

Selma

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**PRESIDENT WILLIAM J. CLINTON
REMARKS AT 35TH ANNIVERSARY OF MARCH ACROSS EDMUND
PETTUS BRIDGE
SELMA, ALABAMA
MARCH 5, 2000**

Acknowledgements: Rep. Lewis and Rep. Houghton, co-chairs of Faith and Politics; Rev. Harris, Coretta Scott King, Andy Young, Joe Lowry, State Senator Hank Sanders; Rose Sanders, President of the Voting Rights Museum; Mayor Smitherman; foot soldiers of the movement, my fellow Americans.

I am honored to join all of you in remembering a single day in Selma that became a seminal moment in American history. Thirty five years ago, on this bridge, America's long march toward freedom met a roadblock of violent resistance. But the will of the people would not be deterred and the road to freedom would not be detoured. It was a road that just before 1965, had been steeled by both triumph and tragedy. The breaking of the color line at Ole Miss in 1962 by James Meredith... the historic March on Washington... the assassinations of Medgar Evers, Malcolm X and President Kennedy...the bombing deaths of four little black girls at the 16th Street Baptist Church in Birmingham...the Mississippi Freedom Summer...the passage of the Civil Rights Act of 1964..

We should remember that John Lewis, Hosea Williams and the 600 foot soldiers, some of whom are with us today, absorbed with uncommon dignity, the unbridled force

of racism on “bloody Sunday.” They put their lives on the line for the most basic right of American democracy – the right to vote. Despite the guarantees spelled out in the Fifteenth Amendment, in 1965, only 250 Blacks -- one percent of voting-age Blacks in Dallas County -- were registered to vote. And there was not a single Black elected official in this County. It wasn’t indifference or alienation that kept them from the polls. It was an overt system of exclusion -- poll taxes, bold faced intimidation and literacy tests that even the testers themselves couldn’t pass – all stood in the way of the Constitution.

It may be hard for many of the young people here to imagine that men and women, black and white, in our lifetime, actually lost their lives for the right to cast a ballot and choose their own leaders. But they did. And many right here in Selma and Marion: Today, we honor the memory of Jimmy Lee Jackson, Rev. James Reeb, Viola Liuzzo and scores of others whose names we may never know, who made the supreme sacrifice for freedom.

But they did not die in vain. One week after Bloody Sunday, President Johnson delivered some of the most stirring words of the civil rights movement when he went on national television to proclaim, “At times history and fate meet at a single time in a single place to shape a turning point in man’s unending search for freedom. So it was at Lexington and Concord. So it was a century ago at Appomattox. So it was last week in Selma, Alabama.”

Two weeks after Bloody Sunday, emboldened by their faith in God and the support of a white southerner in the Oval Office, Dr. King led 4,000 people across the Pettus Bridge on the 54 mile trek to Montgomery.

Six months later President Johnson signed the Voting Rights Act of 1965, proclaiming that "The vote is the most powerful instrument ever devised by man for breaking down injustice and destroying the terrible walls which imprison men because they are different from other men."

America took a leap of faith from this bridge and we are all better for it. In 1964 there were only 300 Black elected officials nationwide, and just 3 African Americans in Congress. Today those numbers have swelled to nearly 9,000 Black elected officials, and 39 Black members of Congress. Today, African Americans hold the majority in Selma's City Council and School Board -- and the number of African American registered voters in Dallas County has risen from 250 in 1965 to more than 20,000 today.

The civil rights movement was also the catalyst for a broader human rights movement in America that included the fight for equal rights for all -- regardless of race, gender, religion or sexual orientation.

And, as Dr. King predicted, white Southerners and the entire region of the South, have also been transformed. He said, "Many Southern leaders are pathetically trapped by

their own devices...It is history's wry paradox that when Negroes win their struggle to be free, those who have held them down will themselves be freed for the first time."

The South, indeed, has crossed a bridge. On the other side of isolation and national disdain, we now see vibrant cities, thriving economies, some of the nation's finest colleges, professional sports teams and a renewed sense of community that has turned former adversaries into friends. That is something we can all take pride in.

Together, our entire nation has come a mighty long way. In the past seven years alone, we have created nearly 21 million new jobs. African American and Hispanic unemployment are at the lowest levels ever recorded. We have the lowest poverty rate in 20 years. Crime is at a 25-year-low. We've cut taxes for millions of hard-pressed working families, and welfare rolls have been cut in half to their lowest levels in 30 years.

But, while our nation enjoys unprecedented economic prosperity, there are still wide and disturbing disparities that fall along the color line -- in health, income, perceptions of justice and educational achievement. It is clear: We have built a bridge to the 21st century that we can all walk across. And we couldn't have gotten here if we hadn't crossed the Pettus Bridge first. But our journey is not over. Truth is marching on and there are bridges yet to cross.

As long as African American income hovers near half that of whites, we know we have another bridge to cross. As long as African American and Hispanic children are still

less likely than white children to attend or graduate from college, we know we have another bridge to cross.

As long as African Americans and other minorities suffer two, three and four times the rates of heart disease, AIDS, diabetes and cancer, we know we have another bridge to cross. As long as African Americans and Latinos believe they are unfairly targeted by police because of the color of their skin, and police feel they are unfairly judged by the community because of the color of their uniforms, we know we have another bridge to cross. As long as the symbol of one person's pride is the symbol of another person's pain, we know we have another bridge to cross. As long as less than half of America's eligible voters exercise the right that so many here in Selma fought and died for, we know we have another bridge to cross.

As long as the power of America's growing diversity is diminished by discrimination and violent acts of hatred, we know we have another bridge to cross.

We can get to the other side, and we shall overcome if we avoid the terrible traps of denial and complacency. Remember what Dr. King told us: "Human progress never rolls on the wheels of inevitability, it comes through the tireless efforts of men willing to be co-workers with God."

In the prologue of John Lewis' magnificent autobiography, "Walking with the Wind," he tells a stunning story about a woodframe house, a group of young children and

a windstorm. That story has become a metaphor for his life and is a metaphor for the work we all have to do. He talks about one day when he was playing with his brothers and sisters and cousins in his aunt's very fragile house in Pike County, Alabama.

Suddenly an enormous wind came and lifted a corner of the house into the air. The children were told to hold hands, walk to the corner of the rising house and "hold that trembling house down with the weight of their small bodies." Later in life, Lewis reflected, "Children holding hands, walking with the wind. That is America to me."

Together, we can build that beloved community. I believe everybody counts, everybody should have a chance to succeed, and we all do better when we hold hands, link arms and help each other. As we start our long march over this bridge and into a new century, let us remember those who crossed before us and pledge to finally build the One America of their dreams. Now is the time, as scripture tells us, to "build up, build up, prepare the way. Remove the obstacles out of the way of my people." [*Isaiah 57:14*]

We know we have another bridge to cross. We know we will get to the other side. And we know we shall overcome.

Thank you and God bless you all.

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Thank you and God bless you all.

We have another
Bridge to cross

We can get to
the other side
and we shall
Overcome

↓ — — If we end
rain
preparing

— — —
If we will get to the
other side +
hold hands, we shall overcome.
and help, let's argue
We know we can get to the
side + we know we shall

THE WHITE HOUSE
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Colleagues -

I spoke to Gov. King
today about this
terrific digital divide
initiative. He
asked that we
consider mentioning
it in The Remarks
of the President on
Friday. Mickey



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Maine's King seeks to give all 7th-graders computers

By Kate Zernike, Globe Staff, 3/2/2000

Maine Governor Angus King, trying to bridge the "digital divide" in one of the nation's poorest states, will today propose giving all students in the seventh grade laptop computers to keep as their own.

King's proposal, the first of its kind in the nation, would provide laptops and Internet service to 16,000 seventh-graders beginning in fall 2001, and to all seventh-graders in the years following, so that within six years, every student in the seventh grade and up will have a computer.

The proposal also calls for paying half the cost of new computers for teachers above the sixth grade, with districts paying the other half.

The ambitious plan reflects a world in which computers are no longer seen as just an accessory, but as a necessity. A month ago, Ford Motor Co. said it would give its 350,000 employees desktop computers, printers, and Internet access for \$5 a month. Some individual school districts are providing students with computers. And increasingly, colleges require students to bring a computer along with their other dorm furnishings.

Such mass distribution of computers is not without critics, who question whether students will use the technology for anything more than sending e-mail to classmates. Anticipating the criticism, King's plan also includes \$1 million to train teachers in how to tie technology to the learning of the state's new academic standards, which are measured by a statewide test.

"If we don't do this, someone else is going to, and why not Maine?" said Dennis Bailey, the governor's press secretary. "We can really leapfrog into the forefront of computer literacy with this, and the governor's convinced that that's where everything's going. It doesn't matter what field you're going to go into today, if you're not computer-

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and Internet-literate, you're going to be left behind."

Those left behind tend to be those in poorer rural and urban areas. A US Commerce Department study in July found that households with incomes above \$75,000 are 20 times as likely to have computers as those with lower incomes.

And Maine lags behind many states in classroom technology. According to the state's department of education, there are 1.8 Internet-ready computers for each seventh-grade class, and 10.3 for each high school class.

Those computers tend to be in labs. King's plan, administration sources said, is to make them a more integral part of learning - not just something down the hall, but in the backpack, at home, and in class.

Ideally, aides to the governor said, teachers would put homework on Web sites and integrate Internet research into classroom projects. From home, students could log on and ask their teachers or peers questions about their homework. As part of the Internet service, students will have access to the Maine School Libraries Network - which, administration sources note, filters out pornographic Web sites.

The governor would set up a \$75 million trust fund that would generate income to pay for the computers, using \$25 million in private and federal money and \$50 million from the state's estimated \$300 million surplus.

"If we don't do this now, we may not have this opportunity again," Bailey said.

The King administration admits there are details to be worked out, and a significant hurdle to jump in a Legislature with its own ideas on how to spend the surplus.

One question is what kind of computers the plan will buy. The plan aims to give every student e-mail, word processing, and spreadsheet capability, but officials say that might mean newer technology that pairs Palm Pilot-size screens with keyboards, or more common laptops. The administration is predicting each computer will cost \$500, which even their technology consultants admit is low for laptops. But through the consultants, the state has talked to IBM, Compaq, and Hewlett Packard about getting computers within that budget.

"Based on where technology is trending right now and where prices are trending, they think it is going to be feasible to do what the state wants to do," said Eric Smith, a consultant to the state and vice president of Inacom, a computer reseller. "I think [administration officials] are being very realistic in what they want to do."

Some educators also question the wisdom of giving seventh-graders delicate laptops, which may not survive adolescent rambunctiousness or trips home on the bus. But the state already has a program where companies donate used computers that are then retrofitted as Pentium-class computers by the state's prison inmates. And administration officials note dryly that seventh-graders seem to be able to take care of their Game Boys, which are hand-held computers.

Still, critics have a host of other concerns, from young hands developing repetitive stress injuries, to a lack of socialization among children who spend their afternoons staring at a screen.

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"There is the concern about the digital divide, and what this does in one fell swoop is eliminate it from urban and rural schools - that's a real plus," said Larry Cuban, a professor of education at Stanford University who has written about technology in the classroom. "But people confuse availability with use, and that raises a number of very complex questions."

Promises that teachers will be trained, he said, are "too glib."

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"It's how you train them and toward what ends. For test scores to go up you have to have a lot of connections between what a teacher does on a daily basis that's connected to the academic standards, that are connected to the tests and textbooks. It's that connective tissue that people generally don't take into consideration. They get carried away with the glamour of just spreading the computers around."

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**MARCH 2, 2000
FOR IMMEDIATE RELEASE**

KING UNVEILS BOLD PLAN TO PROVIDE PORTABLE COMPUTERS TO MAINE STUDENTS

AUGUSTA – In a bid to conquer the “digital divide” and take a giant leap forward in the computer literacy of Maine students, Gov. Angus King today outlined a bold proposal to provide every seventh grader in Maine with an Internet-ready, portable computer, forever.

The \$50 million plan, unveiled at two news conferences Thursday, would give each incoming seventh-grader a portable, personal computer to use while in school and at home. The students will carry the computers with them as they progress through the upper grades, and it will remain with them after graduation from high school. The initiative will also provide portable computers and training for Maine schoolteachers.

“The jobs of the future, in every area – manufacturing, services, healthcare, retail, government, education, everywhere – all will involve computer and Internet literacy,” said King, “and those individuals and societies that are the most competent and at ease with this technology will be the most successful. This initiative will move Maine students to the head of the class – the forefront of the world – in access to technology.

“This is a bold step for Maine,” he continued, “and any such attempt involves risk. But the returns – to the state, our economy, and especially to our children – are immeasurable. For good or ill, this technology is with us and will transform us. If we resist it, we will decline; if we accept it, we will survive; if we embrace it, we will flourish. The question is, why shouldn’t Maine be first?”

Under the plan, an endowment fund will be established using a one-time appropriation of \$50 million from the unallocated state surplus and a match of \$15



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million from federal or private sources. Income generated from the fund will create a permanent source of money to buy the portable computers for every seventh grader in Maine, forever. The proceeds from the fund would be administered by a public-private foundation, which would decide the technical aspects of the computers, negotiate the purchases, and manage the distribution.

The fund would also pay half the cost of purchasing the computers for every teacher in the state (K-12) over five years. An additional \$1 million per year will be provided for ongoing support for professional development for teachers in the area of integrating technology and the Internet into the curriculum.

King envisions students using the computers in the classroom, at home – even on the school bus – doing research on the Internet, discussing assignments with their teachers and fellow classmates via e-mail, preparing reports using word processing and graphics programs, and maintaining class and after-school schedules. The exact type of computer will be determined by the foundation that administers the fund, and would likely change as technology advances from full-featured laptops to small, handheld appliances like the Palm Pilot.

“Simply undertaking an initiative of this size and scope will put Maine on the national technological map,” King said. “It’s a huge step that will make headlines around the world – and place us in the front rank of the states in terms of education and integration of this absolutely essential technology into the everyday lives of our students. This step will also be a huge boost to our ongoing and critically important efforts to build a high-tech economy.”

King met yesterday with Legislative leaders and education officials to outline the plan, and received support from educators and business officials. Chris Toy, principal of the Freeport Middle School, said many middle-school students do not have computers at home.

“Access to technology is analogous to access to information in today’s age,” said Toy. “This is a good idea, one that will put this information and technology directly into the hands of Maine students.”

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LUNCHBOXES TO LAPTOPS: GOV. KING'S SCHOOL TECHNOLOGY INITIATIVE

WHAT IS IT? This program will provide every seventh grader in Maine with an Internet-ready, portable computer, forever. They will use it in their classrooms and in their homes through high school, and it's theirs to keep after graduation.

HOW MUCH WILL IT COST? An endowment fund will be established using a one-time appropriation of \$50 million from the unallocated state surplus and a match of \$15 million from private and/or federal sources. Income generated from the fund will provide the necessary money to give every entering 7th grader a portable computer beginning in 2002.

WHAT ABOUT THE TEACHERS? The endowment fund will also provide half the cost of purchasing a computer for every teacher in the state (K-12) over the course of five years. An additional \$1 million per year will be provided for ongoing support for professional development for teachers in the area of integrating technology and the Internet into the curriculum.

WHY DO THIS? This initiative will prove crucial in bridging the "digital divide." Currently in Maine, too many families do not have a computer at home to allow their children access to this critical technology into their learning process. The key idea is to move computers and the Internet from the lab into classrooms and homes. Students won't have to wait for a machine in the lab that's open only during school hours; they can research topics on the Internet, work on ongoing projects or do homework with these machines in the classroom, on the bus or at home. Essentially it puts technology necessary in today's and, more important, tomorrow's world in the hands of Maine students whenever and wherever they need it.



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From Lunchboxes to Laptops

Q. and A. on Proposal for an Endowment Fund to Purchase Computers for School Children

- 1. Why should we buy all these computers? The schools already have computer labs and it's an awful lot of money.**

It is an absolute certainty that the jobs of the future, in every area – manufacturing, services, healthcare, retail, government, education, everywhere – all will involve computer and Internet literacy. Those individuals and societies that are the most competent and at ease with this technology will be the most successful.

The fundamental purpose of this initiative is to make computers an integral part of our educational process – and our students' way of thinking and working. The key idea is "integral part"—to move the computer and the internet from the lab – down the hall and once a week – to the backpacks – for use every day in every class and every home.

This is the boldest initiative in the country in terms of student access to technology.

- 2. What exactly does the program involve?**

The concept is simple: we set aside \$50 million of the unallocated surplus created by the recent upward revenue rejections and place it in a permanent endowment fund, the income from which will be used to buy laptop computers for every 7th grader in Maine, forever. In this way, at the end of five years, every student in Maine above the 6th grade will have his or her own computer. The State's contribution to the fund will be matched by \$15 million from private and/or federal sources. The first round of purchases will begin in the fall of 2002. A publicly accountable board of trustees will manage the fund with the goal of returning 8-9% annually.

The income from the fund will be administered by this public-private foundation (on the model of the Maine Development Foundation), which would decide the technical aspects of the computers, negotiate the purchases, and manage the distribution.

3. Why portables and not desktops?

The big advantage of laptops is that they can go home – and at a stroke, we will have gone a long way toward eliminating the “digital divide” – the growing gap between those connected to technology and those who are not. In addition, laptops – which can operate in school on batteries charged at home – won’t require extensive rewiring of classrooms in order to function on every desk. Portables will enable computer – and Internet – based research assignments and exchanges with teachers and fellow students.

4. What about access fees for the Internet? Who pays? And what about preventing kids from gaining access to adult oriented websites?

Schools get Internet access for free through the Maine School Libraries Network. Students will also be able to use MSLN from home to gain access to the Internet. The MSLN system currently has filters installed to prevent kids from gaining access to improper sites; additional filters can also be installed on the individual computers.

5. How about the teachers? Are we just going to drop all these computers on the kids and expect the teachers to catch up?

Absolutely not. A key component of this initiative will be to empower the teachers to lead this transformation. First, the fund would pay half the cost of purchasing the computers for every teacher in the state (K – 12) in a five-year phase-in (with replacement every five years, as the technology develops). The approximate one-time cost to the participating districts would be \$250.00 per computer.

Second, and perhaps more important, Governor King has proposed in his supplemental budget request an additional \$1 million per year in ongoing support for professional development for the integration of technology and the internet into the curriculum. These funds would be over and above the \$2 million already proposed for professional development for implementation of the Learning Results.

6. If we give computers to the kids, won't some be broken, lost, sold, or otherwise abused?

Sure – some loss or breakage is inevitable in a program of this magnitude (approximately 21,000 computers will be given out each year – 17,000 to students and 4,000 to teachers), but the computers will be manufactured to be as durable as possible. The risk does not seem overwhelming, given the huge benefits. Besides, right now thousands of our kids are doing a pretty good job of keeping track of their Game-Boys – which are nothing more than handheld computers.

7. But what if they do break – who pays to maintain them?

We would do it ourselves, building on the capacity the state has already developed in our correctional system to repair and upgrade machines for the current computers-for-schools program. We have already refurbished and upgraded over 1,000 donated computers under this program – creating more access to technology for our schools and valuable job skills for our medium security inmates. The system to provide efficient, low-cost maintenance is already in place.

8. But won't these computers be obsolete before 7th graders reach the end of high school?

In some ways, yes, but in a general sense, no. We envision three basic functions: word processing, math (spreadsheets, data manipulation), and, perhaps most important, e-mail and access to the Internet. There are certain to be improvements in technology (and price) within any period longer than a couple of years, but the machines will still perform these critical functions. Advanced operations – graphics, for example – will still require the larger, more powerful machines in the computer lab.

9. What if a future governor and legislature want to raid the fund?

That could happen, but if the program is running well, it would be unlikely. Remember, the beauty of this plan is that it does not require a commitment of ongoing spending – once the trust fund is set up, it runs indefinitely on its own income. This is a powerful legacy for this generation of political leaders in Maine to leave to our children and grandchildren.

10. It still seems like a lot of money – are there any other benefits beyond those to the kids themselves?

Absolutely. Simply undertaking an initiative of this size and scope will put Maine on the national technological map. This is a huge step that will make headline news around the world – and place us in the front rank of the states in terms of education and the integration of this absolutely essential technology into the everyday life of our students. This step will be a huge boost to our ongoing and critically important efforts to build a high-tech economy.

Everyone is going to do this eventually (many colleges already require incoming students to have laptops); why shouldn't Maine be first?

11. But aren't there other important things we could spend this money on?

Sure, but as far as education goes, we're well on our way to providing significant multi-year state commitments to improve school subsidy and school facilities. And remember this is a one-time investment. We're not going to have this \$50 million next year or the year after – for tax cuts, elderly drug assistance, aid to education, job training, or any other ongoing programs. Viewed in that way, it's hard to imagine any single investment or group of investments matching this idea in long-term impact.

12. Why can't we just take this \$50 million and add it to GPA, or use it for much needed repairs and renovation?

The short answer is that we have already spent the future value of this reprojected in the significant commitment to increased GPA we have already made. We are now facing a "structural gap" of almost \$200 million in the next biennium – even including the recent upward rejections.

The critical point is that GPA is an on-going expense – and current revenue projections and spending commitments mean that any increase beyond the 5% currently proposed would simply not be sustainable in future years. This proposal, however, is an important way to help our students on an on-going basis, but uses one-time money to do so.

It's important to put recent education spending into context. In the budget passed last spring, we increased GPA 6%; if we increase it by 5% this year (the Governor's supplemental budget proposed to add 2% to the 3% already passed last year), this means a cumulative increase in GPA of over \$100 million during this biennium. This is in addition to \$43 million already allocated to school renovation (the Governor has proposed an additional \$20 million for this purpose in the Supplemental) and almost \$200 million being released for school construction this year, provided the proposed increase in the construction bond cap is approved.

Although we still have a ways to go in school renovation and construction, we have made tremendous progress in the last several years, and we will continue to address this problem. An initiative of this magnitude should not necessarily come first, but it should not have to wait until the last window is fixed, either.

13. OK, OK, but can you guarantee it will work – that the price will be affordable, that the investment returns will be adequate, that the kids will take care of the machines?

Of course not. All we can go on now are best estimates of how it could come together – and those estimates are that it will work. And if it doesn't work, we still have the money. If we find that we can't raise the private match (or find it within our own future resources) or that the price of the computers we need is too high, or that the machines prove nonfunctional in the classroom, we can reallocate the fund and the only loss, if any, is the income expended.

This is a bold and exciting step for Maine, and any such attempt involves risk. But the returns – to the state, our economy, and especially to our children – are immeasurable.

For good or ill, this technology is with us and will transform us. If we resist it, we will decline; if we accept it, we will survive; if we embrace it, we will flourish.

Why shouldn't Maine be first?

SEYMOUR PAPERT COMMENTS ON LUNCHBOXES TO LAPTOPS

"THE KING PLAN FOR TECHNOLOGY IN SCHOOLS"

With the technology initiative announced today, Maine has made three historic firsts in bringing education into line with the twenty first century:

Maine is the first state to make a **formal commitment** to the concept that owning a personal computer is the right of every student.

From the year 2001 onwards every student who leaves a Maine elementary school will go not only with the skills needed for the knowledge century but also with a computer to exercise these skills through the remaining years of study.

Maine is the first state to **equip all local schools** to undertake a comprehensive, integrated enhancement of curriculum to fit the needs and take advantage of the opportunities of the twenty first century.

The policy of issuing personal computers to all students makes possible for the first time the design of curriculum based on the assumption that every student has access at home, as well as at school. As the wave of students in the computer program goes through successive years of school, the wave of new curriculum will follow. By the year 2003, it will touch all students in the middle school grades, well known to be the critical period of greatest educational risk.

Maine is the first state to **complement its recently adopted assessment of standards** with the conditions of ubiquitous access to digital technology.

Maine has committed itself to a rigorous assessment of the highest educational standards of any state. The presence of ubiquitous computation will allow schools to meet these standards at a high level and provide students with the skills to fit new requirements in the workplace and new learning opportunities in the schools.

Widely known as one of the world's foremost experts on helping children learn with computers, Seymour Papert has long recognized and articulated how computers could fundamentally revolutionize learning and education. Papert has authored several books on this subject including "The Children's Machine: Rethinking School in the Age of the Computer" and "The Connected Family: Bridging the Digital Generation Gap." He holds the Lego Chair for Learning Research at the Massachusetts Institute of Technology and is the co-founder of the MIT Media Lab and the MIT Artificial Intelligence Lab. (Courtesy of www.papert.org)

Walter J. Taranko
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J. Gary Nichols
State Librarian

MEMO

FEBRUARY 29, 2000

TO: Ed Gomes
FROM: Cheryl Ramsay
RE: Computers for Schools and Libraries Program

Ed, I just had a phone call from Brown Memorial Library in Clinton. The librarian, Louella Bickford, is desperate for computers. She said she had students lined up yesterday desperate to use their only computer. They had been told to get their assignments off the Internet and, as there are so many in that community who cannot afford computers at home, the public library is their only resource.

Brown Memorial Library is connected to the MSLN but that doesn't do much good if there aren't enough computers to access the information. She said there they do have plenty of room so space is not a factor.

She would greatly appreciate it if you could advise her what steps to go through to acquire new computers or even used ones, for that matter. [REDACTED]

Thank you for your attention to this matter.

March 2, 2000

MEMORANDUM

TO: Ellen Lovell

FROM: Stephanie Madden

RE: President's remarks in Selma, March 5

Here is some material for the speechwriters.

Background:

Millennium Trails is a national initiative of the White House Millennium Council in partnership with the Department of Transportation and Rails-to-Trails Conservancy to recognize, enhance and construct more than 2000 trails across America. Secretary Slater and the First Lady have already designated sixteen National Millennium Trails and 52 Millennium Legacy Trails representing the states and jurisdictions. Currently, the process of designating 2000 Community Millennium Trails is underway.

The State of Alabama has been a national leader in the Millennium Trails initiative and is the first state to provide direct funding to designated Millennium Trails. Governor Siegelman's Millennium Committee has recommended that the Selma Montgomery Highway be designated as a Community Millennium Trail.

The assumption is that Secretary Babbit will speak from the context of the site being part of the National Trails system.

Secretary Slater will introduce the President. Talking points announcing the Selma to Montgomery National Historic Trail as the first of the 2,000 Community Millennium Trails have been submitted to his speechwriter (but, if the President wanted to make the actual announcement, we would revise.)

The President might use the progression of the trail's designation from Historic to Millennium as symbolic of the intention to continue the journey toward equal rights.

Suggested talking points:

"The path from Selma to Montgomery was recognized as a National Historic Trail in 1996, and now, as we begin a new century we designate it as a Millennium Trail – one that honors the past, but also imagines the future. This historic trail marks a journey that led us as a nation away from a past injustice. Let us follow this Millennium Trail into a future that affirms our common identity as a people in a very new and different time, and brings us together as one America."

Given him version + talked to him
2 times - language how handed -
needed work - too policy oriented -
overly defensive -
more argued - Facts + wonder of looking at it -

allow for more discovery -
Argument -
relationship of doc. to ^{coldest}
Report ambiguous ^{for system}
vice commission

50 years ago - center - line -
education -
now -
50 years ahead -
4D-664-4828

Vote on '64 act
was over 70% refuls.

Standing on shoulders -
would liberate P. 589
Porting the waters

King
hindering the rapid

~~the~~ Set aside until end the
Exhortation - "Diversity either
our doom or celebration"
invite argument - say why -
only practical way to get along
good things happen -
~~it's caught~~

Sunday morning

- ~~not~~ appeal to those of diff. mind - ^{the} Speech
writers

2 - Selma -
other people - 54 miles

mix of
exhortation
& policy -
want - P.D.
argument -
reason why
& personal

before the March - ^{3 times} bloody
make sure - ~~the~~ perseverance
* turnaround March -
*

- Riff on all standing on
the shoulders of those
who marched - not
just southern blacks

- liberated women -
- white South - so tangled
up in segregation -
personally - liberated his
generation from being fearful
of freedom - King predicted
speech -

America we See

Johnson

Hillary and I were deeply shocked and saddened to learn of the fatal shooting of a first-grader allegedly by a classmate at Buell Elementary School today near Flint, Michigan. I believe I speak for all Americans in sending our thoughts and prayers to the young victim's family, the other students at Buell, and the entire Mount Morris township community.

~~But let me say: If America needed another wake up call about the need for common sense gun safety legislation, this is it. While the details are still unfolding,~~
We simply must not accept these incidents, which occur way too often in our communities and in our schools.

THE WHITE HOUSE

Office of the Press Secretary

Unemployment

For Immediate Release

February 4, 2000

REMARKS BY THE PRESIDENT
ON REPORT ON GUN CRIMES

The South Grounds

9:30 A.M. EST

THE PRESIDENT: Good morning. Before I leave to go up to the Hill, I'd like to say a few words about an important new report I've just received on how guns flow from the legal firearms market to criminals, and to talk about the unprecedented new actions that we're taking to block that flow.

Keeping guns out of the wrong hands has been a priority for seven years for us, and we have made some real progress -- with the Brady law, with the ban on assault weapons, cracking down on illegal gun dealing to young people, with increased federal prosecutions of gun crimes and, beginning with the directive I issued in 1993, we have nearly quadrupled the number of traces that the ATF performs on guns used in crimes.

With the help of these and other efforts, we've cut gun crime by 35 percent since 1993, and homicide is at its lowest rate in over 30 years. But, as I said last week in The State of the Union, no one believes America is safe enough, and it's time we set the proper goal to make our nation the safest big country in the world.

We can do that by building on our progress and applying lessons learned. Some crucial lessons are captured in this ground-breaking new report by ATF, the most comprehensive look at the firearm industry ever done by the national government. Thanks to its increased tracing of crime guns, the ATF has been able to uncover an astonishing fact: Only one percent of the gun dealers in America sell over 57 percent of the guns used in crime.

These findings confirm a pattern that Senator Chuck Schumer has talked about for several months, and I want to thank him for his leadership on this issue.

In response to the findings in this report, I'm pleased to announced today that we're beginning the most aggressive effort ever undertaken to ensure responsible behavior by gun dealers. Dealers whose guns most frequently wind up in criminals' hands will now be subject to intense scrutiny by ATF. All dealers will be required to do a more thorough job of reporting gun thefts. In a moment, Secretary Summers, in a briefing, will explain to you how these and other actions will work in more detail.

The tragic shooting last year in Columbine High School showed us what happens when guns fall into the wrong hands. The actions I've announced today will enable the federal government to do a better job in fulfilling our responsibility to reduce gun violence.

Others have responsibilities, too. The gun industry must do its part. As I've said before, there are responsible citizens in that industry, manufacturers and dealers. They can help us to keep the guns

out of the wrong hands. And Congress must fulfill its responsibility as well.

As its first order of business this year, I've asked Congress to pass common-sense gun safety legislation -- to close the gun show loophole, to require safety locks with all new handguns, to ban the importation of large-capacity ammunition clips. And, again, I repeat my call from the State of the Union that all new handgun buyers be required to have photo licenses from their states showing they passed the Brady background check and a gun safety course.

Congress has a responsibility, too, to provide law enforcement agencies, including the ATF, with the authority and resources they need to do their jobs. Under current law, ATF can only inspect a gun dealer, no matter how flagrant the problems are. And, as I said, one percent of the dealers provide 57 percent of the guns used in crime. Under current law, ATF is only permitted to inspect such dealerships once a year.

Today, I asked Congress, as I did last year, to remove this restriction, allow ATF to make up to three unannounced visits per year. I also asked Congress to fund my plan to hire 1,000 more federal and local gun prosecutors, more ATF agents and inspectors to crack down on these illegal gun traffickers and violent gun criminals. And, finally, I asked Congress to provide law enforcement with the tools to trace every gun and every bullet used in every crime in America.

When 12 children are dying every day in America because of gun violence, however, we can't wait for congressional action. That's why I'm taking the actions that I have announced today. We've seen the progress we can make when Americans at every level, from neighborhoods to local police departments, to state and federal government, take responsibility for fighting crime. Working together, we've brought crime down for seven straight years. We can keep going until America is the safest big country in the world.

I want to again say how grateful I am to the people who are here -- Secretary Summers; Treasury Under Secretary for Enforcement Jim Johnson; our ATF Director, Brad Buckles. And as I said, Secretary Summers will talk in the briefing room in more detail after I leave.

Let me just say one final thing before I go. I want to comment on the fact that we have just learned that unemployment last month fell to 4.0 percent, the lowest in three decades. Since 1993, our economy has now created nearly 21 million jobs. Today, strong employment numbers confirm, once and for all, that this is the longest economic expansion in our history.

The milestone is a credit to the American people, to their hard work. It also clearly highlights the need for us to stay on the path of fiscal discipline, overseas markets, investment in our people, that got us to this point. And I thank you very much.

Q -- call the U.S. Ambassador from Austria, or take any other specific measures, now that the government includes the Freedom Party?

THE PRESIDENT: I have to go up to the Hill. Secretary Albright is going to have an announcement on that today, in just a couple of hours.

Q Mr. President, any announcements on Northern Ireland, sir? Any updates on the situation there?

Q The process once again in a crisis?

THE PRESIDENT: Let me just say again -- I may have more to

say about that in the next couple days -- it is at a very pivotal moment, as all of you have reported. We are working very hard on that. I have spent a lot of time on it; our whole team has.

I think that right now, the less we say publicly, the better. We are working intensely on this. It is imperative that everybody live up to the requirements of the Good Friday Accord, which was overwhelmingly adopted by the people of Northern Ireland in both communities. And everybody that's an actor here needs to follow the will of the people. We're working on it.

Q Thank you.

END

9:43 A.M. EST

Overcome.

We know ~~we~~ we have
another bridge to
cross
We know we will
get to the other
side
And we know
We shall overcome.

35th year of march

- draft schedule -

Stage -

- ① St Sen. Hank Sanders - Voters Right Museum
Faith + Politics sponsored Congressional delegation
Birmingham - Montgomery - Selma - Rose Sanders - Pres. of Voters Rights Museum
- ② Jerome Harris - Pastor of Brown's Church -
- ③ Youth Hosea Williams
Anch
- ④ Coretta Scott King
- ⑤ Co-Chairs Lewis - Rep. Haughton - (Rep.)
- ⑥ POTUS 15-20 min.
Program meet
1-2:10 - 10 foot soldiers - at museum

Speak
At the foot of bridge - POTUS speaks - march begins -
Apex for prayer - march to other end go.

6-2505-

Monument
2 big rocks - stacked - etch in stone
warriors -

Smithson - Mayor - thank for hospital -
Selma is a very forgiving -

Pre-program -
Anch. year
machine
Rt. CT Division

Gloria Stinger
Melike Sanders -
Deek Gregory
Lester Brown

Albert Turner
Bernard Lafayette
Dr. Mark - 3rd -

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State of the Union: Address to
the 106th Congress



STATE OF THE UNION

ADDRESS TO THE 106th CONGRESS



SECOND SESSION

President William J. Clinton

JANUARY 27, 2000 • WASHINGTON, D.C.

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Chicago Tribune♦ [View Related Topics](#)**June 3, 1999 Thursday, CHICAGOLAND FINAL EDITION****SECTION:** METRO CHICAGO; Pg. 8; ZONE: N**LENGTH:** 349 words**HEADLINE:** CHICAGO LAWYER TO LEAD **ASPEN INSTITUTE****BYLINE:** By Megan O'Matz, Tribune Staff Writer.**BODY:**

Elmer W. Johnson, a partner in the Chicago law firm of Kirkland & Ellis, has been tapped to lead The Aspen Institute, a non-profit educational organization that gathers the world's top business and government thinkers for weeklong seminars on the ideals of Western civilization.

Johnson, 67, was named president on Wednesday by Ann McLaughlin, chairman of the institute's board of trustees, which is expected to ratify his nomination at its July meeting. Johnson will succeed Charles B. Knapp, who resigned after two years to return to higher education.

"We are pleased to have someone with Elmer Johnson's wisdom and experience leading The Aspen Institute," McLaughlin said.

Johnson, a former vice president of General Motors Corp., has served on the institute's board for 13 years, often moderating its seminars.

"My heart's in it," he said. "I feel there's a very strong need in our society for people who hold senior positions to broaden their perspectives and develop some peripheral vision."

The institute's seminars, held in Aspen, Colo., and in Wye, Md., focus on moral issues of human dignity and freedom, personal responsibility and character, community and justice. They are intellectually rigorous, requiring advanced reading and study.

As president of the institute, which was founded by Chicago industrialist Walter Paepcke, Johnson will plan major conferences, set fundraising goals and oversee a budget of \$30 million and a staff of about 60. He also will work closely with organizers of the Aspen Music Festival.

A native of Denver, Johnson will set aside his legal work to take on the new assignment.

"I'm changing careers once again," he said, though he will retain his home in downtown Chicago, which he shares with his wife of 44 years, Connie.

In recent years, Johnson conceived of and directed a millennium project for the Commercial Club of

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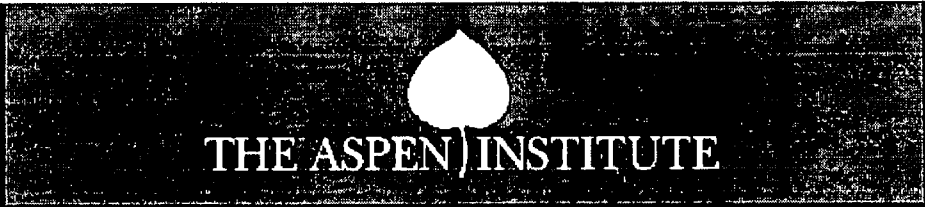
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ABOUT THE ASPEN INSTITUTE

What is The Aspen Institute?

The Aspen Institute, founded in 1950, is an international educational organization. convenes leaders and emerging leaders from around the world to focus on critical, value-laden issues that confront societies, organizations, and individuals. Utilizing rigorous discipline of informed dialogue and inquiry, the Aspen Institute programs enhance the participants' ability to think clearly about such issues, mindful of the primacy of the moral perspective and the importance of differing viewpoints.

The principal office of the Aspen Institute is located in Washington, D.C. Its confer facilities are in Aspen, Colorado, and on the Wye River on Maryland's Eastern Shor also has offices in Chicago and New York City. The Aspen Institute operates outsid United States through a network of partners based in France, Germany, Italy, and Japan.



THE ASPEN INSTITUTE

- about the institute ♦
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ABOUT THE ASPEN INSTITUTE

A Brief History of the Aspen Institute

A nearly abandoned, silver-mining town of decaying Victorian houses and muddy streets hardly seemed a likely site for a cultural center. But Walter Paepcke, Chairman of the Container Corporation of America, was in the 1940s inspired by the great natural beauty of Aspen, Colorado. He saw it as an ideal gathering place for leaders from all over the world--a place where they could pause in their daily routines and reflect on the underlying values of society and culture. He dreamed, too, of bringing musicians and artists to Aspen in the summer and of transforming the town in winter into a skier's paradise.

In 1949, Paepcke began to make this dream a reality by choosing Aspen as the site for a celebration of the 200th birthday of German writer Johann Wolfgang von Goethe. The 20-day gathering attracted such prominent intellectuals and artists as Albert Schweitzer, Jose Ortega y Gasset, Thornton Wilder, and Arthur Rubenstein, along with international press and more than 2,000 other attendees.

The process of turning Aspen into an educational institution continued in the summer of 1950, when Paepcke, now a trustee of the University of Chicago, participated in the university's Great Books seminar, led by philosopher Mortimer J. Adler. That seminar was the model for what was to become the Aspen Institute's renowned Executive Seminar, a leaders' forum based on writings of great thinkers of the past and present. Through reading and dialogue, participants explore the fundamental concepts of a democratic society, with the goal of better understanding the challenges facing the world today.

The Aspen Institute also gave rise to the Aspen Music Festival, the International Development Conference, and the Aspen Center for Physics. This last institution, created in 1961, held what was to be the Institute's first policy program, "the Public Understanding of the Role of Science in Society." Today there are 15 policy programs, which, under the guidance of leading policymakers and practitioners, delve into such topics as the role of telecommunications in a democracy, Hispanic-Americans and the business community, and the development of microenterprises.

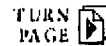
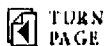
The "Aspen Idea" extended to the East Coast in 1979, when Corning Glass magnate Arthur A. Houghton, Jr., donated a conference center and a thousand-acre site surrounding it to the Aspen Institute. The location now hosts the Aspen Wye River Conference Centers, which, with three distinct facilities near Maryland's Chesapeake Bay, provides another setting for Aspen-style reflection and discourse.

The Aspen Institute principal office is located in Washington, DC. Other offices are located in Chicago and New York. Independent international centers are located in

located in Chicago and New York. Independent international centers are located in Germany, Italy, France, and Japan. With each element committed to the Aspen idea, the Aspen Institute's global network is as vital and responsive to the needs of leadership as it was at its inception 50 years ago.

Great moments at the Aspen Institute

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Remarks at the **Aspen Institute** Symposium in **Aspen**, Colorado *August 2, 1990*

Thank you. Lod Cook, thank you so very much for that genuinely warm welcome. I've really been looking forward to coming here. To David McLaughlin, our president, and John Phelan, the chairman, I salute you for what you are doing, what you have done. To Henry Catto, our distinguished Ambassador to the Court of Saint James, I salute him and Jessica and thank them for their hospitality. I'm honored that the Governor of the State of Colorado, Governor Romer, is here today. Thank you, sir, for being with us. And to all the **Aspen** alumni and all our distinguished guests, many, many thanks for this warm welcome.

And of course, I've saved the piece de resistance to the very end, our very special guest, our friend, the distinguished world leader, Margaret Thatcher. It was very, very comforting to me today when I went out to try to represent you, the people of the United States, in expressing our views on the current emergency, I would say, in the Persian Gulf—naked aggression by the State of Iraq. I felt very comforted by the fact that as I spoke Prime Minister Thatcher [p.1090] was there with me answering the tougher questions and standing shoulder to shoulder with the United States. Madame Prime Minister, let me say that for more than a decade now America has known no better friend of freedom anywhere in the world than you, and it's an honor to join you today.

Kind of ironic, isn't it? Washington is getting more like a three-ring circus—and here I am—[laughter]—under the big tent. [Laughter] Of course, it's a special pleasure to experience the splendor of **Aspen** in August. The climate in Washington's tough this time of year. Lots of heat and temperatures rising. Everyone's hot under the collar. The weather's fine, but I'm talking about the budget summit. [Laughter]

I am delighted to celebrate with all of you the 40th anniversary of this most illustrious **Aspen Institute**. In those 40 years, the spirit of **Aspen** has come to signify the attempt to bridge the worlds of thought and action and, of course, to understand the tremendous changes taking place around us. Think back to the headlines 40 years ago, the time of that first **Aspen** conference, in 1950. North Korea roared across the 38th parallel. Klaus Fuchs was caught and convicted for revealing the secrets of the atom bomb to the Soviets. The "cold war"—a term introduced into our political vocabulary by Bernard Baruch—had come into its own as the shorthand to describe the halfway house of an armed and uneasy peace, a world divided, East from West. That was the world as **Aspen** came into being, the world **Aspen** sought to study, analyze, and to shape.

The 40 years since then have been a time of tremendous progress for the nations of the West, an era of unparalleled prosperity, peace, and freedom. But at the same time, we lived in a constant condition of tension, cold war and, indeed, conflict.

That world is now changing. The decades-old division of Europe is ending, and the era of democracy-building has begun. In Germany, the divided nation in the heart of a divided continent, unity is now assured as a free and full member of the NATO alliance. The Soviet Union itself is in the midst of a political and economic transformation that has brought unprecedented openness—a process that is at once full of hope but, let's face it, still full of uncertainty.

We've entered a remarkable stage in our relationship with the Soviet Union. Just today I talked to Jim Baker in Ulan Bator. He'd just left Irkutsk. And he had very positive talks with Foreign Minister Shevardnadze. And my discussions with President Gorbachev have been open and honest. All the issues are on the table; we don't dodge the tough ones. That's been the secret to our success so far, and over time, that's how we are going to narrow our differences and seize this historic opportunity to help create lasting peace.

The changes that I'm talking about have transformed our security environment. We're entering a new era: the defense strategy and military structure needed to ensure peace can and must be different. The threat of a Soviet invasion of Western Europe launched with little or no warning is today more remote than at any other point in the postwar period. And with the emergence of democracy in Eastern Europe, the Warsaw Pact has lost its military meaning. And after more than four decades of dominance, Soviet troops are withdrawing from Central and Eastern Europe.

Our task today is to shape our defense capabilities to these changing strategic circumstances. In a world less driven by an immediate threat to Europe and the danger of global war, in a world where the size of our forces will increasingly be shaped by the needs of regional contingencies and peacetime presence, we know that our forces can be smaller. Secretary Cheney and General Powell are hard at work determining the precise combination of forces that we need. But I can tell you now, we calculate that by 1995 our security needs can be met by an active force 25 percent smaller than today's. America's Armed Forces will be at their lowest level since the year 1950.

What matters now, then, is how we reshape the forces that remain. Our new strategy must provide the framework to guide our deliberate reductions to no more than the forces we need to guard our enduring interests—the forces to exercise forward presence in key areas, to respond effectively [p.1091] to crisis, to retain the national capacity to rebuild our forces should this be needed.

The United States would be ill-served by forces that represent nothing more than a scaled-back or a shrunken-down version of the forces that we possess right now. If we simply prorate our reductions, cut equally across the board, we could easily end up with more than we need for contingencies that are no longer likely, and less than we must have to meet emerging challenges. What we need are not merely reductions but restructuring.

And what we require now is a defense policy that adapts to the significant changes we are witnessing without neglecting the enduring realities that will continue to shape our security strategy, a policy of peacetime engagement every bit as constant and committed to the defense of our interests and ideals in today's world as in the time of conflict and cold war.

And in this world, America remains a pivotal factor for peaceful change. Important American interests in Europe and the Pacific, in the Mediterranean and in the Persian Gulf—all are key reasons why maintaining a forward presence will remain an indispensable element of our strategy.

We all remember when the Soviet Union viewed our presence, that forward presence, as a threat. Indeed, when we met at Malta, at the seasick summit—[laughter] President Gorbachev handed me a map—I still have it, I still have it on display in my library—a map purporting to show American encirclement of the Soviet Union. And we talked about this in depth. And I think he understands now that we have no intention of threatening his country. And I happen to think that it's those kinds of conversations, frankly, that we had up there at Camp David that help make such progress.

I was candid with him, and I told him that for all the positive changes we have seen, the Soviet Union remains a world-class military power. Even after the conventional arms reductions that we're now negotiating, the Soviets will continue to maintain 2 to 3 million men under arms. And of course, our number one concern: the Soviets continue to maintain and modernize their arsenal of strategic weapons.

We and our allies welcome this new course, this clearly new course that the Soviet Union has chosen. But prudence demands that we maintain an effective deterrent, one that secures the peace not only in today's climate of reduced tensions but that ensures that renewed confrontation is not a feasible option for any Soviet leadership.

The Soviets will enter a START treaty with a fully modernized, highly capable, and very large strategic force. To maintain clear and confident strategic deterrence into the next century, we need the B-2. Secretary Cheney has already scaled back the program. Seventy-five aircraft makes strategic sense. Further delays will only increase the costs. And we need to complete the Trident program. Those 18 submarines will ensure a survivable, submarine-based deterrent. And we can defer final decisions on our land-based ICBM's [intercontinental ballistic missiles] as we see how the START talks proceed but we must keep our options open. And that means completing the development of the small ICBM and the rail-based Peacekeeper.

And finally, I am convinced that a defensive—and I reemphasize that word—a defensive strategic deterrent makes more sense in the nineties than ever before. What better means of defense than a system that destroys only missiles launched against us without threatening one single human life. We must push forward the great promise of SDI [Strategic Defense Initiative] and deploy it when ready.

And the United States will keep a force in Europe as long as our allies want and need us there. Prime Minister Thatcher and I have discussed this at length. We will keep forces there as long as we are wanted and needed. As we and our allies adapt NATO to a changing world, the size and shape of our forces is destined to change to suit new and less threatening circumstances. But we will remain in Europe to deter any new dangers, to be a force for stability, and to reassure all of Europe—East and West—that the European balance will remain secure.

Outside of Europe, America must possess forces able to respond to threats in whatever corner of the globe they may occur. [p.1092] Even in a world where democracy and freedom have made great gains, threats remain. Terrorism, hostage-taking, renegade regimes and unpredictable rulers, new sources of instability—all require a strong and an engaged America.

The brutal aggression launched last night against Kuwait illustrates my central thesis: Notwithstanding the alteration in the Soviet threat, the world remains a dangerous place with serious threats to important U.S. interests wholly unrelated to the earlier patterns of the U.S.-Soviet relationship. These threats, as we've seen just in the last 24 hours, can arise suddenly, unpredictably, and from unexpected quarters. U.S. interests can be protected only with capability which is in existence and which is ready to act without delay. The events of the past day underscore also the vital need for a defense structure which not only preserves our security but provides the resources for supporting the legitimate self-defense needs of our friends and of our allies. This will be an enduring commitment as we continue with our force restructuring. Let no one, friend or foe, question this commitment.

In spite of our best efforts to control the spread of chemical and nuclear weapons and ballistic missile technologies, more nations—more, not less—are acquiring weapons of mass destruction and the means to deliver them. Right now, 20 countries have the capacity to produce chemical weapons. And by the year 2000, as many as 15 developing nations could have their own ballistic missiles. In the future, even conflicts we once thought of as limited or local may carry far-reaching consequences.

To cope with the full range of challenges that we may have to confront, we must focus on readiness and on rapid response. And to prepare to meet the challenges we may face in the future, we must focus on research—an active and inventive program of defense R&D.

Let me begin with the component with great long-range consequences: research. Time and again, we have seen technology revolutionize the battlefield. The U.S. has always relied upon its technological edge to offset the need to match potential adversaries' strength in numbers—cruise missiles, Stealth fighters and bombers, today's "smart" weapons with the state-of-the-art guidance systems, and tomorrow's "brilliant" ones. The men and women in our Armed Forces deserve the best technology America has to offer.

And we must realize the heavy price that we will pay if we look for false economies in research and development for defense. Most modern weapons systems take a minimum of 10 years to move from the drawing board to the battlefield. The nature of national defense demands that we plan now for threats on the distant horizon. The decisions we make today, the programs we push forward or push aside will dictate the kind of military forces we have at our disposal in the year 2000 and beyond.

Second, we must focus on rapid response. As we saw in Panama, the U.S. may be called on to respond to a variety of challenges from various points on the compass. In an era when threats may emerge with little or no warning, our ability to defend our interests will depend on our speed and our agility. And we will need forces that give us a global reach. No amount of political change will alter the geographic fact that we are separated from many of our most important allies and interests by thousands of miles of water. And in many of the conflicts we could face, we may not have the luxury of matching manpower with pre-positioned material. We'll have to have air-and sea-lift capacities to get our forces where they are needed, when they are needed. A new emphasis on flexibility and versatility must guide our efforts.

And finally, as we restructure, we must put a premium on readiness. For those active forces we'll rely on to respond to crises, readiness must be our highest priority. True military capability never exists on paper; it's measured in the hours spent, experience gained on the training ground, under sail, and in the cockpit. Nothing is more shortsighted than cutting back on training time to cut costs; and nothing, I might add, is more demoralizing to our troops. Our soldiers, sailors, our airmen, our marines must be well-trained, tried and tested, ready to perform every mission we ask of them.

In our restructured forces, reserves will [p.1093] be important, but in new ways. The need to be prepared for massive, short-term mobilization has diminished; and we can now adjust the size, structure, and readiness of our reserve forces to help us deal with the more likely challenges we will face.

Our strategy will guard against a major reversal in Soviet intentions by incorporating into our planning the concept of reconstitution of our forces. By the mid-nineties the time it would take the Soviets to return to the levels of confrontation that marked the depths of the cold war will be sufficient to allow us to rely not solely on existing forces but to generate wholly new forces. The readiness to rebuild, made explicit in our defense policy, will be an important element in our ability to deter aggression.

A rational restructuring of the kind that I've tried to outline here will take 5 years. I am confident we can meet the challenges that I've outlined today provided we proceed with an orderly reduction, not a fire sale. Any reduction of this magnitude must be managed carefully to minimize dislocations not just to the military balance but, in my view, equally as important, to the morale. And I can say right now as Commander in Chief that we will take every step possible to minimize the turbulence of these changes. The turbulence that will be created for our soldiers, sailors, airmen, and marines. I simply will not break faith with the young men and women who have freely chosen to serve their country.

And frankly, any parents who might be under this tent, you talk to any one of the general officers, and they'll tell you that we have the finest group of young people serving at any time in the history of this country. They are absolutely superb. And they are all volunteers, every single one of them.

All of us know the challenges we face are fiscal as well as military. The budget constraints we face are very real; but so, too, is the need to protect the gains that 40 years of peace through strength have earned us. The simple fact is this: When it comes to national security, America can never afford to fail or fall short.

Let me say once again how very pleased I am to appear here today—especially with our honored friend, Margaret Thatcher. Today, of course, is not the only time American and British leaders have shared the stage. The world remembers that day 44 years ago in Fulton, Missouri, when Churchill delivered what history calls now the Iron Curtain speech. But that wasn't what he called it. He titled it "The Sinews of Peace." And by that he meant to summon up a vision, a vision of strength of free nations united in defense of democracy.

At long last we are writing the final chapter of the 20th century's third great conflict. The cold war is now drawing to a close, and after four decades of division and discord, our challenge today is to fulfill the great dream of all democracies: a true commonwealth of free nations. To marshal the growing forces of the free world, to work together, to bring within reach for all men and nations the liberty that belongs by right to all.

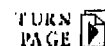
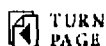
Thank you very much for all you do to contribute to the deliberations that, frankly, have helped lead to a more peaceful world. It is a great honor for me to be here; and I might say, with some special pride, I brought with me one of the movers and shakers of this **institute**, who I'm proud to have at my right hand every day. I wished I hadn't seen him at 5 o'clock this morning. I'm talking about Brent Scowcroft, who's done such a great job for this institution—hiding in the trees over here. But now I see firsthand what the people here at **Aspen** saw long ago: just how decent and honorable he is and how strong and knowledgeable. So, I would end by saluting him.

I'm sorry that the Silver Fox is not here. [Laughter] At this time of year, we're heavily in the grandchild business, and we have a sick dog. [Laughter] So, our priorities are such that she asked me to send you her love and affection and to tell you she's very sorry she's not here. And if I might say parenthetically, I'm proud of Brent, but I'm even prouder of Barbara Bush.

And I would also say—we were faced with a lot of problems here, budget problems, problems with Iraq and Kuwait, problems of restructuring the best defense force in the entire world—but I can't think of a more exciting time in the history of the United States to be your President. And I'm grateful. Thank you very, very much, and [p.1094] God bless you.

NOTE: The President spoke at 3:35 p.m. in the Music Tent at the **Aspen Institute**. In his remarks, the President referred to Lodwick M. Cook, David McLaughlin, and John Phelan, trustee, president, and chairman of the **institute**; Jessica Catto, wife of Ambassador Catto; James A. Baker III, Secretary of State; Colin L. Powell, Chairman of the Joint Chiefs of Staff; and Brent Scowcroft, Assistant to the President for National Security Affairs.

Source: Federal Register Division. National Archives and Records Service, Public Papers of the Presidents of the United States, George Bush, 1989 (Washington, D.C.: Government Printing Office, 1996-), pp.1089-1094



ASPEN INSTITUTE

CHARLES M. FIRESTONE

Vice President

Policy Programs and
International Activities

The Honorable William J. Clinton
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

The Aspen Institute would like to extend an invitation to you to join us in celebrating Aspen's 50th Anniversary. The specific event would be the convening of one of the Institute's many forums—this one is the Forum on Communications and Society (FOCAS)—on March 2-3, in San Jose, California.

The not-for-profit Aspen Institute was founded in the wake of World War II as a way to build global understanding and dialogue. The Institute has offices in Aspen, Colorado and Washington, D.C., and has partners in Italy, Germany, France, and Japan. The Institute's long tradition includes many speeches and other involvement by existing and current world leaders, and it would be perfectly consistent and appropriate for the President to help celebrate the Institute's anniversary.

FOCAS is co-chaired by Eric Schmidt, CEO of Novell, Inc., a recognized leader in the software industry, and a good friend to the current Administration; and by Reed Hundt, former chairman of the Federal Communications Commission (1993-97) and currently senior advisor to McKinsey & Company, an international consulting firm. The members of FOCAS rotate; the current list of members is attached.

You will see that the members—a mix of business, public policy, and non-governmental organization heads—are of a stature not inappropriate for the President, and if you were to attend the meeting, in whole or in part, it is certain that members of the Aspen Institute's board of trustees would also attend.

This year FOCAS will announce an agenda to help promote learning through new information technology. The agenda and further details of this meeting have been provided to your staff. The FOCAS initiatives that have been identified and that will be discussed at this meeting parallel the message on technology and education delivered in your recent State of the Union address.

We would be most honored to have you attend this inaugural event of our 50th Anniversary celebration.

Sincerely,

Charles M. Firestone

Charles M. Firestone

*Let's get
5 speakers*

*Teacher
Training Co.
Stephanie Streett,
Loretta Ucelli
Karen T. Wallace
Ann T. Wallace
Happier turn
on CA trip
Meyon*

March 3

Speech

One Dupont Circle, NW

Suite 700

Washington, DC 20036-1133

TEL 202.736.5810

FAX 202.293.0525

firestone@aspeninstitute.org

THE ASPEN INSTITUTE
*Communications and
Society Program*

The Aspen Institute
F•O•C•A•S
FORUM ON COMMUNICATIONS AND SOCIETY
March 2-3, 2000 ♦ San Jose, California

2000 FOCAS Members

Gordon Ambach
Executive Director
Council of Chief State School Officers

Zoë Baird
President
The John and Mary R. Markle Foundation

James Barr III
President and CEO
TDS Telecom

Asa Briggs
Former Chancellor
Britain's Open University
and
Member
House of Lords

Gaston Caperton
President and CEO
The College Board

Candice Carpenter
Chief Executive Officer
iVillage

Jaime Chico Pardo
Chief Executive Officer
Teléfonos de México, S.A. de C.V.

Peggy Conlon
President
The Advertising Council

Elizabeth Daley
Dean
Department of Cinema-Television
and
Executive Director
Annenberg Center for Communications

John Doerr
Partner
Kleiner Perkins Caufield & Byers

Idit Harel
Chief Executive Officer
MaMaMedia, Inc.

Wade Henderson
Executive Director
Leadership Conference on Civil Rights

David Hornbeck
Superintendent of Schools
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Reed E. Hundt (CO-CHAIR)
Senior Advisor
McKinsey and Company

Elmer Johnson
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The Aspen Institute

William Kennard
Chairman
Federal Communications Commission

Michael O. Leavitt
Governor
State of Utah

H. F. Gerry Lenfest
Chairman and CEO
Lenfest Group, L.L.C.

Gerald M. Levin
Chairman and CEO
Time Warner Inc.

Virginia Markell
President
The National PTA

Edward Markey
Member
U.S. House of Representatives

Thomas Menino
Mayor
City of Boston

William Milliken
President
Communities In Schools

Peter O. Price
President
Television USA

Lynda Resnick
Co-Owner and Chairman
Roll International Corporation

David Ruberg
President and CEO
Intermedia Communications, Inc.

Eric Schmidt (CO-CHAIR)
Chairman and CEO
Novell, Inc.

Kurt Schmoke
Former Mayor
City of Baltimore

Patty Stonesifer
Co-Chair and President
Bill and Melinda Gates Foundation

THE ASPEN INSTITUTE
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Society Program*

The Aspen Institute

F•O•C•A•S
Forum on Communications and Society

March 2-3, 2000 ♦ San Jose, California

Tentative Schedule and Agenda
As of February 22, 2000

Thursday, March 2, 2000

- 4:00 - 5:00 p.m. Guest arrivals at Fairmont Hotel, conference check-in
- 5:15 p.m. *C&S staff member in lobby to answer questions and guide guests to the Capital Club (across from Fairmont)*
- 5:30 p.m.-6:30 p.m. **Opening Session at Silicon Valley Capital Club**
Welcome to members and introduction of initiatives [Open to FOCAS members only]
- 6:30 p.m.-9:00 p.m. *Cocktail reception and Dinner at Silicon Valley Capital Club*
(Dress: Business attire is appropriate)

Friday, March 3, 2000

- (Dress: Business casual)*
- 7:45 a.m. *Participant Departures from the lobby of the Fairmont Hotel to the Silicon Valley Conference Center.*
- 8:30 a.m.-9:00 a.m. *Continental Breakfast at Silicon Valley Conference Center*
- 9:00 a.m.-12:45 p.m. **Session I: Initiatives for Technology and Learning in the New Millennium**
San Jose Room, Silicon Valley Conference Center
Participants will use this session to refine the research, public awareness, investment and incentives initiatives, including establishing goals and outlining next steps for implementation. (An interim meeting to check progress toward implementation of the

initiatives is scheduled for representatives of FOCAS members on August 2-4 in Aspen, CO

10:20 a.m.-10:40 a.m.

Break

1:00 p.m. - 2:45 p.m.

Lunch

3:00 p.m.-5:30 p.m.

Session II: Evolving Technology and the Human Condition.

This session will examine how network technologies are evolving and what the implications are for personal fulfillment and the human condition. After a brief opening presentation by FOCAS co-chair Eric Schmidt on the next generation of technology currently in development, FOCAS participants will address the implications of the evolving technology for the human condition. A moderated discussion among FOCAS members will ensue for the next 90 minutes, followed by approximately 30 minutes of Q&A with invited guests/audience members.

5:30 p.m.-7:30 p.m.

Closing cocktail buffet, Silicon Valley Conference Center
Staff members will arrange participant departures based on information provided by the participant on the Travel Reply form.

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Former Mayor
City of Baltimore

Patty Stonesifer
Co-Chair and President
Bill and Melinda Gates Foundation

Ellen Wartella
Dean
College of Communication
University of Texas at Austin

Observers:

Ann Frasher Hudson
Javelina Partners

Ed Hudson
Javelina Partners

Johnathan Rodgers
President
Discovery Networks, U.S.

Press Observers:

Dan Gilmor
Columnist and Writer
Technology/Computers
San Jose Mercury News

Kevin McKenna
Deputy Managing Editor
Technology News
The New York Times

Andrew Trotter
Staff Writer
Education Week

Moderator:

Charles M. Firestone
Vice President
Policy Programs
and
Executive Director
Communications and Society Program
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The Aspen Institute

FORUM ON COMMUNICATIONS AND SOCIETY AGENDA FOR ACTION 2000

DRAFT

*In a networked society, every person can realize
his or her potential through lifelong learning.*

--FOCAS Vision Statement, August 1999

Introduction: New Networks, New Opportunities

We are at the very beginning of the most significant transformation of society, culture and the global economy in over a century. The rapid and ever accelerating proliferation of new technologies is changing how we think, work, shop, play and relate to each other. Those same technologies will transform our learning processes even more. Even at this early stage, the evidence is clear on several points. First, those individuals who have access to technologies that are deployed and used effectively—especially in the early learning environment of K-12 schools—will achieve more. Second, effective extension of access to technology-enabled learning at home has a positive impact on student learning, and opens up unprecedented opportunities for lifelong learning for adults. Third, there are substantial financial and non-financial barriers to putting the new technologies into service for excellent teaching and learning for students of all ages. Fourth, a “digital divide” in home access to network technologies along economic and cultural lines has already emerged.

The newness and inherent powers of network technologies enable and even force a rethinking of the institutions and structures that have served society up to this time. Already in many schools, administrators and teachers have adopted completely fresh ways of structuring the school community, the individual classroom, and their own continued development as professionals. At home, there has been a rapid growth in learning opportunities for children and adults that enable individuals to bypass traditional education providers in favor of information and learning resources that recognize their unique needs and lifestyles. And in some communities, technologies have made a seamless link between the school and home a reality. Around the world, individuals are joining together across geographical and cultural boundaries to engage in what Idit Harel, chairman and CEO of the Internet learning site, MaMaMedia, has called the “Three Xs”: the exploration, expression and exchange of ideas, information and knowledge.

As John Doerr of the venture capital firm Kleiner Perkins Caufield Byers has noted, however, we have always been woefully underinvested—economically and intellectually—in the institutions, communities, services and networks (both physical and human) that enable individuals to learn and grow. We now are at one of those rare watersheds in history where we can meaningfully address that failure.

The historic opportunity that presents itself is that this vision—that, in a networked society every person can realize his or her potential through lifelong learning-- is realizable because we are just at the beginning of a great transformation. At this time of transition, attitudes and policies are being discussed, debated, formed, re-formed, shaped and re-shaped. Positions are not hardened. So it is more likely than at any time in memory to have a direct and dramatic impact on the discussion, debate and decisions that will define the emerging learning networks — what they will look like and to whom they will be available—well into the twenty-first century.

Goals for Supporting Global Lifelong Learning

As a body comprised of leaders with extensive experience in cross-cultural and global affairs, the Forum on Communications and Society (FOCAS) recognizes that the marriage of network technology, an inherently globalizing force, with education, an essentially local concern, creates implications and possibilities for lifelong learning in a global society that should not be ignored. Accordingly, members urge that strategies to promote the effective deployment of network technologies be designed to attain certain universal goals.

Specifically, in the United States, we should implement strategies that:

- Promote the intelligent use of networks and communities for the exploration, expression and exchange of ideas, information and knowledge;
- Make the new technologies powerful tools for excellence in teaching and learning;
- Ensure equality of *quality* access to the new technologies.

Throughout the world, we should implement strategies that:

- Promote the formation of global communities of lifelong learners;
- Accelerate the deployment of the new technologies in ways that respect the unique circumstances of individual countries.

FOCAS 2000: Four Key Challenges

As a guide for developing strategies to support global lifelong learning, these goals seem unassailable. However, there are many challenges to be met on the way to implementing these goals. In particular, there was an emerging consensus among FOCAS members that four key challenges must be addressed if technologies are to be deployed effectively for the benefit of universal lifelong learning: (1) research, (2)

awareness, (3) investments, and (4) incentives. The remainder of this report briefly summarizes each challenge, and then presents an agenda of initiatives to which forum members individually and collectively will be committing their time and resources. FOCAS invites others to inform and join its efforts. It is understood that these four challenges are not the only issues to address in individuals and learning communities make the transition to a networked society, nor are the initiatives outlined the only solutions to the challenges identified. Rather, these are areas where action by FOCAS leaders could make a significant difference and serve as a catalyst for greater intellectual and economic engagement in creating a vibrant learning society. A brief discussion of governance and accountability, two other areas of critical importance not targeted for coordinated FOCAS activity at this time, is included in an Appendix to this report.

Challenge 1: The Absence of Clear, Baseline Research About the Most Effective Ways to Deploy Network Technologies for Learning.

It is only over the past couple of years that researchers and policymakers have begun to analyze and identify the conditions under which network technologies increase student achievement and promote learning. No authoritative body has widely disseminated the results of that research in a way that will guide policymakers, school officials and community leaders. Given the many unproven assumptions about the best methods and the benefits of technology for learning, FOCAS members call for a serious societal commitment to meaningful and continual research that can guide the development and deployment of network technologies for these purposes. It is time to compile a body of research on which public discussion and debate can rest, and to get beyond the anecdotes that have strong emotive appeal but which should be insufficient evidence on which to base significant investments of public and private funds.

A compendium of research, as envisioned by forum members, should include investigation into a variety of educational and other interactive technologies, both in classroom settings and in the many environments outside of the school where children and adults use communications and information technologies. Particular emphasis should be placed on the impact of technology on cognitive and social development, i.e., how children learn how to learn, and the effects of networking on the learning process. A comprehensive body of research would naturally try to capture and disseminate information about best practices, including what factors are important to boosting the effectiveness of learning with network technologies, and what practices and situations may be counterproductive.

Challenge 2: The need for greater public awareness of how network technologies can empower individuals and transform the learning process.

The massive amount of information available (through the press, advertising, and word of mouth) about the Internet and other new network technologies can become very confusing to individuals who are not among the early adopters or "info-elites." Indeed, the Internet and World Wide Web are many things to many people: a powerful engine driving the economy to new heights; a creative tool that fosters exploration and

encourages human expression; a bridge to distant places where new friends are made and new communities are built around shared interests; a repository of information, knowledge, and opportunities for lifelong learning whose holdings far outnumber those of bricks and mortar libraries; a boon for marketers who can now aggregate an alarming amount of personal information about individuals and their families, and profit from this information at the expense of individuals' privacy; an electronic Wild West and a virtual Sodom and Gomorrah, where laws are difficult to enforce, pornographers ply their trade, and all manner of vice finds refuge; a wedge that threatens to further divide the "haves" from the "have nots" in the world.

If parents, educators, and community leaders are to have a hand in shaping the emerging networks, then they must be aware of how technologies can empower individuals and transform the learning process, and they must engage in public dialogue about what happens once the physical infrastructure is in place. Connecting classrooms and putting computers in schools have broad public and bipartisan political support. But in spite of broad calls to physically wire more classrooms and homes to the Internet, there are few voices addressing this question of what happens once the hardware is in place. This lack of public dialogue suggests that the public and political leaders may not be adequately aware that investment in the physical infrastructure is only the beginning of the transformation.

For example, recent studies repeatedly have confirmed that the effective use of technology in schools depends upon teachers having received extensive training. Generally, the schools that have been most successful in implementing technology have been blessed with superintendents and principals that understand the full power of the new technologies. These leaders have begun to make investments in the human infrastructure needed to create rich learning environments using technology. For the most part, however, there has been a substantial underinvestment in the human infrastructure, especially in training, both at the colleges of education and in-service levels. A broader public dialogue articulating the need for greater investments in human infrastructure for learning would significantly enhance the potential of the new networks for learning.

Beyond the schools, public engagement initiatives would create awareness among community leaders and the public at large of the importance of networking and information literacy skills in the life and health of the community; identify the network and information needs, resources, and deficiencies of individual communities, and the barriers to further progress; and promote the development of leadership and facilitate partnerships among key leaders and community resources for addressing the information needs of the community.

Challenge 3: The inadequate investment in human and physical infrastructure within and outside the educational system.

There are numerous initiatives around the world that put the new technologies in the service of lifelong learning.¹ But critical mass still awaits us. The “digital divide” is very real. Lower income households and households headed by minorities are significantly less likely to have access to the networks that make up a networked society. Sixty percent of teachers feel as if they have not received adequate training in the use of technology in their classrooms. Private sector education entrepreneurs face continued skepticism from investors. These companies as well as promising non-profit initiatives are generally unknown to the public, parents and students. They are often underfunded and face daunting prospects in reaching scale.

In recent years, considerable investments have been made in the physical technology networks in our schools. Nationally, we have moved much closer to our goal of connecting every school to the Internet, with nearly 90% of public schools reporting some access to the Internet. Strides are being made to connect every classroom to the Internet as well, with 51 percent of instructional rooms connected in 1998 according to the U.S. Department of Education. In the 1998-99 school year alone, more than \$5.5 billion was spent on educational technology, according to Market Data Research. Of this amount, the overwhelming majority—69%—was spent on hardware, with 17% spent on software and only 14% directed to staff development and teacher training.

Wiring schools and classrooms with network connections, making PCs universally available, and providing subsidies and discounts to make network services more affordable are important first steps, but they are insufficient for achieving the potential of the technologies as tools for learning. In order for access to be truly meaningful, an

¹ In the private sector, literally hundreds of companies are emerging to offer distance learning, continuing education, home instruction, online tutoring, “eduportals,” home-school communications, global community building, online professional development, and systems for assessing and analyzing student, school and teacher achievement and progress. In the international arena, efforts such as the linking of universities in the NAFTA countries demonstrates the potential for globally networked learning. The Western Governors University does the same for higher education in this country. Local governments, libraries and community groups have developed a number of models for community learning centers. Communities In Schools, NetDay, MOUSE, Explornet and dozens of other nonprofits are working to bring network infrastructure and the related training to schools. Federal and state governments, corporations such as Time Warner, and foundations such as the Bill & Melinda Gates Foundation, the AT&T Foundation and the Albertson Foundation, are starting to fund professional development for teachers and administrators. Companies such as TDS Telecom are creating new systems for managing information and making it accessible to parents and students as well as to teachers and administrators. Nonprofit venture capital funds such as New Schools Fund are investing in promising early stage education companies.

individual must know how to use the network tools in a way that will improve his or her life. Think of access as a three-legged stool supported by three components: facilities, affordability, and literacy. It is the issue of literacy, or *information literacy* as some have termed it, that becomes increasingly important to realizing the vision for global lifelong learning. If investments are not made to develop the human infrastructure for learning, the investments in the physical infrastructure will yield but limited returns to society.

Particularly acute is the lack of investment, measured in dollars as well as in important nonfinancial forms of support (e.g., increased time for professional development), in training teachers and administrators. In addition to the small number of teachers who feel well prepared to integrate technology into their classroom, new teachers report that they feel no better prepared to use technology than experienced teachers. Unless these professionals and other learning intermediaries are given the knowledge and skills requisite to implement the powerful, creative strategies for using the new technologies both in the classroom and in creating school-to-home communities, the vision and mission will not be accomplished.

Challenge 4: The need to realign incentives for quality teaching and successful learning in the school systems.

Over the past half century, the interlocking set of accreditation standards for colleges of education, and licensure and certification standards for teachers and administrators, has produced incentives that may no longer be effective in promoting good teaching and learning. Professionals in the system often are locked into training and promotion tracks that focus on competencies inconsistent with or irrelevant to what is now understood to be necessary for good teaching and learning. In the last decade, efforts by organizations such as the National Board for Professional Teaching Standards and the Interstate New Teacher Assessment and Support Consortium have initiated not only a restructuring of the ways in which teachers are certified, but a campaign to make sure that teachers are viewed as true professionals whose role is central to our society and economy. Unfortunately, these efforts have not yet reached full scale nor gained sufficient awareness among policymakers or the public.

Nevertheless, the advent of the new technologies is, once again, an appropriate and strong leverage point for accelerating reexamination and change. Because network technologies represent an entirely new and different set of tools, approaches and competencies, they can demand attention from the decision-makers who control the system for training, licensing, certifying and rewarding teachers. For example, as one FOCAS participant noted, the new technologies require new standards for teacher preparation and student achievement to be formulated. This process can serve as the driver for realigning the training, licensing, certification and reward system. Similarly, because the technologies offer powerful new ways to design, develop and deliver instruction, they demand attention from the decision-makers who control curriculum and instructional methodologies.

As several teacher educators have argued, new standards for teacher preparation and student achievement are necessary but insufficient for producing meaningful and lasting change in the way teachers approach the use of technology in the classroom.² In addition to addressing the question of teacher preparation, the restructuring of the teaching and learning environment must be considered as a means of providing the incentives that might actually induce changes in teaching patterns in the classroom. The issue becomes one of capacity building—how can we enhance the capacity-building needs of teachers to provide the time and other resources it takes to bring about change in the classroom?

Network technologies themselves can enhance the capacity-building needs of the teaching profession. First, the new networks can make expertise and materials available to educators in disadvantaged communities or those isolated by remote geography. Second, through the phenomenon of network effects, new electronic communities of teachers sharing ideas and experiences could have a dramatic impact on the knowledge, creativity, and professionalism of educators everywhere. Lessons learned in one community would not have to be gained at the time and expense of direct experience in another; the networks can and already are being used to build upon knowledge gained elsewhere, such as in the area of curriculum development. The challenge is to find a way to move teachers' effective use of technology in the preparation of their lessons into their actual teaching in the classroom in a way that maximizes the learning process for every student.

None of this will happen automatically in light of the massive and distributed nature of the system. But good information based upon the research discussed above, combined with careful, sustained work with policymakers and educational leaders, can have a huge impact upon the system.

*** The Work Ahead: Initiatives for Action**

Unprecedented progress toward the vision and mission outlined earlier in this report is possible only if educators and other community leaders work together to meet the challenges discussed above. The Forum on Communications and Society cannot tackle all of the individual issues raised within the four challenges identified above. Nor should it. Individual members as well as numerous other organizations are working diligently and effectively on many of the issues. But FOCAS can delineate and articulate those issues that it feels are the most critical to the common vision and mission of putting the new technologies in the service of lifelong learning, and the strategies for deploying and employing the new technologies to address those issues. Members can then work with each other and other organizations committed to improved learning and teaching to implement those strategies.

The following menu of initiatives are distilled from those originally proposed by FOCAS members at the August 1999 annual meeting. They have subsequently gone through additional consideration and review by individual FOCAS members to determine

² See papers by Larry Cuban and Robert F. McNergney, attachment A to this report.

which proposals hold the most interest (based on member surveys) and are most likely to come about. Several of these proposals (most notably the research initiative) are further along in development; others require additional input and commitment to advance activity to the next level, including the engagement and involvement of non-FOCAS members.

Initiative 1: Develop a clear base of research on the use of network and other communications and information technologies for effective learning.

To further the dissemination of research in a way that will guide policymakers, school officials and community leaders, FOCAS members have proposed the compilation of a research compendium of information on the use of network technologies in learning. Such a compendium would emphasize best practices and identify the conditions required to replicate the success of model programs and to achieve the greatest impact on individual learning. It would then be made available to a wide audience of educators, policymakers, and others involved in shaping education and learning environments.

Both the Markle Foundation and the Bill and Melinda Gates Foundation have stepped forward to address the research challenge. As part of its effort to increase knowledge about the nature of interactive media as it relates to the needs of children, The Markle Foundation is funding the creation of a research agenda to study the impact of interactive media on children. The study focuses primarily on children's use of interactive media in out-of-school settings. The study is being led by Dr. Ellen Wartella, Dean of the College of Communication at the University of Texas at Austin. The Gates Foundation has funded a similar effort to study the use and effectiveness of educational technologies in schools. The review of the research was led by Professor Jeffrey T. Fouts at Seattle Pacific University. The findings to date for both research efforts will be presented and discussed at the FOCAS 2000 meeting, providing an opportunity to identify additional resource requirements for taking this research to the next level and disseminating the findings to a wider audience. (see attachment B.)

Initiative 2: Develop public engagement campaigns to educate the public about the effective and positive use of communications and information networks, and to foster greater public involvement in the social and political discussions surrounding the development and deployment of network technologies.

Such a campaign would necessarily address the rhetorical treatment of technology in education, promoting a language of investment over altruism. It would engage in storytelling of individual lifelong learning success stories to help individuals overcome their fears surrounding technology. And it would ideally reach into federal, state and local agendas with the importance of the "learning vision." The campaign would also serve as an outlet for disseminating research compiled as a part of the research initiative above. The public engagement campaign proposed by FOCAS would operate at two levels, one local and one national.

Local Campaign: The dissemination of information at the local level, through a network of grass roots organizations, is important in reaching out to those people who have the greatest impact on the learning process—parents, teachers, employers, community-based organizations, and students themselves. This initiative proposes the dissemination of materials—either developed independently by FOCAS members or using quality information already available (the Children's Partnership produces an excellent Internet guide for parents which is due for updating this year—see attachment C)—through the website and local chapters of the National PTA, for example. The PTA network, which reaches into local communities very effectively, can engage parents, teachers and others in the community in developing and supporting the effective use of technology to improve learning at school and at home, and to foster better home-school connections. Special emphasis would be placed on the needs of individuals, schools and communities that are in the greatest danger of being left behind. Other FOCAS member organizations with grass roots membership could provide additional networks to utilize in disseminating public education materials.

National Campaign: The locally-targeted campaign outlined above should be complemented with the creation of an Ad Council-style public service campaign to broaden public understanding of and engagement in the positive uses that network technologies can have in daily life—for learning, working, entertainment and communicating. Such a campaign would have to be sponsored by an eligible 501(c)3 nonprofit organization, and its message linked to other information provision or outreach efforts. The cost of an Ad Council campaign over three years would be close to \$2 million.

Initiative 3: Collaborate to stimulate investments at the local level in human and physical infrastructure for lifelong learning, particularly for those otherwise unable to gain access to these technologies.

The ability of foundations, corporations, and even private individuals to step forward and make a commitment to the human infrastructure that is necessary for achieving information literacy could have a snowball effect. And focusing activities at the local level, where the investments are more likely to address the unique needs of individuals and communities and to draw upon the unique resources available from within the community, is crucial. Partnerships among private sector companies, foundations, community-based nonprofits (such as community centers, YMCA's, and police athletic leagues) and public sector service providers (including governments) will be critical to aligning the vast array of knowledge and resources necessary to develop projects that can have a meaningful impact and hold significant potential for sustaining success on a larger scale.

One example of a significant investment in both the physical and human infrastructure is the Baltimore Electronic Village ("Baltimore eVillage"). Kurt Schmoke has described the project: "With the encouragement of the Clinton administration, Baltimore imploded a crime ridden housing complex and replaced it with a town house community [the Townes at the Terraces]. All of the houses are wired for Internet access. All of the residents are being trained on the computer and all will be given computers at no charge

to the," (see attachment D). Through a variety of partnerships and networked resources, the Baltimore eVillage gives residents access to the latest information technologies to enhance their academic skills, to engage in workforce training, and to communicate and access links to Web pages providing health, employment, education, recreation, and business services. FOCAS encourages foundations, corporations, and governments at all levels to work together as partners to convert all public housing neighborhoods to "evillages" as a tangible step toward closing the "digital divide."

There are additional activities that FOCAS members can engage in as ambassadors for smart social investing, including:

- Spotlight the fastest growing areas - new businesses, new brands, new communities, new activities - e.g., edu-portals, and enhancing use of them. Evangelize them. Show the market potential; show schools and universities the potential for portals to enhance their missions. This could also be incorporated into a subsequent stage of Initiative 2, public awareness and engagement.
- Accelerate the effort to connect students, teachers, and parents through Net Day and similar activities, and then raise this effort to the next level—not simply achieving facilities access, but addressing the services and literacy issues that make access meaningful. One excellent model of addressing basic literacy is the Time Warner corporation's volunteer program, Time To Read, which supports networks of community organizations dedicated to improving reading and writing skills (see attachment E). A similar effort is needed to address improving information literacy skills—focused on the three X's (explore, express, and exchange), rather than the three R's.

Initiative 4-A: Prioritize the effort to align testing and certification incentives with the vision and goals for lifelong learning and technology articulated above.

Initiative 4-B: Exempt a certain percentage (5%) of jurisdictions from requirements for a limited time to foster greater experimentation for determining what curriculum changes produce the most impact in effective learning. Flexibility across jurisdictions is necessary to keep pace with the rapid changes in technology and the new requirements for learning that accompany these changes.

In their discussion of realigning incentives, there was strong consensus for fostering change and experimentation in this area. Where possible, FOCAS members will engage representatives of the central organizations and networks responsible for establishing teacher credentials and certification incentives. To this end, the Aspen Institute has already submitted a letter to the National Council for Accreditation of Teacher Education (NCATE) Standards Committee urging NCATE to revise its standards to include information literacy skills in the Candidate Knowledge, Competency and Assessment areas (see attachment F).

APPENDIX

In addition to the specific challenges and initiatives set forth in the preceding report, FOCAS members have identified accountability, governance and funding structures as critical issues in public education that need to be addressed. The problems that arise due to weaknesses in these areas have significant implications for the effectiveness of the technological networks that are being introduced into educational institutions and other learning environments. These areas are, to a certain extent, more cumbersome and complex than those set forth above. While the forum has not heretofore suggested specific initiatives for action among its members on these topics, they are too significant to ignore and must be dealt with in the broader public policy arena. Accordingly, we describe the thinking of forum members on these additional points in the hope that a vigorous public dialogue will lead to new initiatives in furtherance of the mission of quality access to learning for everyone.

Governance Structures and Accountability

A myriad of decision makers influence the educational system. Elected officials, chancellors of universities, deans of colleges of education, state and local school boards, accrediting and certification boards, superintendents, principals and teachers all directly affect the quality of learning. This is to be expected. With more than 100,000 K-12 schools serving a total population of 50 million students, more than 3 million teachers, and over 1200 institutions of higher education training our teachers and administrators, perfect alignment of vision, goals and accountability is virtually impossible.

However, many people feel, with ample evidence to support the claim, that the system is now badly out of alignment. This critique is perhaps most applicable to the nation's urban school systems, but the evidence suggests that suburban and rural schools also suffer. Because of the sheer complexity of the educational system, it is not clear to the public or policymakers who is responsible and accountable for the system, and thus it has been difficult to fix the misalignment. Recent examination and reform of accountability in several major urban school systems, and evidence of increasing public and political awareness of the centrality of the accountability issue, provide the reasons for a more sustained, national examination of the issue.

The advent of the new technologies offers a strong point of entry into the accountability issue for several reasons. First, the imperative of schools incorporating technology both in the classroom and in administrative offices opens the system to the possibility of restructuring itself. Just as in other industries and sectors, it can force a rethinking of how schools are organized, how learning is best delivered, how teachers and administrators are trained, how individual schools communicate with district offices, other schools and parents, and how school systems communicate with the public. That rethinking can be the basis for examining which actors influence learning and in what ways.

Second, the technologies themselves provide powerful tools for assessment and accountability. What works and what does not can be measured, analyzed and reported. The common adage that "you can only manage what you can measure" can for the first time be applied to our educational system. Finally, the high profile commitment of elected officials and school officials to investment in technology provides a natural base camp for public examination of the performance and accountability of those officials. The public will understand the importance of the questions "Has the investment in technology paid off?" and "If not, why not?"

Public Policy and Funding

The public sector at the federal, state, and local levels necessarily will play a critical role in formulating, implementing and funding many of the solutions to the challenges that FOCAS has identified. However, there currently is no initiative that is properly organized to grab the attention of policymakers and help inform them of the challenges and potential solutions. EdLink, a coalition of national education groups representing all of the major participants in the educational system in both the public and private school arenas, has done a remarkable job of working together on the E-Rate, a federal scheme for discounted communications connections to the schools. However, EdLink does not have the resources to extend its efforts to the larger agenda identified by FOCAS. A number of business organizations have done extremely effective work over the past 15 years on issues such as raising the awareness of the importance of education and pushing for standards and accountability. However, these groups often have not made the full connection between the emergence of the new network technologies and improved lifelong learning, and they have had mixed success in working consistently with the key participants in the education system.

In particular, crucial issues such as professional development, misalignments in the incentive structure, policymaker accountability, and strategies for overcoming the "digital divide" have not received nearly sufficient attention, creative thinking or funding. Because of the tremendous interest in technology and the basic consensus around its centrality to lifelong learning, the time is ripe to form an initiative that brings together all of the relevant participants to drive policy maker focus upon these issues.

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POTUS Schedule

Divider Title: _____

Friday, March 3, 2000

**SCHEDULE OF THE PRESIDENT
FOR
FRIDAY, MARCH 3, 2000**

Draft Schedule

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WEATHER:

WASHINGTON, D.C.

Increasing clouds with afternoon light rain showers. Winds northeast at 15 to 25 knots. Low 38°F. High 52°F.

SAN FRANCISCO, CALIFORNIA

Partly cloudy with patchy morning fog. Winds northwest at 12 to 18 knots. Low 43°F. High 60°F.

SAN JOSE / PALO ALTO, CALIFORNIA

Patchy morning fog...otherwise mostly sunny and warmer. Highs lower to mid 60s.

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

**SCHEDULE OF THE PRESIDENT
FOR
FRIDAY, MARCH 3, 2000
*Draft Schedule***

7:35	am	THE PRESIDENT departs The White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
7:45	am	THE PRESIDENT arrives Andrews Air Force Base
8:00	am (EST)	THE PRESIDENT departs Andrews Air Force Base via Air Force One en route Moffet Field, Palo Alto, California [flight time: 5 hours, 25 minutes] [time change: -3 hours]
10:25	am (PST)	THE PRESIDENT arrives Moffet Field
10:40	am	THE PRESIDENT departs Moffet Field via motorcade en route Silicon Valley Conference Center, San Jose, California [drive time: 15 minutes]
10:55	am	THE PRESIDENT arrives Silicon Valley Conference Center

Greeters: Eric Schmidt, Chief Executive Officer, Novell
Elmer Johnson, President, Aspen Institute

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

11:00 am- ADDRESS ASPEN INSTITUTE
12:00 pm EL CAMINO
[2:00 pm - Silicon Valley Conference Center
3:00pm EST] Remarks: Heather Hurlburt
Staff Contact: Gene Sperling
Event Coordinator: Heather Davis
OPEN PRESS

Note: There will be approximately 350 guests in attendance.

- Off-stage announcement of the **President**, accompanied by Elmer Johnson, Eric Schmidt and Reed Hundt.
- Eric Schmidt makes brief remarks and introduces Elmer Johnson.
- Elmer Johnson makes brief remarks and introduces the **President**.

12:05 pm- POLICE/DRIVER PHOTOGRAPHS
12:10 pm HALLWAY
Silicon Valley Conference Center

12:15 pm- BRIEFING AND TAPE RADIO ADDRESS
12:40 pm LOS GATOS
Silicon Valley Conference Center
Remarks: Lowell Weiss
Staff Contact: Loretta Ucelli, Lisa Ferdinando

Note: There will be approximately 20 guests in attendance.

Note: Following the radio address, the **President** will tape two brief radio actualities.

12:45 pm **THE PRESIDENT** departs Silicon Valley Conference Center via motorcade en route Moffet Field
[drive time: 15 minutes]

1:00 pm **THE PRESIDENT** arrives Moffet Field

1:10 pm **THE PRESIDENT** departs Moffet Field via Marine One en route Presidio Parade Grounds Landing Zone, San Francisco, California
[flight time: tbd minutes]

1:40 pm **THE PRESIDENT** arrives Presidio Parade Grounds Landing Zone

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

1:55	pm	THE PRESIDENT departs Presidio Parade Grounds Landing Zone via motorcade en route Westin St. Francis [drive time: tbd]
2:10	pm	THE PRESIDENT arrives Westin St. Francis Greeters: Dale Garvin, General Manager, Westin St. Francis (inside) Mike Cassidy, Regional Manager, Westin St. Francis
2:15 3:00	pm- pm	MEETING ST. FRANCIS SUITE LIBRARY- 12th FLOOR Westin St. Francis Staff Contact: Minyon Moore Event Coordinator: Heather Davis CLOSED PRESS Note: There will be approximately 21 guests in attendance.
3:00 6:00	pm- pm	DOWN TIME
6:00 6:05	pm- pm	POLICE/DRIVER PHOTOGRAPHS
6:05	pm	THE PRESIDENT departs Westin St. Francis/Down Time via motorcade en route The Mark Hopkins Intercontinental [drive time: 10 minutes]
6:15	pm	THE PRESIDENT arrives The Mark Hopkins Intercontinental Greeters: Sandor Stangl, General Manager, The Mark Hopkins (upon arrival) Intercontinental Brian Pope, Hotel Manager, The Mark Hopkins Intercontinental Greeter: Senator Dianne Feinstein (inside) Richard "Dick" Blum

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

6:20 pm-
6:40 pm PHOTO RECEIVING LINE
ROOM OF THE DONS
The Mark Hopkins Intercontinental
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately 40 guests in attendance.

6:40 pm-
7:15 pm DSCC DINNER
PEACOCK COURT
The Mark Hopkins Intercontinental
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
POOL PRESS

Note: There will be approximately 400 guests in attendance.

- Off-stage announcement of the **President**, accompanied by Senator Dianne Feinstein.
- The **President** proceeds to his seat.
- Robert McCarthy makes brief remarks and introduces Senator Dianne Feinstein.
- Senator Dianne Feinstein makes brief remarks and introduces the **President**.
- The **President** makes remarks, works a ropeline and departs.

7:20 pm THE **PRESIDENT** departs The Mark Hopkins Intercontinental via motorcade en route Private Residence
[drive time: 5 minutes]

7:25 pm THE **PRESIDENT** arrives Private Residence

Greeters: Sandford Robertson, Home Owner
Jeanne Robertson, Home Owner
Garen Staglin, Event Host
Shari Staglin, Event Host

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

7:30 pm-
7:50 pm
PHOTO RECEIVING LINE
LIVING ROOM
Private Residence
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately 35 guests in attendance.

7:50 pm-
8:45 pm
DSCC DINNER
DINING ROOM
Private Residence
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
PRINT REPORTER ONLY

Note: There will be approximately 35 guests in attendance.

Note: Standing microphone.

-- **The President proceeds to his seat.**

-- **Dinner is served.**

8:10pm -- **Sandford Robertson makes brief remarks and introduces introduces
Senator Dianne Feinstein.**

-- **Senator Dianne Feinstein makes brief remarks and introduces the
President.**

-- **The President makes remarks and departs.**

8:50 pm **THE PRESIDENT departs Private Residence via motorcade en route
Private Residence
[drive time: 10 minutes]**

9:00 pm **THE PRESIDENT arrives Private Residence**

**Greeters: Mayor Edward Rendell, General Chairman, Democratic
National Committee
Susie Thompkins Buell, Event Host**

March 2, 2000 (12:31 PM)

Saturday, March 4, 2000

**SCHEDULE OF THE PRESIDENT
FOR
SATURDAY, MARCH 4, 2000**

Draft Schedule

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**CELL:
STAFF OFFICE: 32-220
WHCA PAGER:**

**ADVANCE LEAD:
(LOS ANGELES, CALIFORNIA)**

JIM DENBO

**CELL: 202-757-8511
STAFF OFFICE: 33-220
SKYPAGER: 2074680**

WEATHER:

PALO ALTO, CALIFORNIA

LOS ANGELES, CALIFORNIA

March 2, 2000 (12:31 PM)

Friday, March 3, 2000

9:05 pm-
9:25 pm
INFORMAL REMARKS
LIVING ROOM
Private Residence
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
PRINT REPORTER ONLY

Note: There will be approximately 16 guests in attendance.

-- Susie Thompkins Buell makes brief remarks and introduces the President.

-- The President makes remarks.

9:30 pm-
10:00 pm
DNC DESSERT RECEPTION
DINING ROOM
Private Residence
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately 16 guests in attendance.

10:05 pm
THE PRESIDENT departs Private Residence via motorcade en route Private Residence, Palo Alto, California
[drive time: 40 minutes]

10:45 pm
THE PRESIDENT arrives Private Residence

BC RON
PRIVATE RESIDENCE
PALO ALTO, CALIFORNIA

HRC RON
THE WHITE HOUSE
WASHINGTON, DC

March 2, 2000 (12:31 PM)

Saturday, March 4, 2000

**SCHEDULE OF THE PRESIDENT
FOR
SATURDAY, MARCH 4, 2000
*Draft Schedule***

DOWN FOR THE DAY UNTIL 5:00 P.M.

5:00	pm	THE PRESIDENT departs Location TBD/Down Time via motorcade en route Moffet Field, Palo Alto, California [drive time: 25 minutes]
5:25	pm	THE PRESIDENT arrives Moffet Field
5:40	pm	THE PRESIDENT departs Moffet Field via Air Force One en route Los Angeles International Airport, Los Angeles, California [flight time: 1 hour, 5 minutes]
6:45	pm	THE PRESIDENT arrives Los Angeles International Airport

Greeters:	Ricardo Icaza Rodney Diamond Miguel Contreras Mike Garcia Richard Guerrero Mike Quevedo, Jr. John Perez Al Ybarra Mary Lou Morales Rudy Morales Diana Orchard Sylvia Marun James Maria Cecilia Cerdas Ruby Michelle Johnson Henry Porter, Jr. Douglas Banc, Jr. Wendy Banc Michelle Baretto Best Anthony Henry Best Timothy Brian Baretto 6 Persons TBD
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March 2, 2000 (12:31 PM)

Saturday, March 4, 2000

7:00 pm **THE PRESIDENT** departs Los Angeles International Airport via motorcade en route Private Residence
[drive time: 25 minutes]

7:25 pm **THE PRESIDENT** arrives Private Residence

Greeters: Mayor Edward Rendell, General Chairman, Democratic National Committee
Joel Hyatt, National Finance Chair, Democratic National Committee
Puran Nazarian, Event Host
Parzi Nazarian, Event Host
Leon Farahnik, Event Host

7:30 pm- **MIX AND MINGLE**
8:05 pm **LIVING ROOM**
Private Residence
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately 65 guests in attendance.

8:10 pm- **DNC RECEPTION**
8:35 pm **LIVING ROOM**
Private Residence
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
PRINT REPORTER ONLY

Note: There will be approximately 65 guests in attendance.

Note: Toast lectern.

- Mayor Edward Rendell makes brief remarks and introduces Leon Farahnik.
- Leon Farahnik makes brief remarks and introduces the President.
- The President makes remarks and departs.

8:40 pm **THE PRESIDENT** departs Private Residence via motorcade en route Café des Artist
[drive time: 25 minutes]

March 2, 2000 (12:31 PM)

Saturday, March 4, 2000

HRC RON

**THE WHITE HOUSE
WASHINGTON, DC**

March 2, 2000 (12:31 PM)

Saturday, March 4, 2000

9:05 pm **THE PRESIDENT** arrives Café des Artist

Greeter: Chuck Meyer, Event Host, and Owner, Café des Artist

9:10 pm-
9:35 pm

MIX AND MINGLE
CAFÉ DES ARTIST
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
CLOSED PRESS

Note: There will be approximately 50 guests in attendance.

9:35 pm-
10:20 pm

DNC DINNER
CAFÉ DES ARTIST
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
POOL PRESS (REMARKS ONLY)

Note: There will be approximately 50 guests in attendance.

Note: Glass Lectern.

- **The President** proceeds to seat.
- Dinner is served.
- Olivia Newton John performs Song TBD.
- 9:50 pm - Mayor Edward Rendell makes brief remarks and introduces Chuck Meyer.
- Chuck Meyer makes brief remarks and introduces **the President**.
- **The President** makes remarks and departs.

10:25 pm **THE PRESIDENT** departs Café des Artist via motorcade en route
Beverly Hills Hilton
[drive time: 25 minutes]

10:50 pm **THE PRESIDENT** arrives Beverly Hills Hilton

BC RON
BEVERLY HILLS HILTON
LOS ANGELES, CALIFORNIA

March 2, 2000 (12:31 PM)

Sunday, March 5, 2000

**SCHEDULE OF THE PRESIDENT
FOR
SUNDAY, MARCH 5, 2000**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

**HOME: 202-332-5651
OFFICE: 202-456-2823
WHCA PAGER: 4824**

PRESS DESK:

ANNE EDWARDS

**HOME: 301-565-3101
OFFICE: 202-456-2921
WHCA PAGER: 4208**

**TRIP COORDINATOR:
(CALIFORNIA)**

TIMOTHY EMRICH

**HOME: 202-265-2332
OFFICE: 202-456-5306
WHCA PAGER: 4161**

**TRIP COORDINATOR:
(ALABAMA)**

HEATHER DAVIS

**HOME: 202-887-5457
OFFICE: 202-456-5330
WHCA PAGER: 4736**

**ADVANCE LEAD:
(CALIFORNIA)**

JIM DENBO

**CELL: 202-757-8511
STAFF OFFICE: 33-220
SKYPAGER: 2074680**

**ADVANCE LEAD:
(ALABAMA)**

AL RUTHERFORD

**CELL: 202-607-6207
STAFF OFFICE:
WHCA PAGER: 4556**

WEATHER:

LOS ANGELES, CALIFORNIA

MONTGOMERY/SELMA, ALABAMA

WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Sunday, March 5, 2000

**SCHEDULE OF THE PRESIDENT
FOR
SUNDAY, MARCH 5, 2000
*Draft Schedule***

5:00	am	THE PRESIDENT departs Beverly Hills Hilton via motorcade en route Los Angeles International Airport, Los Angeles, California [drive time: 15 minutes]
5:15	am	THE PRESIDENT arrives Los Angeles International Airport
5:30	am (PST)	THE PRESIDENT departs Los Angeles International Airport via Air Force One en route Maxwell Air Force Base, Alabama [flight time: 3 hours, 35 minutes] [time change: +2 hours]
11:05	am (CST)	THE PRESIDENT arrives Maxwell Air Force Base Greeters: TBD
11:20	am	THE PRESIDENT departs Maxwell Air Force Base via Marine One en route Craig Field [flight time: 30 minutes]
11:50	am	THE PRESIDENT arrives Craig Field
12:00	pm	THE PRESIDENT departs Craig Field via motorcade en route National Voting Rights Museum [drive time: 10 minutes]
12:10	pm	THE PRESIDENT arrives National Voting Rights Museum Greeters: Rose Sanders, President, National Voting Rights Museum Board Joanne Bland, Volunteer, National Voting Rights Museum

March 2, 2000 (12:42 PM)

Sunday, March 5, 2000

2:45 pm **YOUR NATIONAL MARTIN LUTHER KING, JR. MUSEUM**
3:15 pm **NATIONAL REVOLUTIONARY RIGHTS MUSEUM**
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
PRINT REPORTER ONLY (T)

-- The President is accompanied by Representatives John Lewis and Corretta Scott King leads the march on Rose Bridge and Joanne Bland.

1:00 pm **REMARKS TO PEOPLE OF SELMA**
2:30 pm **EDMUND PETTUS BRIDGE**
Remarks: Terry Edmonds
The President proceeds to the motorcade and departs.
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
3:30 pm **THE PRESIDENT** departs Edmund Pettus Bridge via motorcade en route
OPEN PRESS
Craig Field
[drive time: 10 minutes]
Note: There will be a pre-program.

3:40 pm **THE PRESIDENT** arrives Craig Field
Note: There will be approximately 15,000 guests in attendance.

-- Reverend Harris delivers Invocation.
Note: The President will pause for police/driver photographs prior to
departure
-- State Senator Sanders makes welcoming remarks and introduces Youth
TBD.

3:50 pm **THE PRESIDENT** departs Craig Field via Marine One en route Maxwell
Air Force Base
TBD makes brief remarks and introduces Corretta Scott King.
[flight time: 30 minutes]
-- Corretta Scott King makes brief remarks and introduces Representative
John Lewis

4:20 pm **THE PRESIDENT** arrives Maxwell Air Force Base

4:35 pm **THE PRESIDENT** departs Maxwell Air Force Base via Air Force One en
(CST) route Andrews Air Force Base
President
[flight time: 1 hour, 35 minutes]
The President makes remarks, works a ropeline, and departs.
[time change: +1 hour]

7:10 pm **THE PRESIDENT** arrives Andrews Air Force Base
(EST)

7:25 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine One en
route The White House
[flight time: 10 minutes]

7:35 pm **THE PRESIDENT** arrives The White House

March 2, 2000 (12:12 PM)

Sunday, March 5, 2000

BC RON

**THE WHITE HOUSE
WASHINGTON, D.C.**

HRC RON

CHAPPAQUA, NEW YORK

March 2, 2000 (12:42 PM)

Monday, March 6, 2000

**SCHEDULE OF THE PRESIDENT
FOR
MONDAY, MARCH 6, 2000**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME: 202-332-5651

OFFICE: 202-456-2823

WHCA PAGER: 4824

PRESS DESK:

KAREN BURCHARD

HOME: 703-243-3656

OFFICE: 202-456-7193

WHCA PAGER: 4769

WEATHER:

WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Monday, March 6, 2000

**SCHEDULE OF THE PRESIDENT
FOR
MONDAY, MARCH 6, 2000
*Draft Schedule***

DAY AND EVENING OFF

BC/HRC RON

**THE WHITE HOUSE
WASHINGTON, D.C.**

March 2, 2000 (12:42 PM)

Tuesday, March 7, 2000

**SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, MARCH 7, 2000**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME: 202-332-5651

OFFICE: 202-456-2823

WHCA PAGER: 4824

PRESS DESK:

ANNE EDWARDS

HOME: 301-565-3101

OFFICE: 202-456-2921

WHCA PAGER: 4208

EVENT COORDINATOR:

HEATHER DAVIS

HOME: 202-887-5457

OFFICE: 202-456-2811

WHCA PAGER: 4736

WEATHER:

WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Tuesday, March 7, 2000

**SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, MARCH 7, 2000
*Draft Schedule***

9:00	am-	MEETING
9:15	am	OVAL OFFICE Staff Contact: John Podesta
9:15	am-	BRIEFING
9:30	am	OVAL OFFICE Staff Contact: Samuel Berger
9:30	am-	BRIEFING
10:00	am	OVAL OFFICE Staff Contact: Charles Brain
10:00	am- (T)	CONGRESSIONAL MEETING (GUNS)
11:00	am	LOCATION TBD Staff Contact: Charles Brain PRESS TBD
11:15	am-	BRIEFING
11:25	am	OVAL OFFICE
11:25	am- (T)	SIGNING CEREMONY FOR CHILD ABUSE PROTECTION AND
11:35	am	ENFORCEMENT ACT (H.R. 764) OVAL OFFICE Staff Contact: Charles Brain WHITE HOUSE PHOTO ONLY
11:45	am-	BRIEFING
11:50	am	OVAL OFFICE Staff Contact: Karen Tramontano
11:50	am- (T)	MEETING
12:20	pm	OVAL OFFICE Staff Contact: Karen Tramontano
12:25	am-	MEETING
12:35	am	OVAL OFFICE Staff Contact: Stephanie Streett

March 2, 2000 (12:42 PM)

Tuesday, March 7, 2000

12:40	pm- (T)	HOLD FOR BRIEFING AND INTERVIEW WITH <i>THE ADVOCATE</i>
1:25	pm	LOCATION TBD Staff Contact: Joe Lockhart
1:30	pm-	PHONE AND OFFICE TIME
6:00	pm	OVAL OFFICE
6:00	pm- (T)	BRIEFING
6:15	pm	OVAL OFFICE Staff Contact: Charles Brain
6:15	pm- (T)	CONGRESSIONAL MEETING (CHINA) (T)
7:15	pm	LOCATION TBD Staff Contact: Charles Brain PRESS TBD

EVENING OFF

BC/HRC RON

**THE WHITE HOUSE
WASHINGTON, D.C.**

March 2, 2000 (12:42 PM)

Wednesday, March 8, 2000

**SCHEDULE OF THE PRESIDENT
FOR
WEDNESDAY, MARCH 8, 2000**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME: 202-332-5651

OFFICE: 202-456-2823

WHCA PAGER: 4824

PRESS DESK:

ANNE EDWARDS

HOME: 301-565-3101

OFFICE: 202-456-2921

WHCA PAGER: 4208

EVENT COORDINATOR:

HEATHER DAVIS

HOME: 202-887-5457

OFFICE: 202-456-2811

WHCA PAGER: 4736

WEATHER:

WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Wednesday, March 8, 2000

**SCHEDULE OF THE PRESIDENT
FOR
WEDNESDAY, MARCH 8, 2000
*Draft Schedule***

9:00	am-	MEETING
9:15	am	OVAl OFFICE Staff Contact: John Podesta
9:15	am-	BRIEFING
9:30	am	OVAl OFFICE Staff Contact: Samuel Berger
9:30	am-	BRIEFING
9:45	am	OVAl OFFICE Staff Contact: Samuel Berger
9:45	am-	BRIEFING
10:15	am	OVAl OFFICE Staff Contact: Samuel Berger, Steve Ricchetti
10:20	am	THE PRESIDENT departs The White House via motorcade en route Location TBD [drive time: tbd minutes]
10:35	am	THE PRESIDENT arrives Location TBD
10:40	am- (T)	CHINA SPEECH (T)
11:40	am	LOCATION TBD Remarks: Jeff Shesol Staff Contact: Samuel Berger, Steve Ricchetti PRESS TBD
11:45	am	THE PRESIDENT departs Location TBD via motorcade en route The White House [drive time: tbd minutes]
12:00	pm	THE PRESIDENT arrives The White House
12:05		MEETING
12:15		OVAl OFFICE Staff Contact: Stephanie Streett

March 2, 2000 (12:42 PM)

Wednesday, March 8, 2000

12:15	pm-	BRIEFING
12:30	pm	OVAL OFFICE Staff Contact: Bruce Reed
12:30	pm- (T)	MINIMUM WAGE EVENT (T)
1:00	pm	ROOSEVELT ROOM Remarks: Staff Contact: Bruce Reed POOL PRESS
1:00	pm-	PHONE AND OFFICE TIME
6:00	pm	OVAL OFFICE
6:00	pm-	BRIEFING
6:15	pm	OVAL OFFICE Staff Contact: Charles Brain
6:15	pm- (T)	CONGRESSIONAL MEETING (CHINA) (T)
7:15	pm	LOCATION TBD Staff Contact: Charles Brain PRESS TBD
7:30	pm- (T)	HOLD ONE HOUR
8:30	pm	

EVENING OFF

BC/HRC RON

**THE WHITE HOUSE
WASHINGTON, D.C.**

March 2, 2000 (12:42 PM)

Thursday, March 9, 2000

**SCHEDULE OF THE PRESIDENT
FOR
THURSDAY, MARCH 9, 2000**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME: 202-332-5651

OFFICE: 202-456-2823

WHCA PAGER: 4824

PRESS DESK:

HELEN LANGAN

HOME: 202-363-8346

OFFICE: 202-456-7465

WHCA PAGER: 4617

EVENT COORDINATOR:

LAURA SCHWARTZ

HOME: 202-331-4339

OFFICE: 202-456-5655

WHCA PAGER: 4293

EVENT COORDINATOR:

TIMOTHY EMRICH

HOME: 202-265-2332

OFFICE: 202-456-5306

WHCA PAGER: 4161

WEATHER:

WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Thursday, March 9, 2000

**SCHEDULE OF THE PRESIDENT
FOR
THURSDAY, MARCH 9, 2000
*Draft Schedule***

9:00	am-	HOLD (NH)
10:00	am	
10:00	am-	MEETING
10:15	am	OVAL OFFICE
		Staff Contact: John Podesta
10:15	am-	MEETING
10:30	am	OVAL OFFICE
		Staff Contact: Samuel Berger
10:30	am-	MEETING
10:45	am	OVAL OFFICE
		Staff Contact: Samuel Berger
10:50	am-	WATERFORD PHOTO OPPORTUNITY
11:00	am	OVAL OFFICE
		Staff Contact: Melanne Verveer
11:00	am-	MEETING
11:10	am	OVAL OFFICE
		Staff Contact: Stephanie Streett
11:10	am- (T)	HOLD FOR BRIEFING AND PRESCRIPTION DRUGS DEPARTURE
11:45	am	STATEMENT
		LOCATION TBD
11:45	am	THE PRESIDENT departs The White House via motorcade en route The Phoenix Park Hotel [drive time: tbd minutes]
12:00	pm	THE PRESIDENT arrives The Phoenix Park Hotel
		Greeters: Representative Richard Gephardt Representative Patrick Kennedy Representative Dale Kildee

March 2, 2000 (12:42 PM)

Thursday, March 9, 2000

12:05 pm- **PHOTO RECEIVING LINE**
12:25 pm **POWERSCOURT ROOM**
The Phoenix Park Hotel
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
CLOSED PRESS

Note: There will be approximately 75 guests in attendance.

12:30 pm- **DCCC NATIVE AMERICAN FUND LUNCH**
1:10 pm **BALLROOM**
The Phoenix Park Hotel
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
POOL PRESS (REMARKS ONLY) (T)

Note: There will be approximately 150 guests in attendance.

- **The President** proceeds to seat.
- Representative Patrick Kennedy makes informal welcoming remarks.
- Lunch is served.
- 12:45 pm -- Representative Dale Kildee makes brief remarks and introduces Representative Richard Gephardt.
- Representative Richard Gephardt makes brief remarks and introduces the President.
- **The President** makes remarks, works a ropeline, and departs.

1:15 pm **THE PRESIDENT** departs The Phoenix Park Hotel via motorcade en route The White House
[drive time: tbd minutes]

1:30 pm **THE PRESIDENT** arrives The White House

1:30 pm- **PHONE AND OFFICE TIME**
2:00 pm **OVAL OFFICE**

2:00 pm- **BRIEFING**
2:10 pm **OVAL OFFICE**
Staff Contact: Capricia Marshall, Mary Beth Cahill, Ben Johnson

March 2, 2000 (12:42 PM)

Thursday, March 9, 2000

2:15 pm-
2:40 pm **PHOTO RECEIVING LINE**
LOCATION TBD
Staff Contact: Capricia Marshall, Mary Beth Cahill, Ben Johnson
Event Coordinator: Laura Schwartz
CLOSED PRESS

Note: There will be approximately 180 guests in attendance.

2:45 pm-
3:45 pm **ONE AMERICA EVENT**
EAST ROOM
Remarks: Sam Afridi
Staff Contact: Capricia Marshall, Mary Beth Cahill, Ben Johnson
Event Coordinator: Laura Schwartz
OPEN PRESS

Note: There will be approximately 180 guests in attendance.

4:00 pm-
6:50 pm **PHONE AND OFFICE TIME/DOWN TIME**
OVAL OFFICE/RESIDENCE

6:50 pm **THE PRESIDENT** departs The White House via motorcade en route
Private Residence
[drive time: 10 minutes]

7:00 pm **THE PRESIDENT** arrives Private Residence

Greeters: Governor Mel Carnahan
Ambassador Elizabeth Bagley
Smith Bagley

7:05 pm-
7:30 pm **MIX AND MINGLE**
ROOM TBD
Private Residence
Staff Contact: Minyon Moore
Event Coordinator: Timothy Emrich
CLOSED PRESS

Note: There will be approximately 50 guests in attendance.

March 2, 2000 (12:42 PM)

Thursday, March 9, 2000

7:35 pm-
8:15 pm

CARNAHAN DINNER
ROOM TBD
Private Residence
Remarks: Josh Gottheimer
Staff Contact: Minyon Moore
Event Coordinator:
PRINT REPORTER ONLY (T)

- Bagley Family Member TBD makes brief remarks and introduces Governor Mel Carnahan.
- Governor Mel Carnahan makes brief remarks and introduces the President.
- The President makes remarks, works a ropeline, and departs.

8:20 pm

THE PRESIDENT departs Private Residence via motorcade en route The White House
[drive time: 10 minutes]

8:30 pm

THE PRESIDENT arrives The White House

BC/HRC RON

THE WHITE HOUSE
WASHINGTON, D.C.

March 2, 2000 (12:42 PM)

Mar 2000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February SMTWTFS 12345 6789101112 13141516171819 20212223242526 272829	April SMTWTFS 1 2345678 9101112131415 16171819202122 23242526272829 30	1 Down Until 11:30AM DNC Lunch, DC Hi-Tech Event & Mtg, Dulles Corridor (China) Hold 1 Hour Evening Off RON DC* Gore/Bradley Debate	2 Hold 9-10AM (NH) Meeting on Vaccines Patients Bill of Rights Event Congressional Mtg (Home Heating Oil) FL State NCAA Championship Event Evening Off	3 Travel to CA Agenda for the Information Age Event, San Jose, CA Tape Radio Address DSCC \$ Recep & Dinner, San Francisco, CA (2 Tiers) DNC \$ Dessert Reception, San Francisco, CA RON San Francisco, CA Employment #'s	4 Down for Day (Palo Alto, CA) Travel to Los Angeles, CA DNC \$ Reception, Los Angeles, CA DNC \$ Dinner, Los Angeles, CA RON LA	
5 Travel to AL Pettus Bridge Event, Selma, AL Return to DC RON DC	6 Day & Evening Off	7 Congressional Meeting (Guns) Interview w/ the Advocate (T) Child Abuse Prevention Act Signing (T) China Mtg Evening Off Productivity #'s MO, NY, OH, RI, VT Primary (D&R) CA, CT, GA, ME, MD, MS Primary (D&R)	8 China Speech, DC Minimum Wage Event (T) China Mtg (T) Evening Off RON DC International Women's Day Ash Wednesday	9 Hold 9-10AM (NH) Waterford Photo-Op DCCC \$ Lunch, DC One America Religious Leaders Event Carnahan \$ Dinner, DC RON DC SC Primary (D)	10 Message Event (T) DNC Lunch, DC Videos (T) NLRB Photo-Op (T) Hold 1 Hour (JL) Evening Off WY Caucus (D&R) CO, UT Primary (D&R)	11 Live Radio Address Day & Evening Off RON DC* AZ, MI Primary (D)
12 Day & Evening Off RON DC* NV Caucus (D)	13 Travel to OH Rx Drugs, Cleveland, OH DCCC \$ Lunch, Cleveland, OH Travel to Chicago, IL Official Meeting, Chicago, IL (MM) DNC \$ Reception, Chicago, IL DNC \$ Dinner, Chicago, IL Return to DC	14 Down Until 11:30AM Arnold Newman Photo-Op Medals of Science & Tech Presentation China Mtg (T) Evening Off RON DC FL, LA, MS, OK, TN, TX Primary (D)	15 Hold for Possible Press Conference DNC \$ Dinner, Baltimore RON DC	16 Hold 30 Mins (SS) Digital Divide Kickoff Event (T) Speaker's St. Patrick's Day Lunch, Capitol Hill Dallas Stars NHL Championship Event Attend American Ireland Fund Gala RON DC* PPI Released Philanthropy Summit, DC	17 Briefing for Foreign Trip Tape Radio Address Irish PM Ahern Meeting (T) Shamrock Presentation (T) Irish Leaders Meetings (T) St. Patrick's Day Reception, WH RON DC* St. Patrick's Day CPI Released	18 Depart for Foreign Travel (btw. 1 & 3PM) Hold for Foreign Travel to India &
19 Projected Senate Recess	20	21 US Trade #'s IL Primary (D&R)	22	23	24 Tape Radio Address 2nd Anniv. Jonesboro, AR Shooting	25 AK Caucus (D)
Hold for Foreign Travel to India & Bangladesh						
26 Return to DC RON DC* PR Primary (D&R) Hold for Foreign Travel to India &	27 Day & Evening Off RON DC DE Caucus (D)	28 Official Working Visit of Egyptian President Mubarak China Mtg (T) DSCC (Stabenow) \$ Reception O'Bannon \$ Reception, DC RON DC	29 China Event (T) Videos (T) China Mtg (T) Travel to SC Clyburn Tribute Dinner, Columbia, SC RON NY*	30 Down Until 11:30 AM DNC \$ Lunch, NY Education Event (T), NY DNC \$ Dinners, NY (2) RON NY* 4th Quarter GDP (Revised)	31 Tape Radio Address (NY) Day & Evening Off RON NY* Women's NCAA Bball Championship Vice President Gore's B-Day Oxford University's Reunion, NY	

April 2000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Return to DC/Day & Evening Off RON DC* Women's NCAA Bball Championship, P USVI Caucus (D&R) Men's NCAA Bball Championship, Indianapolis Oxford University's Reunion, NY
2 DNC \$ Lunch, Las Vegas, NV (T) DNC/State Party \$ Reception, Las Vegas, NV (T) DCCC \$ Dinner, Silicon Valley, CA (T) RON San Francisco, CA (T) Women's NCAA Bball Championship, ... Opening Day of Baseball Men's NCAA Bball Championship, Indianapolis	3 DLC Speech, San Jose, CA (T) Return to DC (T) Opening Baltimore Orioles Game	4 Down Until Noon Working Visit w/ President Salih of Yemen (T) Interview w. Education Week (T) Leahy \$ Reception, DC DNC \$ Dinner, DC WI, KS Primary (D&R) Building & Construction Trades Conf, DC	5 Economic Summit, WH Evening Off Kick Butts Day	6 Hold for One America Corporate Event Intern Photo (T) Radio-TV Correspondents Dinner Nat'l Student Athletic Day	7 Women's Health Event, WH (T) Tape Radio Address Hold for Movie Night World Health Day Employment #'s The Masters, Augusta, GA	8 Travel to Louisiana DNC \$ Lunch, New Orleans, LA Evening Event, Alexandria, LA Return to DC
9 Day & Evening Off The Masters, Augusta, GA	10 Hold for New Markets Travel	11	12 Hold for Possible Travel to CO Gun Event TBD, Colorado (T)	13 Down Until Noon Address ASNE Convention, DC (T) DSCC \$ Dinner, DC Export-Import Bank Conf, DC	14 Address Education Writers Conf, Atlanta, GA (T) DCCC (McKinney) \$ Lunch, Atlanta Tape Radio Address Official Meeting, Atlanta (MM) John Lewis Tribute Dinner, Atlanta (T) RON TBD CPI Released	15 Earth Day Event, City/State TBD DNC \$ Dinner, Los Angeles, CA (T) RON LA or AF1 (TBD) Tax Day VA Caucus (D)
16 Day & Evening Off Palm Sunday	17 Down Until Noon Hold for Earth Day/AmeriCorps Event Evening Off Nat'l Youth Service Day	18 Day & Evening Off	19 Message Event (T) Evening Off US Trade #'s Passover Begins at Sundown 5th Anniv: OKC Bombing & Gran.	20 Message Event (T) WH Volunteers Event (T) Evening Off Anniv: Columbine Shooting	21 Message Event (T) Mil Aid Departure Photos (2) (T) Tape Radio Address Evening Off Good Friday Passover	22 Day & Evening Off Earth Day Earth Day Celebration, National M
Projected House & Senate Recess						
23 Day & Evening Off Easter Projected House & Senate Recess	24 Easter Egg Roll Forbes \$ Lunch, NY (T) WLF/Saxophone \$ Recep, NY (T) DNC \$ Dinner, NY RON NY	25 Down Until Noon Message Event (T) Evening Off PA Primary (D&R)	26 Hold for Possible \$ Travel Homeownership #'s	27 Hold for Travel to AR RON DC* 1st Quarter GDP (Advance) Projected House Recess	28 Message Event TBD WH Nordic Luncheon (T) Evening Off NAACP Summit, Detroit, MI	29 Live Radio Address Afternoon Off WH Correspondents' Dinner 8th Anniv: Los Angeles Riots
Passover						
30 Day & Evening Off Projected House Recess NAACP Summit, Detroit, MI	March S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31					May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

May 2000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																																									
	1 Day & Evening Off	2 Holocaust Memorial Day Joint Center for Political & Econo... DC, IN, NC Primary (D&R)	3 Nat'l Charter Schools Week	4 Productivity #'s	5 Tape Radio Address Employment #'s Cinco de Mayo National Law Day Senate Dem Caucus Issues Retreat, Nemaconlin, PA Hold for Possible Foreign Travel	6 National Day of Prayer Guam Caucus (D&R)																																																																																																									
7 Senate Dem Caucus Issues Retreat, Ne...	8 Hold Afternoon DNC \$ Gala, DC	9 Hold for Working Visit of President Rodriguez of Costa Rica Hold for CINC Trophy Presentation Landrieu \$ Reception, DC (T) NE, WV Primary (D&R)	10 Hold for Speech to Delta Conference (T) Hold for Delta WH Reception (T) Israel Independence Day	11 National Teacher of the Year Event (T) Anniv: Valujet Crash	12 Hold for Possible Education Tour	13 Hold for Possible Commencements																																																																																																									
14 Day & Evening Off Mother's Day MillionMomMarch, National Mall	15 Down Until Noon Houston Comets WNBA Championship Event Wexler \$ Reception, DC (T) DSCC (Robb) \$ Reception, DC (T) FOP Peace Officers Memorial Event Armed Forces Day	16 CPI Released 2000 Olympics Dinner, Union Stat... OR Primary (D&R) DSCC Taste of the States, DC	17 U.S. Coast Guard Commencement, New London, CT	18	19 Travel to City/State TBD (T) Message Event, City State TBD (T) DCCC \$ Lunch, City/State TBD (T) TBD \$ Reception, Chicago, IL (T) DSCC \$ Dinner, Chicago, IL (T) Return to DC (T) US Trade #'s Hold for Possible Foreign Travel	20 Hold for Possible Commencements																																																																																																									
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28	29 Memorial Day Events, Arl. Nat'l Cemetery Afternoon & Evening Off	30 CNN 20th Anniv Celebration City Year 2000 Convention, CA Hold for Possible Foreign Travel to Nigeria, Portugal Projected House & Senate Recess	31	April <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> June <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>			S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							S	M	T	W	T	F	S							1							2							3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
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June 2000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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					Employment #'s	Hold for Possible Commencements
					Projected House & Senate Recess	
					City Year 2000 Convention, CA	
					Hold for Possible Foreign Travel to Nigeria, Portugal	
4	5	6	7	8	9	10
		Productivity #'s	Stanford's Last Day of Class Day & Evening Off		Address Women 2000 Conference, NY (T)	
Projected House & Senate Recess	US-EU Summit, Portugal	D-Day 56th Anniversary				
		NJ, AL, MT, NM Primary				
		Hold for Possible Foreign Travel to Nigeria, Portugal				
			VH1 "Save the Music Week"			
			Women 2000 UN Gen. Assembly Conf., New York, NY			
11	12	13	14	15	16	17
		Hold for Official Working Visit of President de la Rúa of Argentina				
			CPI Released			
			225th Army B-Day Celebration, F...			
			Flag Day			Hold for Possible Commencements
18	19	20	21	22	23	24
			Hold for State Visit of King Moham- med of Morocco (T)			
Father's Day		US Trade #'s			28th Anniv. Title IX	
25	26	27	28	29	30	
Korean War Memorial 50th Anniv Celebration, DC (T)				1st Quarter GDP (Revised)		
			Hold for Pre-Congressional Recess			

Jul 000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																				
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16	17 Anniv. TWA Flight 800 Crash	18	19	20	21 G-8 Summit, Okinawa, Japan	22																																																																																				
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30 Republican National Convention, Philadelphia, PA Projected House & Senate Recess	31	June <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>		S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		August <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>			S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Aug 2000

*Presidential Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July SMTWTFS 12345678910111213141516171819202122232425262728293031		1	2	3	4	5
		Republican National Convention, Philadelphia, PA				3rd Anniv. Balanced Budget Act
		Projected House & Senate Recess				
6	7	8	9	10	11	12
Ministers Leadership Conf., Chicago, IL		Projected House & Senate Recess				
13	14	15	16	17	18	19
		Democratic National Convention, Staple Center, Los Angeles, CA				POTUS/MEG B-Days
		Projected House & Senate Recess				
20	21	22	23	24	25	26
		4th Anniv. Welfare Reform Bill Si...	Projected House & Senate Recess			
27	28	29	30	31	September SMTWTFS 123456789101112131415161718192021222324252627282930	
		Projected House & Senate Recess				

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Logistics

Divider Title: _____



Elizabeth R. Newman
03/02/2000 06:41:21 PM

Record Type: Record

To: Stephanie A. Cutter/WHO/EOP@EOP
cc: See the distribution list at the bottom of this message
bcc:
Subject: Re: speaking order for Aspen 

I think this is what we hoped for in the first place - so it is great with us
Stephanie A. Cutter



Stephanie A. Cutter
03/02/2000 06:38:07 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: speaking order for Aspen

has changed.....

its now:

Elmer Johnson, Aspen

Eric Schmidt, Novell

Potus

(Elmer may get back up to thank Potus for coming, etc... He's very worried about getting a photo shaking Potus' hand)

Aspen is fine with this change, in fact Charlie Firestone suggested it. does this work for everyone?

Message Sent To:

Heather L. Davis/WHO/EOP@EOP
Sonya N. Hebert/WHO/EOP@EOP
Heather F. Hurlburt/WHO/EOP@EOP
Thomas A. Kalil/OPD/EOP@EOP
Patrick M. Dorton/OPD/EOP@EOP
Elizabeth R. Newman/WHO/EOP@EOP

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POTUS Remarks Re: MLK and Civil Rights

Divider Title: _____

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29 Weekly Comp. Pres. Doc. 820

Source: [All Sources](#) : / . . . / : **Presidential Documents**Terms: **headline (civil rights or martin luther king)** ([Edit Search](#))*Public Papers of the Presidents, May 11, 1993*

Public Papers of the Presidents

May 11, 1993

CITE: 29 Weekly Comp. Pres. Doc. 820**LENGTH:** 1960 words**HEADLINE:** Remarks to the Leadership Conference on **Civil Rights****BODY:**

Thank you very much, Mr. Vice President, for that wonderful introduction and for being such a great partner in the campaign of 1992 and in this administration. I think it is fair to say that Vice President Gore has already exercised a larger role in this administration than perhaps any Vice President in the history of this country. And I hope he will continue to do so.

I'm honored to be here with Ralph Neas and with my longtime friend Benjamin Hooks. Don't you just love to hear Ben talk? I mean, really, I could hear him intone those poems for now until tomorrow morning, reminding me of the rhythms of my childhood and the faith of our parents.

I'm proud to be here with all of you tonight not only because of what you have done for the last four decades and more but because of what together we must do now. I'm proud of your commitment to civil rights. I'm proud to be here with our Attorney General, Janet Reno, who is the embodiment of that.

I thank you for the vote of the national board of the leadership conference today to support the nomination of Lani Guinier to be Assistant Attorney General for Civil Rights. I want to say a special word of support for Lani Guinier. I went to law school with her, and I announced at the Justice Department the other day when we announced all of our Assistant Attorneys General that she had actually sued me once. [Laughter] Not only that, she didn't lose. And I nominated her anyway. So the Senate ought to be able to put up with a little controversy in the cause of civil rights and go on and confirm her so we can get about the business of America.

I want to say, too, how honored I am to be here with your honorees. My friend Dorothy Height: From the freedom schools in Mississippi to the Black Family Reunion, what a guiding spirit she has been to all of us.

I want to take my hat off to Raul Yzaguirre for his leading voice. Over 20 years ago, I first came in contact with La Raza as a movement and a commitment. And I have watched them over these years help people all across the country with the practical problems of like which give real meaning to the idea of civil rights, when you can actually live in a decent house and have a decent job and know your kids are going to get a decent education and know that you're going to be treated fairly no matter what your race is.

I want to say, too, how very much I admire Justin Dart for all the work that he's done as chair of the President's commission on Employment of People with Disabilities and leader in making the

Americans with Disabilities Act come to life. You know, Justin, every time we went anywhere in the campaign and had a rally, we always had a section for people with disabilities. Today I went to a suburb north of Chicago, in a heavily Republican community, as it turned out, to meet with a bunch of students from the high school that I was visiting and other high schools and people in the community. And we had a big section there for the students with disabilities. And I was thinking as I was coming over here tonight, a lot of those kids are where they are today because of what you did -- and you ought to be proud of that -- sitting in the front of the row so they can ask the President their questions and shake hands with the President; instead of being overlooked, being uplifted.

I say that to you to make one introductory point. I've been here for 100 days and a sum, fighting to break the gridlock in Washington. And sometimes I think the biggest gridlock of all is the gridlock in our minds, the hold that foolish notions have on our imaginations. I have been roundly attacked by people on the extreme right trying to make me look like some radical leftwinger because I had this crazy notion that I ought to have an administration that would have some diversity and give women as well as men and people of color as well as people who look like me the chance to serve if they could meet high standards of excellence. And there are people who say, well -- and I see these relentless articles in the paper -- oh, that's why no appointments are being made. Well, so in 100 days I show up at the Justice Department, and I ask for the totals: Pass me the envelope, please. [Laughter] And it turns out that in spite of my commitment to diversity and excellence, after 100 days my predecessor had made 99 appointments, his predecessor, President Reagan, had made 152 appointments, and I'd made 173. Where are they? And I expected to see the shameless right in sackcloth and ashes, saying that we had falsely accused this poor President in promoting gridlock. But they have no shame. [Laughter]

Let me tell you something: Today when I was in Illinois, a young, handsome, fine-looking Hispanic man stood up and said, "I have joined the United States Army. And I'm proud that I'm going to serve my country. And I know we've got to cut the military budget, but I want to know if you're going to cut it so much that I can't give my whole career to my country if I want to." And I thought to myself, why doesn't somebody point out to all these people who have attacked us for trying to open the doors of opportunities that the number one, most successful institution in the United States of America for giving opportunities to women and people of color are the United States military branches. They have done it with a commitment to excellence and opportunity. And what we've got to do is to prove that the rest of us can do as well. And we ought not to make this a partisan issue, and the guardians of gridlock should stop trying to use it to move arguments around that indicate that there's somehow something wrong with the President who believes that everybody who can serve ought to have the chance to do so.

This administration is committed to the enforcement of the civil rights laws. This administration is also committed to programs like national service that give everybody the possibility of being part of a new era of civic responsibility. This administration is committed to guaranteeing that every American is entitled to a fair chance at the brass ring but even more important, to empowering people to seize those opportunities, to moving beyond the incredible gridlock in the mind of this town that you either have to give somebody something for nothing or take it all off the table.

Why don't we behave in Washington the way people behave in their normal lives? We need opportunity and responsibility. Why don't we stop making these nutty arguments that imply that everything in life is an either-or proposition: We're either going to write somebody a check and bust the Government budget, or we're just going to stick it to them and walk away. That's not the way life works.

You know, civil rights should embody a country that works. We don't want to guarantee everybody equal employment opportunities when there are no jobs. Does that mean that we have to sacrifice one and not the other? No, it means you should have a President who will pursue both, walking and chewing gum at the same time. That's what this is about. Is that right?

We want to guarantee everybody an equal opportunity to get an education, but wouldn't it be nice if the education you're getting is also better? It's not either-or. We want to guarantee everybody the

right to health care and family security through health care, but wouldn't it be nice if you live in a rural area or in the heart of a big city if there happens to be a clinic to visit?

I just am amazed after 100 days to find that a lot of the gridlock that has gripped this city for so long is in the imposition of what one writer had called false choices on all of us who are supposed to make policy. It never occurred to me that I should appoint somebody who wasn't qualified to a job. You know, I don't wake up in the morning thinking, you know, I need to find some female Latino who is totally unqualified to put in a job. [Laughter] Or neither did it ever occur to me that every white man I appoint is going to hit a home run every day. But that is the kind of rhetoric you see running beneath so much of the characterization when we try to change 12 years of attitudes.

The same people that were criticizing the previous administrations for being insensitive to civil rights immediately turned around and say, "Oh, there's too much, too much attention being given to ethnicity and gender, and that's why no appointments are being made." So the record comes in, and I'm still waiting for the acknowledgement.

I tell you, folks, I refuse to believe that we cannot go forward together, that we cannot set an example, that we cannot make progress. I refuse to believe that you can't be committed to civil rights and to civic responsibility. I refuse to believe that we can't create economic opportunity by empowering people to seize control of their destiny and changing the Government's policies.

I think that if this leadership council should have any mission today, it should be to break through those barriers that push us all into one extreme camp or the other and make us mute in the face of reality and common sense. Surely we can bring the experience of our own lives and the lives of our fellow Americans beyond the borders of this city to the policymaking process that will dominate Washington for the next year. That is what we ought to do if we want civil rights to come alive in this country.

You know, when I ran for this job I spent a lot of time in African American churches because I always had, and because I felt at home. When I got this job and I sought to protect the religious and civil liberties of every American, it was because I wanted mine protected and because I have a sharp memory of what it was like to live in a society where half the people I knew, because of their color, were treated as second-class citizens.

I also have a sharp memory of those who had the courage to try to change that position. And now that I am President, I want you to know that I'll make my mistakes from time to time, but I'm going to keep trying to move the ball forward. I believe we can make advances. I don't believe that our fights are over. I know that there are still civil rights battles to be fought, but I know that they need to be fought today in the context of making a real difference in real people's lives. And we should not be intimidated, those of us who believe in the cause of civil rights for all Americans, into thinking that somehow that can be separated from the fight for economic justice and economic progress and making our free enterprise system work better.

We should not let people who basically don't care whether we make progress in civil rights think that you can separate civil rights from the fight for substantive improvements in education and for meaningful advances in health care or any other area of our national life. Let us resolve tonight that we're going to spend the next 4 years breaking down the gridlock by tearing down the artificial barriers in people's minds to bringing us together, saying we don't have a person to waste and lifting up everybody's God-given potential and doing what we can to see that they achieve it.

Thank you very much, and God bless you.

NOTE: The President spoke at 8 p.m. at the Hyatt Regency Hotel. In his remarks, he referred to Ralph Neas, executive director Leadership Conference on Civil Rights; Benjamin L. Hooks, former executive director, National Association for the Advancement of Colored People; Dorothy I. Height, president and CEO, National Council of Negro Women; and Raul Yzaguirre, president and CEO, National council of La Raza.

LANGUAGE: ENGLISH

LOAD-DATE: June 14, 1993

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29 Weekly Comp. Pres. Doc. 820

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Public Papers of the Presidents, August 28, 1993

Public Papers of the Presidents

August 28, 1993

CITE: 29 Weekly Comp. Pres. Doc. 1655

LENGTH: 1140 words

HEADLINE: The President's Radio Address

BODY:

Good morning. Thirty years ago today a great American spoke about his dream for equality, brotherhood, and the need to make real the promises of democracy. His voice thundered from the steps of the Lincoln Memorial, across the great Mall in Washington, and into our homes, our heart, and our history. That man, of course, was the Reverend Martin Luther King, Jr.

He lived and died in a great struggle to close the gap between our words and our deeds, to make good on good intentions, to see that none of us can be fully free until all of us are fully free, to make us all agents of change.

In the 30 years since Martin Luther King gave what I believe is the greatest speech by ah America in my lifetime, we've come a long way. But clearly, we've got a long way to go before realizing his dreams. We owe it to him, to his work, to his memory to rededicate ourselves today to the causes of civil rights, civic responsibility, and economic opportunity for every American. In the last 7 months, we've made some great strides on that road.

To begin to turn good words into better deeds we first had to get our economic house in order. That's what we did by breaking gridlock and passing a tough economic program to cut our deficit by nearly \$ 500 billion over 5 years, to give new incentives to businesses to expand, to individuals to invest, and to create millions of new high-wage jobs here at home.

Already we've felt some of the good side effects of getting serious about our economy. Unemployment has dipped to its lowest level in 22 months, and interest rates are at their lowest rates in 20 years. We've also won some important battles for working families. The Family Leave Act now permits people to take some time off from work to care for a sick family member or a newborn child without losing their job. And changes in the tax laws now provide that no one who works 40 hours a week with children in the home will live in poverty. That's a big first step in welfare reform and in ending welfare as we know it. It's prowork and profamily.

We're moving to open the doors of college education to all Americas at a time when education is more important than ever to getting good jobs. We've reorganized the student loan program so that there will be lower interest rates, and repayments will be tied to income and, therefore, easier to make. We're on the verge of passing the national service program to give our young people the chance to sue their energies and talents to rebuild our communities and, at the same time, to help pay for their college educations.

We've been moving on a massive program of defense conversion to help defense workers, military personnel, and communities who won the cold war build a brighter future even in the face of defense reductions. And because we want America to be a safer place, I've sent to Congress a crime bill that, among other things, will put tens of thousands more police officers on the streets and will pass the Brady bill to provide for a waiting period before handguns can be bought.

We're moving to change politics as usual. The Senate has passed a campaign finance reform bill that gives less influence to political action committees and opens the doors of communication to all candidates. And they've passed a lobby reform bill to reduce the influence of lobbyists. Now we have to get the House to pass these bills, too.

So in the quiet of this August day, as we reflect on what's happened over the last several months, we can say that together we've made a good beginning, but the job has just begun. There are still great challenges out there for Americans. There aren't enough jobs, incomes are too stagnant, and there is too much insecurity for too many families.

Our biggest challenge is to reform health care. It's the main reason millions of people can't get pay raises. It's the chief cause of insecurity for millions of families. It's the biggest culprit in the Federal deficit. And it's a threat to America's business growth because we're spending over 14 percent of our income on health care. Our competitors, the Germans and the Japanese, are spending just over 8 percent of their income on health care, and they have every bit as good a health care system, in most ways, as we do.

Soon the First Lady's task force will make its recommendations on what we need to do to ensure that every American has access to good, affordable health care, a plan that keeps what's good about our health care system -- our doctors, our nurses, our health care providers, our medical research, our great technology -- but a plan that changes what's wrong: an increasingly expensive and unjustifiable system of finance, one that's too bureaucratic, one that has runaway costs.

Another urgent task for our country is to pass the North American Free Trade Agreement. Last year I told the American people this agreement with Mexico and Canada could mean more jobs for Americans if it could be strengthened to ensure that our jobs would not be lost because of low environmental standards or depressed wages in Mexico. Today I can tell you we've won unprecedented provisions in this agreement that will help to guarantee that it will benefit all Americans. When it's in place, we'll open up a whole new world of job opportunity for Americans here at home by trading more with Mexico and ultimately with the rest of Latin America, the second fastest growing area in the world.

We're also dedicated to fixing our own Government, to reducing unnecessary bureaucracy, eliminating waste, increasing the quality of service, in giving you more value for your dollar. We haven't reexamined the way our Government works or doesn't work, for a very long time. But for the last several months, Vice President Gore has been studying the problem with the best experts in the country, and early next month we'll have his recommendations on how our Government can serve you better and save you money. Quite simply, we've still got a lot to do in a town where change is hard and words too often substitute for real action. Congress, however, has already spent about 40 percent more time on the job than it did last year.

Many people say I'm pushing too hard for change. Well, 30 years ago today **Martin Luther King said**, "This is no time to engage in the luxury of cooling off or the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy." As our children go back to school and, after a great family vacation, I go back to work, I have faith that together we can do just that, make real the promises of democracy for all Americans.

Thanks for listening.

NOTE: The address was recorded at 9:45 a.m. on August 27 at a private residence on Martha's Vineyard, MA, for broadcast at 10:06 a.m. on August 28.

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30 Weekly Comp. Pres. Doc. 105

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Public Papers of the President

January 17, 1994

CITE: 30 Weekly Comp. Pres. Doc. 105**LENGTH:** 3849 words**HEADLINE:** Remarks Honoring **Martin Luther King, Jr.**, at Howard University**BODY:**

Thank you very much. Thank you, Charles DeBose, for that fine introduction and, even more important, for the example that you have set by your service. I can think of no more significant tribute to the life and memory of Dr. King than what you are doing and what all the other young people who are invowed in community and national service are doing throughout this country. I know a number of them are behind me here on the stage, and I want to thank them all. Dr. Jenifer and Mrs. Jenifer, to Joyce Ladner and all the distinguished people here at Howard, I'm delighted to be back here again. I thank and honor the presence of all the civil rights leaders who are in the audience; three members of the Little Rock Nine, who helped to integrate Little Rock Central High School in my home State so many years ago; my good friend and the distinguished journalist, Charlayne Hunter-Gault; and members of my Cabinet here; presidents of other universities here; and other distinguished American citizens, all of whom have labored in the vineyard that produced Martin Luther King. I want to say a special word, too, if I might at the outset, of appreciation for the fact that Howard provided the moment for me to remember again that in all great debates there should be some discord. When the president of the student body got up here, I thought to myself, well, we do have a responsibility to seek justice as we see it. And I was glad she was here doing that. It was a year ago on this day that I last spoke at Howard, and I'm glad to be back on this day. Only three American citizens, one from each century of our history, are honored with a holiday of national scope. Two were Presidents, but the other never occupied any office, except the most important in our democracy: He was a citizen. George Washington helped to create our Union, Abraham Lincoln gave his life to preserve it, and Martin Luther King redeemed the moral purpose of our United States. Each in his own way, each in his own time, each three of these great Americans defined what it means to be an American, what citizenship requires, and what our Nation must become. Dr. King, his family, and those who joined in his cause set in motion changes that will forever reverberate across America, across the lines of geography, class, and race. The people who are here today, those whom I've mentioned and those whom I did not, all of them reflect that stunning fact. They endured beatings; they risked death; they put their lives on the line. They marched when they were tired; they went to bed often without a place to sleep. They made the word "American" mean something unique because they, all of them, in a way were trying to get us to live by what we said we believed. For all of you who are very young here today, many of you who were not even born when Martin Luther King died, it may seem to you that the struggle was a very long time ago. But if you look around you, you can see that the history of that struggle is still alive today, still being written and still being made, still waiting to be fully redeemed. I'm glad to be here at Howard today, and I'm glad that Howard and other historically black institutions of higher education are represented here by satellite and that all of them are working still to do what Martin Luther King knew must first be done: to give an education to all of our citizens without regard to their race. Howard's alumni alone include a Justice of the United States Supreme Court, a United States Senator, a Nobel laureate, the Mayor of our Nation's Capital, and at least, by my last count, at least 17 people who occupy important

positions in my administration, including the Secretary of Agriculture, Mike Espy, who is here. For that, I say thank you. It's also fitting that Howard's School of International Study is expanding, ready to educate a new generation of students about a rapidly changing and ever more integrated world. Dr. King would have been very pleased by that. His last speech, delivered the night before he was slain in Memphis, on April 3d, 1968, contained a prophetic message of hope about the world he saw evolving. He said he imagined himself standing at the beginning of time with a panoramic view of the whole of human history, with God Almighty saying to him, "Martin Luther King, which age would you like to live in?" He then considered all the momentous history that would beckon someone of his enormous intellect and understanding, from the earliest civilizations to the Renaissance, to the Emancipation Proclamation, but he said he would have said to the Lord, "If you allow me just to live a few years in the second half of the 20th century, I will be happy." He said, "That's a strange statement to make because the world is all messed up, but something is happening in the world. The masses are rising up, and wherever they are assembled today, the cry is always the same, 'We want to be free.'" I think Dr. King would be gratified to see freedom's march today, gladdened to see what happened last September 13th when Prime Minister Rabin and Yasser Arafat shook hands and signed the Israel-PLO accord, overflowing with joy to see Nelson Mandela walk out of his jail cell after 27 years, working with a white South African President to set in motion genuine elections and then in good humor and with good spirit campaigning against him to be the leader of the country. This is an astonishing development. Freedom is moving in the world. This past week, as all of you know, I traveled to Europe to help support freedom's rebirth there. I want to tell you a little bit about that, because it relates to what I want to say to you about what we must do here at home. My highest duty as our President is to keep our Nation secure. And the heart of our security abroad lies in our ties with Europe, in its past turmoils, its future promise. For decades our security depended upon protecting a divided Europe. Europe was the center of two world wars which took more lives from the face of the Earth in less time than any two events in history. After the Second World War, Europe was divided, but war did not come again, in part because we protected the people on our side of the dividing line. But then the Berlin Wall came crashing down. People rose up and demanded their own freedom. Now we have seen the collapse of the Berlin Wall, the end of communism in Eastern Europe, the collapse of the Soviet system itself, new elections being held all over what was the Soviet Union. Now, that is an astonishing thing. But these new democracies remain fragile. They offer us the hope of a peaceful future and new trading partners, new prosperity, new opportunities to enrich our own lives by learning from different cultures and ethnic groups. But they are still threatened by the explosive mix of old ethnic tensions and new economic hardships. Russia has adopted a new democratic constitution and elected a Parliament freely for the first time to go with their popularly elected President. But the reformers are embattled there, as ordinary citizens struggle to understand how they can come out ahead in an economy which is still very hard for them and as they listen at election times to people who are calling them to an idyllic past that never existed, one based on division instead of unity. The nuclear weapons of the former Soviet Union, too many of them are still there, remaining a source of instability, of potential for accident, an invitation to terrorist diversion. We're working as hard as we can to dismantle them, and we're making remarkable progress. But they're still there. We can't ignore these dangers to democracy. The best way to keep Europe from ever falling apart again, from dragging the young people of this country to that continent to fight and die again is to try to build for the first time in all of history a Europe that is integrated, integrated in a devotion to democracy, to free economies, and to the proposition that all these countries should respect one another's borders. That was the goal of my trip. We made great strides. We offered -- we in the NATO alliance that kept the world safe after World War II -- we offered all these countries, all of them, the chance to be part of a new Partnership For Peace that does not divide Europe but unites it. We said, let's turn our swords into plowshares by planting together for our common security. Let's have a military exercise in Germany with an American general, with Poles and Czechs and Russians standing side by side and working together. Let's say we're going to write a whole new future for the world, different from its past. That is our great hope, and we made a good beginning. We also sought to go country by country to bolster the new democracies, to tell people, look, there are always going to be problems in democracy and always going to be conflict. We just got a little of it today. [Laughter] I told them, I said, we've been at this for 200 years now, 200 years, and we didn't even give all of our citizens the right to vote until a generation ago. You've got to work at this. You've got to work at this, and you cannot be discouraged, and you cannot give up. And so I pledged to help the people who believe in democracy.

And democracy means more than one thing. It means majority rule. It also means respect for minority and individual human rights. And we worked hard to try to build better economic ties because America cannot prosper unless the world economy grows. We cannot, we cannot meet our obligations to the young people in this audience today unless we say to them, "If you work hard, you get an education, and you do what is right, you will have a job and an opportunity and a better life." We cannot do that. And to do that, we have to live in a world where all of us are working together to grow the economy. No rich country -- and with all of our poverty, we are still a very rich country -- none has succeeded in guaranteeing jobs and incomes to its people unless you always are finding more people to buy what you produce, your goods and your services. So I went to Europe because I think the trip will help to create jobs for the young people in this audience. And unless we can do that, our efforts are doomed to failure. And so we had a remarkable trip: to build a more secure world; to build a more democratic world; to build a more economically prosperous world; to reduce the threat of nuclear weapons; and yesterday, with my meeting with the Syrian President in Switzerland, to try to keep moving the most historically troubled area of the world, the Middle East, toward a comprehensive peace. But as I come home on this Martin Luther King Day from a trip that fought for democracy and economic progress and security, I have to ask myself: How are we doing on these things here at home? How are we doing on these things at home? If democracy is the involvement of all of our people and if it is making strength out of our diversity, if we want to say to the people in the troubled areas of Europe, "Put your ethnic hatreds behind you; take the differences, the religious differences, the racial differences, the ethnic differences of your people, and make them a strength in a global economy," surely we must do the same here. In the last year, we've worked hard on that. Five of the members of my Cabinet are African-Americans. Sixty-one percent of the Federal judges I have appointed are either women or members of different racial minority groups. And they have also, I might add, been accounted the most highly qualified group of Federal judges ever nominated by a President of the United States. In the last year, our economy has created more jobs in the private sector than in the previous 4 years combined. Unemployment is down; interest rates are down; investment is up. Millions of middle class Americans have refinanced their homes and started new businesses. All this is helping us to move in the right direction. We are working hard to protect rights fought for and won. American workers should not fear for their jobs because of discrimination. Under the Labor Secretary, Bob Reich, the Department of Labor's Office of Federal Contract Compliance has collected more than \$ 34.5 million in back pay and other financial remedies for the victims of racial discrimination. That is a big increase over the previous year. We have filed a record number of housing discrimination cases, a 35-percent increase over the previous year. We are working to fight against discrimination in lending, because if people can't borrow money, they can't start businesses and hire people and create jobs. Just last week, in a coordinated effort strongly led by the HUD Secretary, Henry Cisneros, who would have been here today but is on his way to Los Angeles to deal with the aftermath of the earthquake, we ended an ugly chapter in discrimination in Vidor, Texas. Under the protection of Federal marshals, FBI agents, and the police, and with the support of the decent people who live there, a group of brave and determined African-Americans integrated at last Vidor's public housing. Today I pledge to you continued and aggressive enforcement of the Fair Housing Act. In a few moments I will sign an Executive order that for the very first time puts the full weight of the Federal Government behind efforts to guarantee fair housing for everyone. We will tolerate no violations of every American's right for that housing opportunity. But my fellow Americans, the absence of discrimination is not the same thing as the presence of opportunity. It is not the same thing as having the security you need to build your lives, your families, and your communities. So I say to you, it is our duty to continue the struggle that is not yet finished, to fight discrimination. We will, and we must. But it is not the same thing as the presence of opportunity. That is the struggle they're dealing with in Russia today, in the other former Communist economies. They have the vote. It's exhilarating. But how long will it take for the vote to produce the results that democratic citizens everywhere want so that people will be rewarded for their work and can raise their families to live up to the fullest of their God-given abilities? That is our job here. That's why this national service program is so important and why I was elated that Mr. DeBose was going to introduce me today, because national service is a part of our effort to create opportunity by building communities from the grassroots up and at the same time to give young people the opportunity to pay some of their costs of college education. And it is a part of the work that the Secretary of Education, who is here, has done to try to revolutionize the whole way we finance college education. We know right now that 100 percent of the people need not only to

graduate from high school but to have at least 2 years of education after high school in the global economy. We know it, but we're not organized for it. And so under the leadership of the Education Secretary and the Labor Secretary, our administration is working to set up a system to move all young people from high school to 2 years of further training while they're in the workplace, in the service, or in school. And we're doing our dead level best to make sure that the cost of a college education is never a deterrent to seizing it, by reorganizing the whole student loan program. Last year the Congress adopted our plan to reorganize the college loan program, to lower the interest rates, string out the repayments, require people to pay back as a percentage of the income they are earning when they get out, not just based on how much they borrow when they're in school. No one should ever refuse to go to college because of its cost. And earlier today, to give one more example of what we mean by the presence of opportunity, on this Martin Luther King Day I met with a group of business leaders and urged them to become active partners in communities where the need is greatest. We have learned time and again now, ever since Martin Luther King lived and died, that even when we have times of great economic growth there are areas in the inner cities and in rural America that are totally left out of the economic progress that occurs. We have learned that unless we can rebuild our communities from the grassroots up, unless we can rebuild the institutions of a community in ways that support work and family and children, that millions and millions of Americans will be left out of the American dream. And so today we announced our creation of 104 empowerment zones and enterprise communities that can make a difference, that will give people at the grassroots level the power to educate and employ people who otherwise will be lost, to themselves and to the rest of us, for a generation. That is the sort of thing that Martin Luther King would want us to do, not just to let discrimination go away but to create opportunity. And finally, let me say that we will never do this unless we create the ways and means for people to choose a peaceful and wholesome life. The most important experience I have had as your President here at home, I think, in the last several months was having the opportunity to go to Memphis and to stand in the pulpit where Dr. King gave his last address and speak to 5,000 ministers of the Church of God in Christ, many of whom are longtime personal friends of mine, and say that Martin Luther King did not live and die to give young people the right to shoot each other on the street. I come home thinking to myself: I am so proud of the fact that I had the chance to be President at a time when the United States was leading an agreement with Russia, in Ukraine, in Belarus, in Kazakhstan to dismantle weapons of mass destruction; but we can't get guns out of our own schools. I'm proud of the fact that we are pursuing an aggressive high-technology policy, under the leadership of the Vice President, that will help to turn this whole nation into a giant high-tech neighborhood so we can learn from one another and relate to each other; but we can't even make it safe for kids to walk the streets of their own neighborhoods. We would be asked, I think, by Martin Luther King how come this is so. When Mr. DeBose stood up and said everybody can be great because everybody can serve -- Martin Luther King's greatest quote -- I say to you today, we have to ask ourselves what our personal responsibility is to serve in this time. And when we cannot explain these contradictions, then we have to work through them. We may not have all of the answers; none of us do. I cannot expect you to have them; as President, I don't have them. But I know what the problems are, and so do you. And we know there are some things that will make a difference. And we have an obligation to try in our time to make that difference. There are too many questions we cannot answer today. Dr. King said, "Men hate each other because they fear each other. They fear each other because they don't know each other. They don't know each other because they can't communicate with each other. They can't communicate with each other because they are separated from each other." We all need to think about this. We've got a lot of walls still to tear down in this country, a lot of divisions to overcome, and we need to start with honest conversation, honest outreach, and a clear understanding that none of us has any place to hide. This is not a problem of race; it is a problem of the American family. And we had better get about solving it as a family. Laws can help. That's why I wanted to pass the Brady bill. That's why I want to take these assault weapons off the street. That's why I want to do a lot of other things that will help to regulate how we deal with this craziness of violence on our streets. That's why I want more police officers, not to catch criminals even as much as to prevent crime. We know that community policing prevents crime if it's done right. Laws can help. But Martin Luther King reminded us, too, that laws can regulate behavior but not the heart. And so I say to you, we must also seek what Abraham Lincoln called "the better angels of our nature." And we all have a responsibility there. When he spoke here at Howard, Martin Luther King said the following things, and I thought about it today when I was looking at Mr. DeBose up here

introducing me, expressing the pride in the service he rendered and how it changed the minds and the hearts of the people with whom and for whom he worked. Dr. King said, "Human progress never rolls in on wheels of inevitability. It comes through the tireless effort and persistent work of dedicated individuals who are willing to be coworkers with God. And without this hard work, time itself becomes an ally of the primitive forces of stagnation. And so we must help time, and we must realize that the time is always right for one to do right." "Time is neutral," he said. "Time can either be used constructively or destructively." All he asked from each of the rest of us was to put in a tiny, little minute. So, will we make Martin Luther King glad or sad about the way we use our tiny, little minutes? In any one minute in America today, two aggravated assaults take place, six burglaries occur, three violent crimes are committed, and three times an hour, that violent act is a murder. But think about it. Within the stand of the same minute, two men from different worlds, like Arafat and Rabin, can shake hands and set off on a new road to peace. A leader can agree that his country must give up the world's third largest nuclear arsenal. In one minute, people can make an enormous positive difference: they decide to keep a seat on a bus instead of move to the back; they decide to show up for school instead of be shunted away; they decide to sit at a lunch counter even if they won't get to eat that day; they decide to pursue an education even if they're not sure there's a pot of gold at the end of the rainbow; they work to keep their neighborhoods safe just to create a tiny little park where children can play without fear again; they keep their families together when it's so easy to let them fall apart; and, they work to give a child the sense that he or she is important and loved and worthy, with a future. When I think about it I'm often sad that Martin Luther King had so few precious minutes on this Earth. Two days ago he would have celebrated his 65th birthday, and the older I get the younger I realize 65 is. [Laughter] But you know, he did a lot with the time he had, and I think we should try to do the same. Thank you.

NOTE: The President spoke at 2:20 p.m. in Cramton Auditorium. In his remarks, he referred to Charles DeBose, Jr., National Service intern, Franklyn Jenifer, president, and Joyce Ladner, vice president for academic affairs, Howard University.

LANGUAGE: ENGLISH

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31 Weekly Comp. Pres. Doc. 63

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Public Papers of the President

January 16, 1995

CITE: 31 Weekly Comp. Pres. Doc. 63**LENGTH:** 2443 words**HEADLINE:** Remarks Honoring **Martin Luther King, Jr.**, in Denver, Colorado**BODY:**

The President. Thank you. It is wonderful to be back in Colorado, to be back in Denver, and to be in this great spot, which holds such a warm memory for me. The last time I came here we had a vast crowd. I was asking for the opportunity to serve as your President, and I must say, when I came before I had Sinbad with me as the warmup act. And I thought that was responsible for the crowd. Today I am honored to be here with all these fine people on the platform and with all of you.

I thank my friend, Governor Romer, for what he said and for his leadership and for his long friendship. I thank Senator Campbell and Congresswoman Schroeder for coming all the way back from Washington to be here with me and, most important, to be here with you today. I thank Secretary Pena for his outstanding service as our Transportation Secretary, working to make this country a safer place. And of course, I am grateful to the Mayor and to Mrs. Webb for their leadership in this stunning event and for allowing me to be a small part of this.

We come here today to celebrate the life of Martin Luther King. We know that he would have been 66 years old today. To me, it seems only yesterday when he was 39 and laying down his life, for what he believed. Mayor Webb said that the life of Martin Luther King had special relevance for African-Americans because of what he meant. Let me tell you that his life should have special impact for every American, for he freed the rest of us, too, of our hatred, our bigotry, of the illusion -- [applause] -- of the illusion which still crops up from time to time that we can somehow lift ourselves up by putting others down, that somehow, if we can just find someone to look down on, we can feel like we're being looked up to.

Martin Luther King knew better than that. I ask you today, my fellow Americans, to think about why he lived and what he laid his life down for, to think about what ought to be driving our lives, our individual lives and our lives as citizens.

You heard earlier Dr. King's famous "I Have A Dream" speech. I saw a sign held up earlier when I came in saying that they had a dream for America; did I have a dream for America -- the people holding the sign up there. Remember what Martin Luther King said? He said, "My dream is deeply rooted in the American dream." What did he mean by that? The Founders said, "We hold these truths to be self-evident, that all are created equal and endowed by their Creator with certain inalienable rights, and among these are life, liberty, and the pursuit of happiness."

Today, my fellow Americans, I want to talk to you about our common right to life, liberty, and the pursuit of happiness. I ask you to think today of Government but to think beyond Government to

people. I ask you to think today of the programs and the work of Government but to think beyond that to the lives of people. I ask you to remember today that, more than anything else, Martin Luther King's life was a life of service. Even as he marched all across this land and took that vast throng to Washington, DC, and asked the Government to act, he knew that in the end, what was in the heart and the spirit and the mind of the average American citizen was even more important.

And that is why he always said that all of us had a responsibility to do our part and to serve. Martin Luther King said, "Everybody can be great because everybody can serve." He said, "If all you do is sweep the streets, then sweep them just as well as Michelangelo painted the Sistine Chapel." Be the best streetsweeper that ever lived; serve and serve.

I was asked the other day, of all the things that had happened in the last 2 years, was there one achievement I could say I was most proud of? And I said, "I think it was the creation of the national service program." And some of them are here today. Why? Because these young people are committed to service. And if we all are committed to the idea that we are bound up with one another, then we can all be great and our country will be great.

When I came here in 1992, I was worried about the direction of this country. I was concerned about the economic problems of America. More importantly, I was concerned that we seemed to be drifting and divided and that we had no clear role for how we might work together to build a better future, to reclaim that dream for which Martin Luther King gave his life. And I told you that I would seek, for my part, to do three things: one, to give this country a new economic policy that would bring down the deficit and bring up employment and bring us forward toward the next century; two, a different way of governing, that I would reduce the size of the Federal Government and increase its creativity, its effectiveness, its relevance to your life. And we have done both those things. We have restored a sense of economic direction and opportunity to this country, and the Government is smaller and yet still more effective. No one exemplifies that any better than Denver's Transportation Secretary, Federico Pena.

But I knew then and I say again now that that would be fine but not enough, that we literally had to change our relationship in America as citizens to our Government and, most importantly, to each other. It was what I called then and what I say now is a new covenant, the idea that you have a right to certain opportunities, but in return you must exercise personal responsibility in return for those opportunities to make the most of your own life, the life of your family, the life of your community, and the life of your country. That is what this is all about.

That's why when people talk about something like welfare reform, I don't think about punishing poor people, I think about ending welfare so poor people can work and be good parents and have a better life and look to a better future. That's why, when we passed the crime bill, I thought it was a good thing just to give money to local communities to hire more police officers and also to have opportunities to give our children something to say yes to as well as something to say no to, so that we could show responsibility even as we seized opportunities.

If you think about it, that is the great debate we should be having today: What is our responsibility to ourselves, and what is our responsibility to each other? If you have fights without responsibility, pretty soon people lose their fights because they don't behave responsibly. If you go around telling people to be responsible all the time and there never is an opportunity coming forward, pretty soon they get tired of being responsible.

What we have to do today, if we want hope, if we want the dream to live again, is to say to each other: We will have a new commitment to creating opportunity and to being responsible. We will say no to violence, and yes to hope. We will say no, no to the idea that we can get anywhere by being divided against one another, and yes to the idea that our diversity is a strength.

I am telling you, we can have all the economic growth in the world, but until we face the fact that we are going up or down together and we'd better get after the business of working together to make the most of all our potential, we will never be what we ought to be as a country.

Now, I know we have more to do in Washington. I know that a lot of people are working harder and still not having a raise. I know, as the pastor prayed, that another million Americans in working families lost their health insurance last year. I know there are problems there. That's why I have said that in this coming session of Congress, I will devote myself to what I call the middle class bill of rights, which could be called the bill of rights and responsibilities, because it offers you the right to pursue happiness, not the guarantee of happiness. I believe with all my heart that if we're going to worry about lowering taxes, we ought to lower taxes to help people educate themselves and their children and strengthen their families, so we can move forward together and grow together.

And so I have said let's do four things that the Government can do to help people exercise more responsibility and take control of their own lives: tax deductions for all the cost of education after high school, lower the tax burden for parents with young children so they have more money to spend on raising the kids, let people save money in an Individual Retirement Account, but let them withdraw it without a penalty, for education or health care or taking care of their parents when they're sick.

When people are unemployed or working hard for low wages and they're willing to get new skills, give them the funds they need to get education and training so they can grow into what God meant them to be. But I say to you again: We can pass that program. We can have the crime bill work perfectly. But unless in Denver, Colorado, you do what the Governor challenged you to do, we will not be what we ought to be.

This country cannot go on with children shooting children. This country cannot go on with so many kids just giving up on their lives. This country cannot go on with more and more little babies being born into unstable situations where the mothers are children, too, and the future looks bleak. We can turn this around. But we have got to turn it around, and we have got to do it together by lifting each other up.

You know, the reason I said what I did about the service corps -- and all the young people in the Denver national service corps raise their hands -- I want to tell you why I did that. I did that because, to me, that represents everything I wanted to do. These young people are building the new economy because when they work on solving problems in Denver, they earn some money to go to college. And they're changing the way the Government works because there is no bureaucracy at all; they just have a project here and apply for the opportunity for young people to work in it. This is not a Government bureaucracy, but most important of all, most important of all, this is creating that new relationship of opportunity and responsibility, building up a community by people giving and getting and giving and getting and giving and getting, until pretty soon, lives are changed and futures are changed.

Today, to celebrate Martin Luther King's birthday, there are young people like this all over America. They're rebuilding schools in Atlanta as we talk today. They're rebuilding homes in Memphis. They're helping people work their way out of the flood in California. And they're here today in Denver, building this coup; try, doing what we ought to do.

I was told a day or so ago that in this new Congress there may be a move to abolish the national service corps to save money to pay for tax cuts.

Audience members. No-o-o!

The President. Well, let me say, I know about cutting Government spending. We've taken \$ 11,000 in debt off of every family in America by reducing the deficit. We have reduced the size of the Federal Government to its smallest size since Martin Luther King visited John Kennedy in the White House. I know about that. But the purpose of all this is not to wreck the Government, not to give us a mean-spirited Government. It is to give us a lean Government that will help us to work together to solve our own problems. That's what we should be committed to do in Washington and in Denver and in every community throughout this great land.

So let me ask you to think about this. Look at all the young people in this audience. Look at the fine young people in their band uniforms. Look at the young people around the choir and the young kids here. Look at all the children here, all different colors and backgrounds. What is the American dream? It is the right to pursue happiness. It requires a certain equality and a certain respect. It requires us to listen as well as to talk.

I know the American people are often angry and frustrated today. But let me tell you something, folks, this is a very great country and there is nothing that cannot be fixed if we will rely on our hearts and our spirits and what we know to be true. I have traveled this whole world on your behalf. I have seen many different places. I have dealt with many different opportunities and problems. I am more convinced today than I was on the day I took the oath of office that the greatest days of America lie in front of us if we have the courage to live the dream of Martin Luther King.

But remember, what he lived and died for was for every one of you to have the right to do good and to be good and to make the most of your own life. It was no living and dying for the freedom to shoot people, no living and dying for the freedom to shoot up, no living and dying for the freedom to hate people, no living and dying for the freedom to ignore the responsibilities of parenthood and the obligations of our children. That is not what this was about. And there was no living and dying to advance the proposition that we are all just isolated individuals out here, we don't need anybody helping anybody else, and everything we do as a Government is intrinsically bad. That idea is wrong, too.

So I say to you, as you look to the next century, let's make Denver and the West the frontier of the next century by proving that you can be a rugged individual, you can do everything you want in your individual aspirations, but only if you build a new community, where everybody has a chance to rise up and everybody has a chance to be respected and every child has a chance to be loved and to be important. That is what this is all about.

And let us look for ways -- [applause] -- let us look for ways every day, every day, to say the dream of Martin Luther King depends upon what I do inside and how I relate to my fellow men and women and to all the little boys and girls.

Twenty-seven years ago, April 4th, Martin Luther King was killed. Only such a young man, but he gave his life willingly so that we might become all God meant for us to be. We can still do it. We will have more opportunities than ever before. But you look at this sea of people, and you think about what the Founding Fathers said over 200 years ago: life, liberty, the pursuit of happiness, together.

Thank you, and God bless you all.

NOTE: The President spoke at 12:34 p.m. in the Amphitheater. In his remarks, he referred to Gov. Roy Romer of Colorado and Mayor Wellington Webb of Denver and his wife, Wilma.

LANGUAGE: ENGLISH

LOAD-DATE: February 20, 1995

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31 Weekly Comp. Pres. Doc. 63

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31 Weekly Comp. Pres. Doc. 67

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Public Papers of the President

January 16, 1995

CITE: 31 Weekly Comp. Pres. Doc. 67**LENGTH:** 1669 words**HEADLINE:** Remarks Honoring **Martin Luther King, Jr.**, in Los Angeles, California**BODY:***The President.* Thank you. Are you having a good time?*Audience members.* Yes!

The President. Well, so am I. And I'm glad to be here again. I want to thank all the people who are here, all the elected officials and the clergy and the people on the board of Community Build. I thank Brenda Shockley for her fine work. Yes, give her a hand. She's great. [Applause] I thank Maria Gibbs and Robert Hooks for their work tonight. And I thought Linda Hopkins was great. I was back there listening to her sing behind the curtain. And it's wonderful to see Rosa Parks and Cicely Tyson here. I'm honored to be in their presence, as always. I want to thank the young people behind me who met with me for a few moments before I came out here: Charles Rousseau, who is one of our Faces of Hope; my friends from the playground; and all the others who are back there who told me about what this effort is all about, who talked to me about Community Build in terms that anybody could understand.

Ladies and gentlemen, when I ran for President and I came here to south central L.A., I, first of all, knew my way around a little bit because I had actually come here before I ever dreamed of running for President, just because I was interested in what was happening to you and how we were going to build with the challenges we face.

And I said that I thought my job, if you would let me be President, was to do three things: first, to try to get the economy going again; second, to try to have a Government that worked in a way that made sense for people at the grassroots level and would take us into the 21st century. It would be less bureaucratic. It could even be smaller, but it would be able to do more in partnership with people where they live, so that when you pay your taxes you would think you were getting your money's worth for a change. But the third and most important thing that I thought we had to do as a people that the President had to be a part of was to create a new agreement between the people and their Government and between the people, themselves, what I called a new covenant, a commitment to extend more opportunity in return for people assuming responsibility for their own lives, their own families, their own communities, for changing the things that have to be changed. That's the only way we're ever going to straighten this country out is if we have more opportunity and more responsibility, if people really believe that we can make a difference.

You know why I like being here? Because these people have proved that they can change their lives. And if they can do it, we can change America.

I work with Maxine Waters and with Mayor Riordan on a lot of things, and you are fortunate to be represented as you are. I tell you, the mayor just showed up and he's had an earthquake, a fire, and a flood. [Laughter] I asked him if he thought God had hidden a volcano somewhere in Los Angeles County, and then you could become a new tourist mecca as a full-service disaster area. [Laughter] You know why we can laugh about that? Because you keep coming back. You've got good leadership and good grassroots folks and a spirit that won't quit.

And I was looking at Congresswoman Waters up here giving her talk tonight. And I was thinking, I wonder if those people have any idea how she worries the President to death in Washington until he does what she wants him to do. [Laughter] The first time she looked at me like that -- the way she can look at you if she thinks you're not going to do the right thing -- after I became President, I said, "Maxine, I'm the President; you don't have to look at me like that anymore." She said, "Oh no, I have to look at you more like that now." [Laughter]

I'm proud of the fact that the Labor Department put \$ 7 million in this project, because I think that Community Build and the Youth Fair Chance Plus programs represent all three of the things that I set out to do. We're helping people become part of the economy, and that's important. Work gives dignity to life. People need an education. They need a job. They need a future, to give dignity to life.

And we're changing the way the Government works. We're reducing the size of Government, and we've taken \$ 11,000 in debt off of every family in America by reducing that deficit, and that gives our kids a better future. But we also have to prove that we can change the present, and that's what this program does. And the Federal Government should be involved in programs like this, non-bureaucratic people programs that build people up instead of tearing them down.

And I like it because it does build that new covenant. It says, "Okay, here's your opportunity." But you know, we can be spending \$ 700 million here, and if people like these guys behind me hadn't decided they were going to change on the inside and do differently, the money would not make any difference. So we've got it all going in the right direction.

I say to you tonight, my friends, that if Dr. King could be here, and I think he is here in a way, he'd be pretty pleased with what we're doing here. I know that much remains to be done. I know that in the atmosphere of the present where people have been told that everything the Government does is bad, it will be hard to continue.

But let me tell you something: Los Angeles and the cities around here and California and America are better off because of programs like this and better off because we're giving communities more funds to help deal with the crime problem, not only to hire more police officers but also to give young people some activities they can be engaged in that are positive so they have something to say yes to as well as something to say no to. These things matter. And we can make a difference. I know we must do more, but we should do more in ways that make sense.

I'm proud of the fact that this week it was announced that we not only have seen over 51/2 million new jobs come into this economy since I became President, but the unemployment rate among African-Americans is at a 20-year low. I'm proud of that. Now, that's the good news. The bad news is that the unemployment rate among young people is still very high, over one in three, and that among people who do not have much education, the unemployment rate is very high and the wages of those that work tend to be low and to stay there. So in the coming year, with this new Congress, I'm going to say to them, "You say you want the free enterprise system to work. You say you want more business people in minority communities. Well, so do I. Let's begin with passing my middle class bill of rights."

If we're going to cut people's taxes, let's cut them for education and for raising children, to do things that will strengthen all the American people and build this country up from the grassroots up. And if we're going to cut spending, let's cut things that will free up money to build up people. Let's don't cut programs like this one. Let's don't cut programs like the national service program. Let's don't cut

programs like Head Start. Let's don't make it more expensive for people to go to college, let's make it cheaper for people to go to college and more affordable.

In other words, the role of Government should not be to pretend that we can solve problems that people have to solve for themselves, often inside their own heart. But the role of Government should not be to be heartless, either, and to walk away. The Government should be a partner. The Government should help people to acquire the tools they need and the means they need and the education they need and the belief and the hope they need to make the most of their own lives. That is what we're here to celebrate today. That is what Martin Luther King wanted us to do.

You know, when Dr. King gave that famous "I Have A Dream" speech, he said that his dream was deeply rooted in the American dream. What is the American dream? The founders of our country said it over 200 years ago: We hold these truths to be self-evident that all are created equal, endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. Life, liberty, the pursuit of happiness. No, not a guarantee of happiness, but not death, destruction, and the end of hope, either, the means of working together to achieve the God-given potential of every person in this room, every person in south central Los Angeles, all the people in this country.

It is not a dream rooted in race. Race became a factor when people could not see behind their own prejudice. And I tell you today, my friends, that when we realize what a resource we have in America, that we come from so many different racial backgrounds, that we come from so many different ethnic backgrounds, that we come from so many religious backgrounds, in a global society where the world is smaller and smaller and smaller, we are the world's richest country because of our differences. Now we must find common ground and build up all people, and, no, we don't have a person to spare. All these children have a role in our future, every one of them.

So I'm glad to be back in south central Los Angeles. I want these young men to help me find the secret to get people like this all across America to say no to violence and no to drugs and no to the life of the street with no tomorrow and yes to a better future. We can do this. We can do it if we work together. We can do it if we talk together. We can do it if we believe in one another's potential. That is the American dream.

Thank you, and God bless you all.

NOTE: The President spoke at 5:41 p.m. at Community Build, Inc. In his remarks, he referred to Brenda Shockley, executive director, Community Build, Inc.; masters of ceremonies Maria Gibbs and Robert Hooks; civil rights activist Rosa Parks; and actress Cicely Tyson.

LANGUAGE: ENGLISH

LOAD-DATE: February 20, 1995

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32 Weekly Comp. Pres. Doc. 70

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Public Papers of the Presidents

January 15, 1996

CITE: 32 Weekly Comp. Pres. Doc. 70**LENGTH:** 3131 words**HEADLINE:** Remarks at the **Martin Luther King, Jr.**, Commemorative Service in Atlanta, Georgia**BODY:**

I know that we have been here a long time, but aren't you glad you came?

Dexter King, thank you for that fine introduction and for your leadership. Coretta King, thank you for your kind remarks and for the visits we've had today and all the ones we've had in the past; the other members of the King family who are here, and especially to our co-presiders. I'm glad they don't keep women out of the pulpit anymore, aren't you? To Senator Coverdell; and my dear friend Governor Miller; Mayor Campbell -- you can get back in the pulpit, I think, anytime you want; my longtime friend Congressman John Lewis; and Congresswoman Cynthia McKinney; Congressman Mfume, my dear friend, we wish you well on your new mission. To all the ministers who are here and all others who spoke. Dr. Roberts, thank you for letting us come to this church. I want to thank all those who came with me today, many from the White House, starting with the White House Chief of Staff and most of those who were referenced. And my good friend Ernest Green; Bob Johnson of the black entertainment network; and others who came.

I want to say so many things, and yet I think I should say so little, because I have already heard so much wisdom and humor -- [*laughter*] -- and passion and music. I'm going to do a test when I get back on the airplane, when I go back to the back of the airplane. [*Laughter*] I'm going to ask Weldon Latham and Bob Johnson and Ernie Green and all my staff members what they remembered about this long ceremony. Everyone will remember you, young man, because you remind us of what all this is all about. And you are a stern rebuke to the cynics who say we cannot do better.

I will remember something that the rest of you couldn't know, and that is that Coretta Scott King still has a beautiful voice and can hit all the high notes. I will remember this is the first time in my life I ever got to sing "Lift Every Voice" and sing 2 days in a row because we sang it in church yesterday. I will remember that the mayor wants to be buried by a Southern preacher so he can stay on Earth one more hour. [*Laughter*] I remember that it was so cold in Washington Dick Gregory was willing to go to hell to get away from it. [*Laughter*] I will remember all this incredible music, and David Arnold, whom I had never heard before; and my friend and brother Wintley Phipps who can still bring tears to my eyes. For purely personal reasons, I will never forget the way you all stood when the mayor mentioned my wife's name. And I thank you for that. I will never forget my friend Governor Miller quoting Kris Kristofferson's song and thinking there's still a place for all us Southern rednecks in this church. [*Laughter*]

I am glad to see my good friends. I see Edwin Moses and Sonny Walker out there; and those of us who are your fans, Mr. Fishburne, are glad to see you here. Thank you. Thank you very much.

I was sitting here thinking as everyone else spoke and I kept marking things through my remarks, what might I say here? What would Dr. King say if he sort of showed up, sidled down the aisle? I think he would have enjoyed this, don't you? All the laughing, all the singing, all the wisdom, all the passion. I think he would have said amen when Congressman Mfume reminded us of that magnificent passage from Genesis: You can kill the dreamer, but not the dream.

I think he'd be pretty proud of how far his hometown has come. The King Center is keeping the dream alive. Atlanta has more foreign corporations than any other American city headquartered here with this mayor and that police chief and that sheriff over there.

Less than 200 days from today, the whole world will be looking at Atlanta when the Olympics come. The city too busy to hate will be the city the world will see. I think he would like that.

You know, only three Americans have ever had a holiday named for them by the Congress. Two were Presidents: George Washington helped to create our Union; Abraham Lincoln laid down his life to preserve it. Martin Luther King never held any elected office, but he is the third because he redeemed the moral purpose of the United States. He reminded us that since all of us are created equal and that's what the Constitution says -- all of us are equally entitled to the full benefits of American citizenship.

In this holiday we celebrate the life of a man who challenged us to face our flaws and to become a better nation, to use our great power in the service of peace and justice. That was his dream, and that is the spirit of this holiday. And that is why it is a good thing that all over America this is a legal national holiday. It is altogether fitting that if we can lay down our labors for a little while once a year to think about how we started, and we lay down our labors a little while once a year to think about how we might have been torn apart but we stayed together, that we take one day a year to remember that we have to live by the spirit and letter of the Constitution of the United States.

When we were coming in here, Rodney Slater, who is now the Federal Highway Administrator but was with me when I was Governor, reminded me, Mrs. King, that 10 years ago today I sent, on an early morning, 30 young children from Arkansas to Atlanta to march in the parade. And those children thought they had died and gone to heaven. [Laughter] They knew they were part of something that matters.

So if Dr. King were here today, how would he tell us that it matters? I just returned, as all of you know, from a visit to our brave men and women serving as peacekeepers in Bosnia. I think he'd be pleased by that, don't you? Our troops come from all parts of our country, from all racial and religious and ethnic groups. They comprise a diversity unmatched anywhere in the world. And unfortunately, unmatched in any other organization in this country.

They are all committed to equal opportunity, equal responsibility, and excellence. I wish all of you could have been with me walking down the lines reviewing the troops. First there's a little unit with a big captain who is 6 foot 4, comes from an industrial city in the Middle West, from an Eastern European ethnic group. Next there's a unit captained by a young slip of a woman barely 5 feet tall, an African-American woman bossing around all these big, hulking guys. Why? Because she was judged by her merits. Yes, they have an affirmative action program, but no one gets a job for which they are not competent. It was a beautiful thing to see.

But more important than the composition of the military is the mission on which they went, a mission we can all identify with. Bosnia is a land that in the past has found strength in its diversity: the Muslims, the Croats, who are Catholic, and the Serbs, who are Orthodox. They have flourished side by side in the past. Even though they prayed apart, they lived and worked together. They've been neighbors and friends and even family members.

In giving in to appeals to primitive and blind hatred, those who started that awful war there were stepping back into an imagined, unreal past in which they say life has greater integrity and meaning,

when we define ourselves in terms of who we are not instead of who we are. Does that sound familiar to you? When we define ourselves by whom we can denigrate and debase, instead of those whom we can reach out to and embrace.

We Americans understand the challenges they're facing in Bosnia. We know it's hard to forge a community from many different groups. It's hard to lay down old hatreds and ancient biases. We also know, as that old Broadway song says, children have to be taught to hate.

I was thinking you all were making all those jokes about the bus and the airplane -- you know what I was thinking about? When I was a kid growing up in my hometown in Arkansas, I rode the city bus to school every day. It cost a nickel. I can still remember one day when I got on the bus I had four cents, and there was a bus stop in front of my house and one about a block behind my house. And I asked the bus driver if he'd let me off behind with four cents, and let me run up and get another penny and run down the front and give it to him. And he did. That was the old days. But I was a kid. I didn't -- I was so stupid, I thought the best place to sit was the back of the bus. They had to run me out of the back so other people could sit down who were supposed to be there. I thought I was supposed to be in the back of the bus. Children have to be taught to hate. We know about what they're going through in Bosnia.

Though our Founding Fathers celebrated in our documents the universal rights of man as being inherent in human nature, we actually started out with a Constitution that stated that slaves were not fully citizens and, by the language of the Constitution, therefore, not fully human.

We fought a Civil War over race and slavery. We lived through bitter days of lynchings and riots. Still today we struggle to overcome. But over time, Dr. King and Reverend Abernathy, others that helped us to see that history need not be our destiny. We can define ourselves by our hopes and not our fears. Most of all, we can understand that we are stronger when we live and work together as a community, not as a swarm of isolated individuals or antagonistic groups. That is still the decision for America today.

In the great budget debate, I believe -- some disagree -- I believe we ought to balance the budget. We never had a permanent deficit until the 12 years before I became President. Deficits were things that we ran when we had recessions or great wars that required us to mobilize the energies of the country.

So we have to do it. But we have to balance the budget in a balanced way that recognizes that we are all in this together. That is the struggle of America's whole history. That is the mission in Bosnia. We know that we have to be liberated, not bound by the lessons of the past.

Dr. King said that men hate each other because they fear each other. They fear each other because they don't know each other. They don't know each other because they can't communicate with each other. They can't communicate with each other because they're separated from each other.

The sad lesson of our experience is that sometimes we can be standing next to one another and still be separated from each other, miles and miles away in our minds. Now, even if we seek to help others bridge their differences, we have to say today, and he would say to us, you've still got a ways to go yourselves.

We must be the world's drum major for peace. That's the role our troops and their allies from over 20 other countries, including countries that we were enemies with in the cold war, are playing in Bosnia. That's what we're trying to do in helping the Catholics and Protestants get together in Northern Ireland. That's what we're trying to do in working with the Arabs and the Jews in the Middle East.

And I thank President King for his mention of my friend, Prime Minister Rabin. Like Dr. King, he gave his life in the struggle for peace. And like so many of you who took up Dr. King's torch, Shimon Peres and others have taken his torch up. I'm glad that the United States is working with them.

I'm proud that the United States has supported the reconciliation of the peoples of South Africa and the triumph of President Mandela and all of you who work with him. It has been an honor for us, not a burden. If that is our role, to be drum majors for peace and justice around the world, surely, surely that must be our responsibility here at home.

We have much to be thankful for. Dexter King mentioned some things. I'm glad that in the last 3 years the crime rate and the welfare rolls and the food stamp rolls and the poverty rate and the teen pregnancy rate are all down. I'm proud of that.

But here's what I think Dr. King would say if he were giving this sermon in far more powerful and eloquent ways: You're doing better, but that's not nearly good enough. And don't do anything which will make it worse. Keep going in the right direction. There needs to be more peace and freedom on our streets. It is true that the murder rate had its biggest decline in 35 years last year. Hallelujah! It's also true a lot of innocent kids will get killed this year. We have to do better. There's still too much crime and violence and drugs in America, especially among our young people.

He would say, ask yourselves this question as you walk out of this church today: How can it be that the crime rate in America is down, but the crime rate among young people between the ages of 12 and 17 is up? Are they still out there raising themselves? What are you going to do about that? What are you going to do about that?

We have to continue to heal the racial divisions that still tear at our Nation. We can't rest until there are no more hate crimes, no more racial violence. And until we have moved beyond those far more subtle but still pervasive racial divisions that keep us from becoming one Nation under God. We have to be honest about where we are in this struggle. The job of ending discrimination in this country is not over. That's why I still believe we need the right kind of affirmative action. We can mend it, and some day we can end it. But we can't end it until everybody with a straight face can say there is no more discrimination on the basis of race. We must bring more peace to our public discourse, even when we passionately disagree.

We did a lot of laughing today, to some extent, at the expense of those who disagree with us. And that's okay, they laughed at me, too *[laughter]* -- and sometimes more. But let's remember, no matter how passionately Martin Luther King spoke about the wrongs he saw and the changes he advocated, he always, always spoke in the language of love and nonviolence and peace.

I remember when one of our clergy read that well-known, but never tired, passage from Corinthians. In the old King James version it used to say, "Now we see through a glass darkly, but then face to face. Now we know in part, but then we shall know even as we are known. And there abides faith, hope, and charity, and the greatest of these is charity." Charity and love, in that sense, are the same thing -- charitable love, the understanding that even those who are totally different from us share a common human nature. And we all see through the glass darkly. Nobody has the whole truth. We should remember that, and we should ask them to.

And finally, let me say I think he would say that this is going to be a great age of possibility, the 21st century. And many will do very well. The great issue is whether we will go into that age of possibility together or divided, whether America will be a society, a great society, where winners can take everything, or whether it will be an even greater society in which everyone has a chance to win.

If you think about the characteristics of this time, people care more about their racial and their ethnic identities. If that builds pride and self-esteem and gets people back to good values that we all share, it is a good thing. If it leads people to the Bosnian war or killing in Northern Ireland or a lack of resolution in South Africa or continued carnage in the Middle East or on our own streets, it is a bad thing.

If you look at this global marketplace, if it means that a poor child in inner city Atlanta or in rural Arkansas in the hills of the Ozarks can hook into a computer and get himself or herself into a research library in Australia and learn what's going on in the world, if people in the inner cities can

use technology to learn things that they couldn't learn and to build businesses and hope and opportunity, that is a very good thing. But if the global economy means that everywhere we have to have more inequality, more people thrown out of work, more people living without hope because those of us who are doing well won't set up the conditions in which everyone can win, it is not a good thing.

So the challenge of this time is to go forward together -- to go forward together. And every single one of us has a role to play.

Let me remind you that in 1994 I signed legislation which transformed Martin Luther King's birthday into a national day of service to reflect the life and legacy of Dr. King. I recently appointed a friend of Dr. King's and an adviser, former Senator Harris Wofford, to head our Corporation for National Service. He said the King holiday should be a day on, not a day off; a day of action, not a day of apathy; a day of responding to the community, not a day of rest and recreation. That's what we have tried to do.

Today, all across America, members of AmeriCorps, our national service organization, are working with grassroots community volunteers to pull this country together, not to let it be divided. In Philadelphia, as we meet here, thousands of young people and their teachers are renovating homes for Habitat for Humanity, a project that started here in Georgia and has swept the whole world. In California, 2,300 young people are going to clean parks, remove graffiti, collect food and clothing for people who need it.

And as we stand here and sit here, right here in Atlanta, members of the national service corps are joining forces with a coalition of citizens to honor the memory of Martin Luther King by painting classrooms, working at their food bank, renovating a homeless shelter.

Every American can be a drum major for peace. Every American can be a voice for justice. Every American can be a servant in the never-ending work of building our American community and building a stronger and more united and more decent world.

As he said, "Everybody can be great, because everybody can serve. You only need a heart full of grace and a soul generated by love." Because of all of you today, I leave with a heart more full of grace, a soul more generated by love. I thank you for that, and hope you feel the same way.

God bless you all.

NOTE: The President spoke at 1 p.m. at the Ebenezer Baptist Church. In his remarks, he referred to Dexter King, son, and Coretta Scott King, widow of Dr. Martin Luther King, Jr.; Gov. Zell Miller of Georgia; Mayor William Campbell of Atlanta; Dr. Joseph L. Roberts, Jr., pastor, Ebenezer Baptist Church; Ernest Green, managing director, Lehman Brothers; Bob Johnson, chairman and chief executive officer, Black Entertainment Television; Weldon Latham, senior partner, Shaw, Pittman, Potts, and Trowbridge; civil rights advocate Dick Gregory; former Olympic track star Edwin Moses; and William "Sonny" Walker, former executive director, King Center.

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32 Weekly Comp. Pres. Doc. 70

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Martin Luther King, Jr. Memorial Dedication

In the shadow of a monument to the father of our country--and a memorial to a leader who died to preserve that union--we celebrate a man and a movement that changed America for good.

Here on our National Mall, we honor our nation's drum major for justice.

Here on America's common ground, we salute the leader who brought us here--to share his dream, march for freedom, and move our country forward.

With each step, Dr. King took us on a journey as old as America itself.

"Back," he said, "to those great wells of democracy dug deep by the Founding Fathers in the Declaration of Independence and the Constitution."

To draw from that well, Dr. King challenged us to dig deep within our own hearts. To live up to our creed. To celebrate our diversity. To face our flaws. To overcome.

With the courage of his convictions, he taught us to turn our cheeks from violence without turning our eyes from injustice.

With faith as his guide, he pointed the way to common ground by reinforcing our common values.

Many who join us here, joined him there.

The foot soldiers for freedom--enduring the taunts at the lunch counters, the force of the fire hose, the brutality of the beatings...riding the Freedom Bus down hostile highways...securing the right for citizens to enter the most hallowed place of all in our democracy--the voting booth...sitting in the front-seats so all of our children could stand on the front-lines of opportunity.

As Dr. King declared when he accepted the Nobel Peace Prize, these heroes may "never make the headlines...yet when years have rolled past...men and women will know...that we have a finer land, a better people, a more noble civilization--because these humble children of God were willing to suffer for righteousness's sake."

As we honor Dr. King's legacy--a finer, better, more noble nation honors you.

Now as we seek to fulfill the dream that brought us together—we must strive to honor the values that keep us together.

Equality and opportunity. Community and responsibility. Dignity and justice.

That was Dr. King's dream. That is our destination.

As we close out one century, we are closing in on that goal.

We have torn down barriers of discrimination and injustice in legislation. We won the long, hard struggle to rewrite our law books.

Now with our strong economy, we are rewriting the record books. With the lowest minority unemployment rate on record. An historic drop in poverty. We are repairing our social fabric. And Americans of all backgrounds and cultures are living and learning, serving and working together.

But we are not there yet. Too many Americans are not a part of our prosperity. Too many obstacles remain on the road of progress and justice. But our greatest challenge is also our greatest opportunity.

Our children will live in a nation where there will be no majority race.

We don't need a crystal ball to know how America will look. It is up to us to shape how America will act.

What kind of nation do we want our children to grow up in...to live in...to work in as we move into the 21st century?

That is a task that takes constant work and an honest dialogue. Because as difficult as it was to erase discrimination from the law, it is an even greater challenge to erase it from the heart.

That is why I initiated a series of national conversations about building one America for the 21st century--a land guided by our hopes not our fears...driven by unity not division...rooted in community not isolation.

We know there is only one way to achieve that kind of nation. Not through machines or money or might. Above all, it must flow from the human spirit.

As we enter the dawn of the 21st century, we must leave behind the darkness of division, diversion, and discord.

Following Dr. King's footsteps, we must draw from the deep wells of our Founding Fathers and tap into America's potential.

We must recognize that our diversity is our strength.

After all, what makes our nation unique? What gives us a competitive advantage in the world?

We come from every corner of the globe. We speak every language. We know every culture. And leveraging that diversity will position us to compete and win--from the global marketplace to the corner market. The better some of us do, the better all of us do.

The fundamentals of our economy are solid and strong--let us make sure the fundamental values of our country are solid and strong. Our common values.

So in this time, from this place, let us pledge: We will continue the march.

We will march until the light of hope shines on every corner of our country...until we open all the doors and close all the gaps...until every citizen in every community has the tools to make the most of their human potential...until opportunity for all is a reality for all. And the promise of America is the practice of America.

As we dedicate this memorial, let us rededicate ourselves to that vision and those values.

And let us do it together. As Dr. King said from those steps: "We cannot walk alone."

So let us walk into the 21st century--united. Hand-in-hand. To one America.

That is our nation's charter. That was Dr. King's challenge. Let it be our charge.

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Public Papers of the Presidents, January 11, 1993

Public Papers of the Presidents

January 11, 1993

CITE: 29 Weekly Comp. Pres. Doc. 33

LENGTH: 729 words

HEADLINE: Proclamation 6524 -- **Martin Luther King, Jr.**, Federal Holiday, 1993

HIGHLIGHT:

By the President of the United States of America

BODY:

By setting aside a day in honor of the late Reverend Dr. Martin Luther King, Jr., our Nation reaffirms its commitment to the noble goals for which he labored and eventually gave his life: equal opportunity and justice for all.

Throughout his quest to end racial segregation in the United States and to promote understanding and respect among all people, Martin Luther King urged America to fulfill its promise -- and its potential -- as a Nation dedicated to the belief "that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

Always mindful of those words from our Declaration of Independence, Dr. King viewed his work as a must-win struggle for the soul and future of the Nation. He knew that efforts to promote far-reaching social change, in a peaceful, nonviolent manner, would require patience, determination, and sacrifice. Yet, despite experiencing stubborn opposition, imprisonment, and even threats to his life, he also believed that the civil rights movement would prevail. "We will reach the goal of freedom in Birmingham and all over the Nation," he wrote to his followers from jail, "because the goal of America is freedom. . . . our destiny is tied up with America's destiny."

With his inspired leadership and eloquent appeals to all who would listen, Martin Luther King set in motion a ground swell of change in the United States. The Civil Rights Act of 1957, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 were critical milestones in the fight for equality under the law. Although Dr. King's assassination in 1968 at the age of 39 prevented his living to see the fulfillment of his dreams for America, his legacy has continued to challenge and inspire us. Over the years the United States has continued to eliminate legal and attitudinal barriers that have, in the past, limited opportunities on the basis of race. We must go on striving to realize Dr. King's vision of an America where individuals are "not judged by the color of their skin but by the content of their character."

While government plays a critical role in the fight against discrimination through the enforcement of civil rights laws and its own hiring practices, our efforts to promote racial harmony and justice in the United States must begin at home. Martin Luther King described the family as the "main educational agency of mankind," and it is within the family that we must first teach lessons about love and

fairness, decency and kindness, and the difference between right and wrong. We honor the legacy of Martin Luther King when we show our children, by word and example, what it means to lead "a committed life" -- a life dedicated to excellence and to the service of one's fellowman. We equip our children for such a life when we encourage them to recognize their own self-worth, as well as the inherent rights and worth of others. "Every man is somebody," declared Dr. King, "because he is a child of God."

A minister by vocation, Martin Luther King sought righteous hearts as well as just laws. He warned that humankind suffered from "a poverty of the spirit which stands in stark contrast to our scientific and technological abundance." In this last decade of the 20th century, as we marvel at the historic achievements of the past 100 years and anticipate the many to come, let us enrich our children with a wealth of encouragement, hope, and moral guidance -- and with living examples of racial comity and friendship.

By Public Law 98-144, the third Monday in January of each year has been designated as a legal public holiday.

Now, Therefore, I, George Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim Monday, January 18, 1993, as the Martin Luther King, Jr., Federal Holiday.

In Witness Whereof, I have hereunto set my hand this eleventh day of January, in the year of our Lord nineteen hundred and ninety-three, and of the Independence of the United States of America the two hundred and seventeenth.

George Bush

[Filed with the Office of the Federal Register, 11:27 a.m., January 12, 1993]

Note: This proclamation was published in the Federal Register on January 13.

LANGUAGE: ENGLISH

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Public Papers of the Presidents, January 14, 1994

Public Papers of the Presidents

January 14, 1994

CITE: 30 Weekly Comp. Pres. Doc. 50

LENGTH: 600 words

HEADLINE: Proclamation 6645 **Martin Luther King, Jr., Federal Holiday, 1994**

HIGHLIGHT:

By the President of the United States of America

BODY:

A Proclamation

On January 15, 1929, Martin Luther King, Jr., was born, destined to make our world a greater and more noble one. Growing up in a landscape disfigured with "Colored Only" and "White Only" signs and a society rife with other demeaning racial barriers and distinctions, Martin Luther King, Jr., sadly learned that the Constitution's guarantee of equality was denied to most black Americans. He dedicated his life to ending the injustice of racism, gracing the world with his vision of a land guided by love instead of hatred and by acceptance instead of intolerance.

Three decades ago, Dr. King described his goals most eloquently in his famous "I Have a Dream" speech at the historic Civil Rights March on Washington. The impassioned plea that rose from the steps of the Lincoln Memorial that summer day stirred the entire Nation, awakening people everywhere to turn from the scourge of racism to embrace the promise of opportunity and democracy for all. He prophetically described a future in which our children are judged "not by the color of their skin, but by the content of their character." His unparalleled commitment to justice and nonviolence challenged us to look deeply within ourselves to find the roots of racism.

Throughout his all too brief life, Martin Luther King, Jr., often confronted powerful and even violent opposition, sacrificing his liberty, his personal safety, and, ultimately, his life for the cause of freedom. Though an assassin's bullet silenced him forever at the young age of 39, Dr. King's words and deeds continue to live on within each of us. We, the inheritors of the fundamental rights he helped to secure, are forever grateful for his legacy.

Today, we live in a nation that is stronger because of Dr. King's work. Unfortunately, there is still much division in this great land. Even though the signs that once segregated our communities have been removed, we are still far from achieving the world for which Dr. King struggled, toiled, and bled. He did not live and die to create a world in which people kill each other with reckless abandon. He did not live and die to see families destroyed, to see communities abandoned, and to see hope disappear. If we are to be faithful to Dr. King's vision, we must each seize responsibility for realizing the goals he worked so tirelessly to fulfill. Dr. King's valiant struggle for true equality will be won, not by the fleeting passion of eloquent words, but by the quiet persistence of individual acts of decency,

justice, and human kindness. We must carry the power of his wisdom with us, not only by celebrating his birthday, but also by inscribing its meaning upon our hearts, teaching our children the value and significance of every human being.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim Monday, January 17, 1994, as the Martin Luther King, Jr., Federal Holiday. I call upon the people of the United States to observe the occasion with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this fourteenth day of January, in the year of our Lord nineteen hundred and ninety-four, and of the Independence of the United States of America the two hundred and eighteenth.

William J. Clinton

[Filed with the Office of the Federal Register, 11:26 a.m., January 14, 1994]

NOTE: This proclamation will be published in the *Federal Register* on January 18.

LANGUAGE: ENGLISH

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Public Papers of the Presidents

January 11, 1995

CITE: 31 Weekly Comp. Pres. Doc. 49

LENGTH: 511 words

HEADLINE: Proclamation 6765 -- **Martin Luther King Jr.**, Federal Holiday, 1995

HIGHLIGHT:
By the President of the United States of America

BODY:
A Proclamation

As long as there is poverty in the world I can never be rich, even if I have a billion dollars. . . . I can never be what I ought to be until you are what you ought to be. This is the way our world is made. No individual or nation can stand out boasting of being independent. We are interdependent.

With resolution and eloquence, Dr. Martin Luther King, Jr., stirred people around the globe to action. He dedicated his life to ending the oppression of racism, and his vision of a nation driven by love instead of hate changed our world forever. We are all the beneficiaries of his legacy, and were are grateful.

Dr. King taught that the goals of civil rights are not merely the goals of any specific group -- they are the goals of our Nation. To give people opportunity, to treat them with fairness, and to distinguish them only by their potential -- we will continue to work toward these goals as long as people in this Nation are in need of housing, medical care, and subsistence. We will continue to work as long as any person, because of circumstance of birth, is granted anything less than the full measure of his or her dignity.

Three decades have passed since Dr. King stood in front of the Lincoln Memorial and told the world of his dream for a future in which our children are judged "not by the color of their skin, but by the content of their character." Today, with an entire generation of voting Americans who did not witness firsthand the great civil rights victories of the 1960s, it is more important than ever to remind the Nation about Dr. King and his inestimable gifts to this country, so that all of us continue to grow in our commitment to justice and equality.

this year, the Martin Luther King, Jr., holiday is celebrated with a national day of service, a call to join together in purpose and care for one another. On this occasion, I urge the citizens of this great country to reflect upon Dr. King's teachings and to take positive and life-affirming action in his memory. Give back to your community, help the homeless, feed the hungry, attend to the sick, give to the needy. In whatever way you choose to serve the public good, do something to make life better for the people around you. As Dr. King said on many occasions, "Life's most persistent and urgent question is, 'What are you doing for others?'"

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim January 16, 1995, as the "Martin Luther King, Jr., Federal Holiday."

In Witness Whereof, I have hereunto set my hand this eleventh day of January, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and nineteenth.

William J. Clinton

[Filed with the Office of the Federal Register, 11:07 a.m., January 12, 1995]

NOTE: This proclamation was published in the *Federal Register* on January 13.

LANGUAGE: ENGLISH

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Public Papers of the Presidents

January 12, 1996

CITE: 32 Weekly Comp. Pres. Doc. 53**LENGTH:** 641 words**HEADLINE:** Proclamation 6861 -- **Martin Luther King, Jr.**, Federal Holiday, 1996**BODY:***By the President of the United States of America**A Proclamation*

Our country's motto, "E Pluribus Unum" -- out of many we are one -- charges us to find common values among our varied experience and to forge a national identity out of our extraordinary diversity. Our great leaders have been defined not only by their actions, but also by their ability to inspire people toward a unity of purpose. Today we honor Dr. Martin Luther King, Jr., who focused attention on the segregation that poisoned our society and whose example moved our Nation to embrace a new standard of openness and inclusion.

From Montgomery to Birmingham, from the Lincoln Memorial to Memphis, Dr. King led us to see the great contradiction between our founders' declaration that "all men are created equal" and the daily reality of oppression endured by African Americans. His words have become such a part of our moral fabric that we may forget that only a generation ago, children of different races were legally forbidden to attend the same schools, that segregated buses and trains traveled our neighborhoods, and that African Americans were often prevented from registering to vote. Echoing Abraham Lincoln's warning that a house divided against itself cannot stand, Dr. King urged, "We must learn to live together as brothers, or we will perish as fools."

Martin Luther King, Jr.'s call for American society to truly reflect the ideals on which it was built succeeded in galvanizing a political and moral consensus that led to legislation guaranteeing all our citizens the right to vote, to obtain housing, to enter places of public accommodation, and to participate in all aspects of American life without regard to race, gender background, or belief.

But despite the great accomplishments of the Civil Rights Movement, we have not yet torn down every obstacle to equality. Too many of our cities are still racially segregated, and remaining barriers to education and opportunity have caused an array of social problems that disproportionately affect African Americans. As a result, blacks and whites often see the world in strikingly different ways and too often view each other through a lens of mistrust or fear.

Today we face a choice between the dream of racial harmony that Martin Luther King, Jr., described and a deepening of the rift that divides the races in America. We must have the faith and wisdom that Dr. King preached and the convictions he lived by if we are to make this a time for healing and

progress -- and each of us must play a role. For only by sitting down with our neighbors in the work place and classroom, reaching across racial lines in our places for worship and community centers, and examining our own most deep-seated beliefs, can we have the honest conversations that will enable us to understand the different ways we each experience the challenges of modern life. This is the peaceful process of reconciliation that Dr. King fought and died for, and we must do all we can to live and teach his lesson.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim January 15, 1996, as the Martin Luther King, Jr., Federal Holiday. I call upon the people of the United States to observe this occasion with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this twelfth day of January, in the year of our Lord nineteen hundred and ninety-six, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 8:45 a.m., January 17, 1996]

NOTE: This proclamation was published in the *Federal Register* on January 18.

LANGUAGE: ENGLISH

LOAD-DATE: August 09, 1996

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Public Papers of the Presidents

January 17, 1997

CITE: 33 Weekly Comp. Pres. Doc. 57**LENGTH:** 587 words**HEADLINE:** Proclamation 6967 -- **Martin Luther King, Jr.**, Federal Holiday, 1997**HIGHLIGHT:**

By the President of the United States of America

BODY:*A Proclamation*

People throughout the world celebrate the birthday of Dr. Martin Luther King, Jr., as a tribute to his shining example of love and justice.

Dr. King was a man of clear and powerful vision who offered an uncompromising message of brotherhood and hope at a time when violence and racial intolerance tore at the seams of our Nation. In addressing these ills, he often referred to what he called the "magnificent words" of the Declaration of Independence, which proclaimed that "all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." He declared these words to be "a promissory note to which every American was to fall heir," and upon which payment could no longer be delayed. Dr. King's struggle made it possible for all of us to move closer to the ideals set forth in the Declaration of Independence and in our Constitution.

Although ours is the most successful multiracial, multicultural society in human history, in the words of Dr. King, "our work is not yet done." We have not yet fully realized Dr. King's dream of a Nation of full opportunity, genuine equality, and consistent fair play for all.

Every citizen must rise to meet that challenge because America's promise of freedom and opportunity cannot truly be realized for any of us until it is realized for every one of us. We all have an obligation to reach out to one another -- across the artificial barriers of race, gender, religion, class, and age -- so that each member of our society shares fully in the promise of the American Dream.

In the spring of 1963, Dr. King was arrested in Birmingham, Alabama, while protesting discrimination in public accommodations and employment. From his jail cell, he wrote of his faith that ultimately what was good in America would prevail over fear and prejudice:

We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with the destiny of America. . . . We will win our freedom because the sacred heritage of our nation and the eternal

will of God are embodied in our echoing demands.

As I begin my second term as the last President of the 20th century, I ask each American to work with me to usher in a new era of hope, reconciliation, and fellowship among all our people -- rich and poor, young and old, and men and women of every race. I urge all Americans to put intolerance behind us, seek common ground, and strive for justice and community in our Nation.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim Monday, January 20, 1997, as the Martin Luther King, Jr., Federal Holiday. I call upon the people of the United States to observe this occasion with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this seventeenth day of January, in the year of our Lord nineteen hundred and ninety-seven, and of the Independence of the United States of America the two hundred and twenty-first.

William J. Clinton

[Filed with the Office of the Federal Register, 8:45 a.m., January 22, 1997]

NOTE: This proclamation was released by the Office of the Press Secretary on January 18, and it was published in the *Federal Register* on January 23.

LANGUAGE: ENGLISH

LOAD-DATE: February 17, 1997

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Public Papers of the Presidents

January 16, 1998

CITE: 34 Weekly Comp. Pres. Doc. 82**LENGTH:** 601 words**HEADLINE:** Proclamation 7064 -- **Martin Luther King, Jr.**, Federal Holiday, 1998**BODY:***By the President of the United States of America**A Proclamation*

America has been blessed with heroes throughout our history, men and women of vision and courage who have set our feet firmly on the path of freedom and equality. Some became heroes by leading us in times of struggle; some by shaping our values and challenging us to greatness. And a few, like Dr. Martin Luther King, Jr., have done all this and more.

A thoughtful man and one of deep personal faith, his conscience called him into action for the soul of our Nation. He mobilized thousands of other brave and principled Americans -- black and white, renowned and unknown -- and began a crusade for justice that continues today. In sit-ins, marches, demonstrations, and boycotts, he and many others met violence with nonviolence and ignorance with determination. They awakened the conscience of our Nation and succeeded in winning passage of historic civil rights legislation: the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Fair Housing Act of 1968. Pouring out his life in service, Dr. King made enormous and lasting contributions to improve the lives of millions of his fellow Americans.

Almost 35 years have passed since Dr. King challenged us from the steps of the Lincoln Memorial to live out the true meaning of our creed -- that all men are created equal -- and almost 30 years have passed since he was taken from us after an all-too-brief sojourn on this earth. A generation of young Americans has come of age without experiencing firsthand the power of his vision or the eloquence of his voice. Much has changed for the better in that time, but we still have much to do if we are to finish the work of Martin Luther King, Jr.

Following his example of service, we must build communities where everyone shares an equal opportunity for a good education and a good job, where our children can grow up without living in the shadow of guns, gangs, and drugs, and where we reject separation and isolation and instead celebrate together the blessing of our diversity. Last June, I established my initiative, "One America in the 21st Century," to encourage a national dialogue among Americans about race and to spur concerted action that will bring Americans together. We must put aside the bitter refrains of accusation and recrimination and instead discuss and implement new ideas for forging a single Nation in the 21st Century out of our ever-increasing racial and ethnic diversity. By learning to talk to one another, to trust one another, and to work together in hope, we can and will come to the time

Dr. King foresaw when "justice rolls down like waters."

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim Monday, January 19, 1998, as the Martin Luther King, Jr., Federal Holiday. I call upon the people of the United States to observe this occasion with appropriate programs, ceremonies, and activities and to participate in the many community service activities taking place across the country on this day.

In Witness Whereof, I have hereunto set my hand this sixteenth day of January, in the year of our Lord nineteen hundred and ninety-eight, and of the Independence of the United States of America the two hundred and twenty-second.

William J. Clinton

[Filed with the Office of the Federal Register, 11:19 a.m., January 20, 1998]

NOTE: This proclamation will be published in the *Federal Register* on January 21.

LANGUAGE: ENGLISH

LOAD-DATE: February 11, 1998

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Public Papers of the Presidents

April 4, 1998

CITE: 34 Weekly Comp. Pres. Doc. 575**LENGTH:** 264 words**HEADLINE:** Message to the Pilgrimage to Memphis Celebrating the Life of Dr. **Martin Luther King, Jr.****BODY:**

Warm greetings to everyone participating in the Pilgrimage to Memphis. As we commemorate the 30th anniversary of the death of Dr. Martin Luther King, Jr., I join you in celebrating his life and legacy.

Dr. King awakened the conscience of our nation and summoned us to join a pilgrimage from which we have never turned back. With clear vision and an eloquent voice, he called on all Americans simply to be true to our promises. He called on us to confront injustice and to overcome it. He called on us to free all our people from the indignity of discrimination and the pain of poverty. He called on us to engrave on our hearts the words that our founders inscribed on paper: that all of us are created equal.

Thirty years ago, Dr. King reassured us, in his final prophetic speech at Mason Temple Church of God in Christ, that he had seen the promised land and that "we, as a people, will get to the promised land." But he was wrong when he said, "I may not get there with you," for he is with us still. He is with us as we strive to build communities of hope and opportunity for all; he is with us when we give all our children the care and support and education they need to reach their God-given potential. And he will be with us when we enter the next millennium as One America -- a better, stronger, and more united nation because of Martin Luther King, Jr.'s, courage and sacrifice.

Hillary joins me in extending best wishes for a memorable observance.

Bill Clinton

NOTE: This message was made available by the Office of the Press Secretary on April 4.

LANGUAGE: ENGLISH**LOAD-DATE:** May 18, 1998

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Briefing for Terry on California Event

1. Background on event sponsors: Aspen Institute and its Forum on Communications and Society (FOCAS)
 - event description
 - schedule
 - FOCAS mission statement
 - Aspen Institute web page, information on President.
2. NEC Briefing paper for event.
3. White House statement on e-commerce statistic.
4. Memorandum directing Federal review on vulnerability to denial-of-service attack.
5. Background on local digital divide initiatives: Maine, Boston.

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Digital Divide / Boston

Divider Title: _____

Terry Edmonds
03/02/2000 05:04:18 PM

Record Type: Record

To: Heather F. Hurlburt/WHO/EOP@EOP
cc:
Subject: Gov. Angus King/Digital Divide Initiative

I have no idea if this is something we should do. Can you check it out? Thanks.

----- Forwarded by Terry Edmonds/WHO/EOP on 03/02/2000 05:03 PM -----

Mickey Ibarra
03/02/2000 04:52:29 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP, Ray Martinez/WHO/EOP@EOP, Terry Edmonds/WHO/EOP@EOP, Gene B. Sperling/OPD/EOP@EOP
cc: Melissa G. Green/OPD/EOP@EOP, Seth J. Applebaum/WHO/EOP@EOP, Todd A. Bledsoe/WHO/EOP@EOP
Subject: Gov. Angus King/Digital Divide Initiative

Gov. King of Maine called me to let me know of a VERY exciting announcement he just made regarding the digital divide. Maine will take 50 million from their state budget surplus, add 15 million dollars from private sources for the establishment of a 65 million dollar Trust Fund to provide free lap tops and internet service. Fund will then purchase a new lap top for EVERY 7th grader in Maine now and for every future 7th grader in Maine. They will also provide free internet connection at home. The Governor has faxed me paper on this that I will distribute to you by hard copy now. The Governor asked that we inform the President of this Initiative for possible inclusion in his remarks tomorrow at the Aspen Institute.

CITY OF BOSTON - WASHINGTON OFFICE
1660 L Street N.W., Suite 1050
Washington, D.C. 20036

F A X C O V E R S H E E T

DATE: March 2, 2000
TO: Heather Hurlbert
FROM: Virginia Mayer
TIME:
PHONE:
FAX:
PHONE: (202) 496-9610
FAX: (202) 659-5234

Number of pages including cover sheet: 3 PAGES

MESSAGE

Matt Bennett suggested I send you some material re: Mayor Menino, Boston and the Digital Divide as Mayor Menino will be attending the Aspen Institute Forum. I'm attaching a letter Mayor Menino recently sent to the President re: how Boston is addressing the issue of the Digital Divide - it's the best quick summary.

- Boston just launched the **Technology Goes Home Program**, designed to provide computers and high tech training for 1,000 low-income families. Local community organizations provide the training and technical support for families. Families go through a training class prior to receiving the computers and the first "graduating class of families" will receive their computers in about three weeks.
- In an effort to tie all these technology initiatives together, Boston is creating the **Digital Bridge Foundation** - a privately funded 501 © (3) corporation. It will be the gathering point for all Boston's technology initiatives - including school technology, community technology, and more (see letter).
- Boston is the first urban school system to be fully wired to the Internet. (**Kids Compute 2001 Program**).

Please call me if you need more details. I can be reached at (202) 496-9610.

Thank you!

Virginia



CITY OF BOSTON • MASSACHUSETTS

**OFFICE OF THE MAYOR
THOMAS M. MENINO**

December 31, 1999

**President Bill Clinton
White House
Washington, D.C. 20500**

Dear President Clinton:

I am pleased to hear that you and Commerce Secretary Daley will be conducting a "Digital Divide" tour of the country this spring. I would like to invite you to visit Boston so that you can see the innovative programs that we have developed to "bridge" the digital divide. Boston is leading the nation in developing a comprehensive approach to spanning the digital divide - in our schools, our community centers and our libraries. It is our hope that our innovations might help other cities facing the same challenges.

Our city mirrors what is occurring in other large urban areas in that very few low-income and minority families have access to technology. Only one in ten Boston Public School students has a home computer, 75% of our students qualify for the free and reduced school lunch program and over 85% are minorities.

We are making major strides to insure that every student and family member has access to technology and training in schools, libraries, community centers and in their homes.

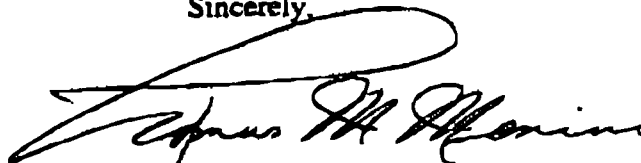
- In our schools, my Kids Compute 2001 program has reduced the ratio of students to computers from 63:1 in 1996 to 7:1 in 1999 and by 2001 the ratio will be 4:1. We were the first urban school district to have all our schools networked with high-speed connections to the Internet. Over 40% of our teachers have computers in their classrooms and these same teachers have at least 50 hours of technology training.
- Boston has the highest concentration of community technology centers with over 80 technology centers and 26 branch libraries with computers and high speed Internet access. 20 centers in the poorest neighborhood in Boston will receive 20 years of technology and software upgrades through our Timothy Smith fund.
- Our TechBoston program provides high tech skills for middle and high school students that lead to certification in five different areas of study. In just our second

year we are already serving 675 students and within three years we expect to enroll over 5,000 students (20% of the students in the top six grades). Because we have over 100 high tech partners from around the country, we are insured of having an up-to-date curriculum, job opportunities and internships for our students.

- Private sector partners have also helped create **Technology Goes Home**, a program that aims to provide computers and high tech training for 1,000 low-income families. Local community organizations provide the training and technical support for families.
- In order to tie all of these initiatives together, in early 2000, I will be announcing the creation of the **Digital Bridge Foundation**. The foundation is a privately funded 501(c)(3) corporation with a board of directors composed of high technology firms and executives. It will be the gathering point for high technology efforts throughout the city including K-12 school technology, community technology, adult technology education and partnerships with local, regional and national high technology firms. \$3 million has already been contributed or committed from HiQ Computers, 3Com, Cisco, Microsoft, ATT, Keane Software and others. Another \$25 to \$50 million will be raised from high technology companies to endow the foundation for staff and operating expenses.

Please put Boston on your spring Digital Divide itinerary. You will witness a city that is a leader in 21st century technology efforts, not only as an incubator for many intelligence-driven "dot com" companies, but also as a generator of many innovative programs that bring access and skills to the technology "have nots."

Sincerely,



Thomas M. Menino
Mayor of Boston

Cc: William M. Daley, Secretary of Commerce

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MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Action by Federal Agencies to Safeguard Against Internet Attacks

America and the world have benefited tremendously from the amazing advances we have seen with the Internet and computer technology. But with every new technological advance there are new challenges, and we must meet them -- both Government and the private sector -- in partnership.

Following recent Internet disruptions, I met with experts and leaders of the information technology industry so we could work together to maximize the promise of the Internet, while minimizing the risks. These Internet disruptions high light how important computer networks have become to our daily lives; and how vulnerabilities can create risks for all -- including the Federal Government.

Accordingly, I ask that each Cabinet Secretary and agency head renew their efforts to safeguard their department or agency's computer systems against denial-of-service attacks on the Internet. Within legal and administrative limits, attention should also be paid to contractors providing services. The Federal Computer Incident Response Center (FEDCirc) and the National Infrastructure Protection Center (NIPC) have available software tools to assist you in these efforts.

I have asked my Chief of Staff, John Podesta, to coordinate a review of Federal Government vulnerabilities in this regard and to report back to me by April 1.