'll join thousands of AmeriCorps volunteers who are already working and challenging others to volunteer in '98.

My husband and I plan to participate in two AmeriCorps-sponsored service projects here in Washington. Bill will take up his brush and join students and volunteers painting 25 classrooms at Cardozo High School. Along with 250 elementary school-age children, I'll visit the new MCI Center downtown for a Literacy Fair. We'll be reading, assembling bookshelves, signing the children up for library cards and remembering Dr. King.

The President has returned national service to the national agenda. In 1993, he created the Corporation for National Service. First under the leadership of Eli Segal and now former Sen. Harris Wofford, the Corporation involves more than 1.2 million citizens of all ages and backgrounds in service. In October, Congress increased funding to these programs by \$68 million. And in November, the President proposed strengthening and extending these programs for five years.

Last April, at the Summit for America's Future, my husband, joined by former Presidents Bush, Carter and Ford, Mrs. Reagan and Gen. Colin Powell, called for all young Americans to have the opportunity to give back to their communities through their own service. Later this year, the President will bestow the first Student Service Awards on students who perform more than 100 hours of service annually. By the year 2000, we hope to have 2 million young people winning this award each year. It's never too early to get the service habit.

Earlier this month, in his first radio address of the new year, my husband called for an increase in the size of the Peace Corps from 6,500 to 10,000 volunteers. President John F. Kennedy created the Peace Corps in 1961 following one of the most dramatic and memorable calls to service in this country's history: "Ask not what your country can do for you; ask what you can do for your country."

As we approach Dr. King's holiday, a national day of service, let us not only honor the 15 men and women who will receive the Presidential Medal of Freedom, but let us also heed Dr. King's call to service in our own lives.

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January 13, 1998