

MEMORANDUM

TO: Maggie Williams
Susan Thomases
Ann Lewis
Mandy Grunwald

FROM: Lissa (phone: 456-2935)
RE: Commencement Themes
DATE: May 4, 1995

Here is my promised attempt to pull together the themes we discussed for HRC's commencement addresses.

I think she can use one general outline for all five speeches (San Francisco State, Brooklyn College, John Hershey High School, Alice Deal Junior High School, and the University of Minnesota). Obviously each speech will be tailored to the specific school and audience.

She can build her remarks around the meaning of citizenship and civil society. In one way or another, each campus is dealing with issues of diversity, free speech, community, and responsibility. And with Oklahoma looming in the background, talking about what it means to be a citizen – and what constitutes responsible behavior in our society – could be very powerful.

Under this umbrella, she can talk about the power of speech, the power of action, and the consequences of inaction (along the lines we discussed on Wednesday).

She can also incorporate the themes of education and the American Dream: Universities are incubators of ideas and free speech; they are places where we are able to test our attitudes and beliefs; and education is one of democracy's greatest equalizers.

This naturally leads to a discussion of community (particularly since universities bring together so many smaller communities into one larger one). She can talk about America as a place where we have always lived as neighbors – where we accept each other even if we are not best friends, where we come together as a community against larger forces.

In this general outline, there is also plenty of room to talk very personally

about the fragility of the human condition, the need to savor every day, the importance of figuring out what really matters in life and what doesn't. And, finally, the responsibility we all have to make our voices heard, even in small ways, to curb hate, intolerance, violence and anything else that threatens the foundations of civil society.

I'd be grateful for further comments. And also for jokes, humor, etc. Thanks for your help!

HACKNEY NOTES / COMMENCEMENTS

Society must distinguish b/w permanent things
& those that are disposable.

POWS Character Ed

The genius of America has been to preserve what
is in Const'n & carry it through history

Civil society depends on indiv. & social responsibility

"The trick will be to manage our differences
on a daily basis in a way that recognizes
our common humanity and to find organized
ways to stamp out the social evils that
are consuming us, without doing away
with our personal freedoms.

There is a great deal of uncertainty out there
which makes people yearn for certainty --
but it also makes them vulnerable to
the wrong kind of certainty; certainty
that pits people against one another
instead of allowing for shared

James Madison: all govts require virtue in
their citizens, but democracies need
it more than other kinds of govts

Not a screaming match

Big difference b/w division & difference of opinion
and destruction and demoralization

SF STATE / HRC TAPE

One of smartest investments a society can make

Educ is the most important principle
in building good citizens & societies

Asked several times - why am I here?
at SFSU?

Proven & attested to ^{by people} that this is a
great university

Univ that represents all the diversity &
possibilities of America

Takes educ of all Americans seriously -

So many subjects are discussed . . .
Really gotten some great advice

Motto - "experience teaches" & you
have brought so much experience to this
campus

→ Educ. a collective responsibility -
could make such a diff
yet we know educ. is under attack
There are those ^{anyway} ~~who would pull at~~ who would pull at
the ladder of opportunity

→ Educ

South Africa

Things that really matter

St. State / CM

Paradox 30 years ago course +
grads told they are able

I know full well you have already faced
the world

I'm not gonna speak to you as if you
are just coming from an academic corner
into the real world

I know as if you have entered
daily confrontation of progress

share of you as a fellow observer -
some of us concern that I hope
will also concern you
as we all go forward together it's
a very exciting & also uncertain

At last -

observations about society we face

Final challenge is what we see when
we turned inward

How will you & I understand & evaluate
what goes on inside
what about our own character

~~I hope that~~

One of the most fundamental ... for
a civil society is the
character of its own people

I prof hope for you as for myself
that we will be able to
face the future as the

kind of character

That doesn't
read.

Not define ourselves by the celebrity we have attained
logos or sheen.

substance vs style

spirit instead of material

reputation vs. celebrity

Already been immersed in American experience
Public and Private

Community + civil society

Individual character

Both important but questions we have to ask

Great dangers — loss of permanency — loss of identity

family / marriage

mobility — restlessness — neighborhoods

accelerating tempo of job SS

A of business + industrial

establishment (mergers; buyouts)

Most of us form our identities thru relationships,
jobs, etc.

Sense of coming, going, etc. can help us

overcome the loss —

we're letting go of the cohesion

The glue goes away to greed, profits,

when we have disasters —

Bay Area fires, earthquakes

people show their fundamental

but it's escaping from us

Transition from public + private

I don't know how as if these notes

can be faced by many in society

Loss of civility

Power of speech -

where freedom of speech degenerates into

hunts, is meant to incite

weakens our sense of security - forces us to

Loss of permanence

extreme positions
+ views

Loss character

The more we lose the more we damage
ourselves + our history

Plonies - To find ourselves ^{by} free -

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In Arkansas commencement we talked
abt the WW2 people.

VE Day people

Some people are begin to leave us now -

They have much to tell us as they go -
last generation raised to feel
Mean

impact men to those people

In Hollywood we know ppl who hire
shrinkers to train them how to
play w/ their kids

The "meanis" of America as in mean
"dumbis" of America as in dumb

"That wouldn't be right"

In War + Hollywood "does it make
money"

Op Ed - Larry Gelbart - created MASH
- greatest comedy writer
in America Tootsie

→

she should address the fact that ppl aren't
talking abt these things anymore and
they should ⇒

→ a library card is far less important in our society
than a credit card

NOTES (from NOTES) for COMMENCEMENTS

Be aware of power of words

We sometimes feel helpless in taking on huge
social issues

Everybody can make a difference

MADD

Brady Bill

Cesar Chavez, MLK

We're all neighbors

we live together even if we don't really
like the person next door.

Savor the people we encounter / Embrace new & diff
"Savoring our lives"

Come together against a larger force
Crises help us realize what really matters.

Build a consensual idea of society

A consensual form of govt - never a tyranny
always resigning the contract

When no outside threat we have to

Constantly reassess our commitment +
respect those we disagree with.

Education - levels up.

Patience - life long struggles

COMMENCEMENT NOTES

PENN/ Being 21 is a license to be idealistic.

HRC/ Must be an assumption of permanence + endurance if people are going to invest in institutions that make us decent individuals

Individualism ↗ (Therapist she met in Moscow)
Denmark — leaving babies in cradles while mothers go into stores shopping

Do you want to be defined by what you own
or what you do with your life?

HRC

5/26/95

Explained our situation better

This approach too conclusive

Help people understand why we are
where we are

So many As

when I was grad'g
end of a line where many more
anchors of permanence
people had dinner by the
seaside jobs

Signpost / A - understandable
people are

Every generation - times of year
A new push
challenge is one you gonna respond in
a positive way

V. specific info - Republican info on college
loans + grants
importance of educ. + train
Niche stuff on a global econ -
only thing that will help us is
- not to throw up roadblocks

prescriptive rather descriptive

Now that you're ed in don't allow
the ladder to be knocked down for others

HRC (2)

- ~~Ameri~~ Corps - Herbert (Bob)
v. specific

Fortune or Forbes have run public
opinion surveys

Then Depression & until recently
people optimistic

hopeful kids wld have better lives

We're certainly living better

more material

more knowledge

greater access to tech

but less hopeful

What is wrong w/ this picture

- educ + tech

- attitude

Philosophy - Theories of virtue - ethics /
disciplines →

Certain habits a person has to be
→ underlie a civilized.

The discipline of patience
forgiveness
educ.

parenting
self disc. that comes from his or
member of

Virtues out there not good unless
anchored in permanent roots
machine -

< Discipline > Restraint

Members / Layers who
journalists who are sloppy

Don't want to be Puritanical
but certain things that really
define what

Copenhagen → Asia →
→ theme not connected
as simple a hook

< back to children >

What children + what are we
done to children -

Society's obligation to make these
layer points

~~Things~~ ^{Not!} PTA came out w/ for
children first

Healthy

Capable

Safe

families together

Reduce expos. of children to violence -

Not so abstract or metaphorical that it
not real

rather be simple + connecting

Educ - in face of Change
you educate for Δ

gen logical skills
resilient

adaptability

ready to work

problem solving

anti edge educ's phil

also by letting people collaborate

learn to

live long

educ'n shld not be a 1 shot by

makes it all the more imp to have
a broad range of opportunities

Educ. for diff innate talents

some doers, thinkers, verbal,

~~Ready to work~~

Skill is a kind of permanence bc
it protects you against Δ

Educ in terms of analysis -

understand causes will
make you more humane, understand
sympathetic,

how come that's better $\rightarrow$

accul. tempo of population

- anybody's news are as good as ~~the~~ ^{ab} else

Western tradition - trad'n of country since 12th c.
Christianity -

Pluralism is a far greater challenge
than democracy

In order to capture the

Conversation of each other
not just / but talk

Our job is to reconstitute principles on a
much more complex base

The folder

under moral paradigm

an agreement on what's right
people have to rediscover it—

can it be imposed
has to be rediscovered

Advertising in school
- allows

commercials or fuel program

Schools raise \$\$

/Linda / Name

① WW2 - 50 yrs since VE Day - not half so long
- we have met the enemy &
he is us - killing ^{Americans} Americans

② You learn to live w/
daily life is a challenge

My society gets in trouble when
we

Harry
Selkirk

<Harry Weiss> -

① My friends who live
in Calif. that here we
learn to live w/
uncertainty - - not

kind while living w/
the white /
→ you have floods +
earthquakes -
we have

since entire
country wanted
to:

Ever was a tragedy
but at least we
knew who ~~begged~~
there was -
Sad old joke -

live

<1,000 natural insults>
like us

You learn to take them
in stride

You know daily
life is a fragile thing -
so value the things that
matter

recapture

The truth... also the truth matters
" " "

Stone for kindness
these values
excellence

+ you will be the frontier to
new generation man, but the civil
back in civilization

PRESIDENT CLINTON'S COMMITMENT TO EDUCATION AND TRAINING

The fundamental goal of President Clinton's comprehensive economic policy is to raise the living standards and expand opportunity for hard-working Americans--so that every American has the chance to realize the American Dream. While supporting deficit reduction, open trade, innovation and job creation, the President has recognized that nothing is more critical to our nation's future than ensuring that all Americans have the education and skills they need to succeed in the new economy. The President has made an unprecedented commitment to lifelong learning--from the expansion and improvement of early childhood education to a bold new reform of adult education and training programs.

EDUCATION IS THE KEY TO RISING STANDARDS OF LIVING

In an economy where technology is constantly changing, trade is expanding, and capital is mobile, education has become the fundamental fault-line running through the work force. Most Americans have seen their incomes stagnate over the last fifteen years; the real income of the typical family actually declined. Yet college graduates have bucked the trend. In 1979, a male college graduate earned 39 percent more than a man with only a high school degree. By 1993, this gap had doubled, and a male college graduate out-earned his school graduate counterpart by 80 percent. In addition, the availability of health coverage, pension plans, and other work-related benefits has become closely correlated with education levels.

A BIPARTISAN EDUCATION RECORD

While bringing the deficit down by historic amounts--over \$600 billion so far--President Clinton has also made investing in education a top priority. During the last Congress, Republicans and Democrats shared his commitment to lifelong learning, and together they enacted a historic series of initiatives to expand the amount and the quality of educational investment in America. Landmark legislation includes:

- Head Start Amendments of 1994 (signed 5/18/94; passed House 393-20; Senate 98-1).
- Goals 2000: Educate America Act (signed 3/31/94; passed House 306-121; Senate 63-22).
- Improving America's Schools Act (signed 10/20/94; passed House 362-132; Senate 77-20).
- School-to-Work Opportunities Act (signed 05/04/94; passed House 339-79; Senate Voice Vote)
- National and Community Service Trust Act (signed 9/21/93; passed House 275-152; Senate 57-40)
- Direct Lending and Pay-as-You-Can Loans (signed on 8/10/93 as part of the Omnibus Budget Reconciliation Act)

This year, President Clinton went a step further and proposed expansions and improvements in these and other education investments. In addition, as part of his Middle Class Bill of Rights, the President has sought to work with Republicans on two new initiatives:

- Education and Training Tax Deduction up to \$10,000.
- The G.I. Bill for America's Workers--consolidating 70 programs and putting Skill Grants directly into workers' hands.

DRAWING THE LINE ON EDUCATION

Despite the bipartisan efforts that expanded educational opportunities last year, the current House and Senate budget proposals point to a fundamental divide between the President and the Republican Congress over the right economic strategy for the nation. While the President believes that we need to launch an all-out effort to expand educational opportunity, these budgets dramatically decrease educational opportunity in order to pay for large tax cuts and meet arbitrary deficit reduction targets. It makes no sense to cut investments in children and workers in what is supposed to be a budget for the future. To the degree that the Republican Congress believes that cutting education and training is the way to move our nation forward, the President profoundly disagrees.

EDUCATION TARGETED FOR CUTS

Republican budgets cut domestic discretionary spending by 30 percent in 2002. Rather than insulate a vital investment such as education from this deep cut, Republicans have subjected education investments to cuts of equal—and, in some cases, greater—magnitude.

President Clinton will fight the efforts of Republicans to reduce, gut, or eliminate key investments in education and job training. Following is a brief outline of the fundamental differences between the President's approach to education and the Republican approaches to education — from pre-school through post-secondary training. The details include proposals from the Republican rescission bill and the House and Senate Budget Resolutions.

I. PRE-SCHOOL EDUCATION.

President Clinton has made expanding and improving pre-schooling the starting point for his lifelong learning agenda. Republicans would slash these investments.

- **HEAD START:** *President Clinton Expands It by \$760 Million; GOP Cuts It by \$3 Billion.*

President Clinton expanded investment in Head Start by \$760 million from 1993 to 1995. The President has also reformed the way Head Start works to improve the quality of teaching and facilities for hundreds of thousands more children.

Republicans propose cutting Head Start by \$600 million in 1996 alone and over \$3 billion over 7 years. This cut would deny Head Start opportunities to as many as 100,000 children—or force severe cuts in the quality of Head Start programming.

II. K-12 EDUCATION

President Clinton has lent national support to local efforts to reform our schools, recognizing that the federal government is an important partner with states and communities in improving K-12 education, setting high academic standards, and ensuring equitable treatment for all our children. Republicans would eliminate national support for local reform, leaving students without crucial resources they need to succeed.

• **SCHOOL-TO-WORK OPPORTUNITIES.** *President Clinton Has Supported A New 50-State Movement; Republicans Would Stop It In Its Tracks.*

President Clinton, with bipartisan support, signed into law the most important national program ever to ensure that all young people—including the 70% of young Americans who don't get four-year degrees—get the skills they need to obtain good jobs with a future. All states have received planning funds, and eight "leading edge" states have programs underway that are getting positive reviews from companies nationwide. Twenty more states will come into the program this year, as President Clinton has proposed increasing support by 60% for FY 1996 to \$400 million.

Republicans significantly cut School-to-Work in their rescission bill and would cut fully 20% to 25% in their budgets. These cuts would likely deny the opportunity for nearly half the states—22 states—to join the program after this year, and reduce support for the 28 states that will already be implementing programs by year end.

• **GOALS 2000.** *President Clinton Created It; Republicans Would Eliminate It*

President Clinton helped create Goals 2000, which supports community and school efforts to raise academic standards and encourage students to work hard meet them. Forty seven states are already participating in this program. In his 1996 budget, the President calls for a \$347 million increase in funding for Goals 2000.

Republicans propose deep cuts in Goals 2000 in their rescission bill, eliminating support for higher standards at 2,000 schools. In their budgets, Republicans would actually eliminate Goals 2000—undermining what was once a bipartisan effort to spur bottom-up development of goals, standards, accountability and innovation across the nation.

• **TITLE ONE (Formerly Chapter One).** *President Clinton Has Expanded and Strengthened It; Republicans Would Cut by over \$5 billion and Deprive 700,000 Children of Added Educational Assistance.*

President Clinton supports Title One, designed primarily to provide much-needed resources to students from disadvantaged backgrounds. The program has been reoriented so that schools have more flexibility to support effective innovations to help all students to read and write well and meet challenging academic standards. The President increased Title One funding by \$524 million over two years.

Republicans would cut Title One by \$730 million in 1996 alone. This cut would mean that over 700,000 children in our poorest communities would be denied the extra instruction they need to achieve the same high standards as other children.

• **SAFE AND DRUG-FREE SCHOOLS:** *President Clinton Has Supported It; Republicans Would Gut It*

President Clinton supports this initiative to make our schools safe from guns, drugs, and violence. The program funds everything from innovative anti-violence education and after-school programs to metal detectors and security personnel.

Republicans cut Safe- and Drug-Free schools in half in their rescission, cutting \$236 million and eliminating support for anti-drug and anti-violence efforts serving nearly 20 million children. In their budget, Republicans propose eliminating the program and replacing it with a block grant with 30% less funding--thereby threatening to cut off support for anti-drug and anti-violence efforts serving 39 million children in over 90% of the school districts in the nation.

• **TECHNOLOGY LEARNING CHALLENGE (TECHNOLOGY FOR EDUCATION):** *Republicans Would Gut This Clinton Initiative That Leverages Private Money for Technology in Public Schools.*

--President Clinton has helped initiate this challenge to the private sector to join with public school districts to put computers and technology in the classroom. A \$50 million federal investment in 1996 will leverage hundreds of millions of dollars in private support.

Republicans would eliminate this innovative new program, denying school districts across the country the ability to participate in this initiative, and halting an effort to leverage millions more from the private sector.

• **SUMMER JOBS.** *President Clinton Supports Work Experiences for Youth; the Republicans Would Cut These Jobs.*

President Clinton recognizes that the summer jobs program is an important first opportunity to get work experience for many low-income youths - especially those in inner cities where jobs are scarce. Without these opportunities, these young people might not otherwise have any chance to learn skills and workplace behavior during their formative years. The President has proposed financing 615,000 jobs.

Republicans have proposed cutting summer jobs by 25 percent--slashing the President's request by \$300 million in 1996 and eliminating this valuable work experience for 170,000 at-risk youth each year. Over one million jobs would be denied to young people over the next seven years.

III. POST-SECONDARY EDUCATION

Now more than ever, education and job training are the gateway to America's middle class. Studies show that for every year of training a person gets after high school, his or her earnings rise by 6 to 12 percent. After 15 years in which college costs increased far faster than inflation but family incomes stagnated, President Clinton has initiated historic efforts to expand college access. Republican proposals would devastate grants and loans, college and job training, setting back college access by years if not decades.

- DIRECT LENDING AND INDIVIDUAL EDUCATION ACCOUNTS.** *President Clinton Supports Expanding These Initiatives; Republicans Want To Raise the Cost to Students and Reduce Access.*

President Clinton supports expanding the new direct lending program and individual education accounts. With the passage of the Student Loan Reform Act, 104 schools and over 252,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of all loans and the maximum allowed under this year's authorization -- have committed to enrolling. This program is already saving \$6.8 billion for taxpayers, lowering interest rates for students, and allowing borrowers to choose flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

Republicans have proposed legislation to reduce funds available for direct lending, prevent schools from choosing to participate in the initiative, and cap participation at 40 percent of all loans.

- IN-SCHOOL INTEREST EXEMPTION.** *Republicans Raise College Costs for 4 Million Students By Up to \$3,000 Each.*

President Clinton supports the in-school interest exemption, under which four million need-tested students with Stafford loans do not have to pay interest while enrolled in school and during the grace period (six months) between leaving school and entering repayment.

Republicans propose eliminating the in-school interest exemption for these 4 million students each year. This proposal could have a severe impact on college access: two-thirds of all Stafford borrowers are from families that earn less than \$30,000. For a four-year undergraduate who borrowed the maximum amount (\$17,125) at the maximum statutory interest rate (8.25%), the Republican proposal would increase costs by \$3,150--or 18 percent.

- PELL GRANTS.** *President Clinton Raised the Maximum to a Record High; Republicans Cut It By 10 Percent Or More.*

President Clinton has supported the Pell Grant program, increasing the maximum Pell Grant by 12 percent to its highest level ever, \$2,620.

Republicans would freeze Pell Grant funding so that 4 million students will see their Pell Grants cut by about \$250 each. For millions of students, grants make the difference between going to college and not going--between staying in school and dropping out. For example, \$250 equals approximately 25% of tuition and fees of community colleges.

- **AMERICORPS.** *President Clinton Offers Opportunities to 20,000 Young People This Year Alone; Republicans Would Eliminate 300,000 Service Opportunities.*

President Clinton created this initiative to enable young people to earn money for education by serving their communities—teaching, caring for the sick, making the streets safer. Already 20,000 Americans are serving in AmeriCorps; hundreds of thousands more would join over the next seven years.

Republicans cut \$210 million in their rescission bill, preventing 15,000 young people from serving, and in their budgets propose eliminating AmeriCorps, depriving at least 300,000 young people of the chance to pay for college through national service over the next seven years.

- **EDUCATION AND TRAINING TAX DEDUCTION.** *President Clinton Supports A Deduction; With All Their Tax Breaks for the Wealthy, Republicans Don't.*

President Clinton supports a tax deduction for middle-class families with education and job training expenses up to \$10,000. This deduction would provide tax-favored treatment to education similar to the benefits for other investments like housing and equipment. It invests in those who invest in themselves and in America.

Republicans do not yet support the education and training tax deduction. With its \$20,000 tax cut for the wealthiest 1%, the Contract with America includes tax breaks for capital gains, gifts and inheritances in excess of \$600,000, and the depreciation of business purchases—but not for education.

IV. LIFELONG LEARNING

In order to maintain good job prospects throughout their lives in a fast-changing economy, Americans need to be trained again and again throughout their lives. President Clinton wants to support lifelong learning by reforming job training programs and putting resources and information directly into workers' hands. Republicans just want to slash job training.

- **G.I. BILL OF RIGHTS FOR WORKERS (SKILL GRANTS).** *President Clinton Supports Skill Grants for America's Workers; Republicans Want At Least a 25% Cut in Job Training Funds.*

President Clinton's G.I. Bill for America's Workers would consolidate or eliminate over 70 job training programs while putting resources and information directly into workers' hands as Skill Grants. Under the proposal, low-income or unemployed workers could go to a One-Stop Center and learn about the services and track records of job training programs and community colleges in the fields they wanted to study. Then, they could apply their Skill Grants to skills training at those institutions. Under the President's proposal, there will be 2.1 million Skill Grants.

Republicans would, under the guise of consolidation, use training programs as a bank to pay for tax cuts, dramatically cutting re-employment and training opportunities for 2.1 million American workers.

V. THE DEPARTMENT OF EDUCATION

President Clinton's commitment to a lifelong learning agenda reflects his belief in the critical role of education in building America's future, and in the federal government's role as a partner in that effort. Everyone acknowledges that states and localities have been and continue to be the lead on education. But education is a national interest, and it requires a national role to ensure that all children have the opportunity to reach challenging standards of academic achievement.

President Clinton believes strongly that education is a national issue, and that abolishing the Department of Education now would be the equivalent of abolishing the Department of Defense in the middle of the Cold War.

Republicans want to abolish the Department of Education.

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR IMMEDIATE RELEASE
May 17, 1995

Contact: Kathryn Kahler
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**Statement by U.S. Secretary of Education Richard W. Riley
regarding President Clinton's veto of the Rescissions Package**

America cannot prepare for the future by cutting education today. The rescissions in the conference report would slam shut the door of educational opportunity for many of America's school children and betray the hopes of the middle class who want to send their children to college.

These cuts are short-sighted and go too far. They are funds that America's schools were counting on for the coming school year -- funds to make our schools safer, encourage effective school improvements, and help prepare our students for the 21st century.

Unfortunately, it looks as if this attempted rescission of funds for the coming school year is just the beginning of bad things to come in congressional budget cuts in education -- all accomplished at the expense of America's schoolchildren. This is why President Clinton's veto is right for our children and necessary for the future of the country.

The President understands that education in the Information Era is the key to our economic growth, our international competitiveness and our way of life. After two years of bipartisan support for education, we cannot turn back. We cannot let this Congress become the anti-education Congress to pay for tax cuts for the wealthy.

BUDGET PROPOSALS IN CONGRESS FISCAL YEARS 1995 AND 1996

The following is a summary of very significant proposals working their way through Congress that will have profound effects on educational opportunity for America's students in the school years 1995 - 1996 (Fiscal Year 1995) and in 1996 - 1997 (Fiscal Year 1996).

THE BASICS FOR BETTER EDUCATION FOR AMERICA'S STUDENTS	CONGRESSIONAL PROPOSAL TO TAKE BACK (RESCIND) EDUCATION FUNDING - FOR 1995 - 1996	PRESIDENT'S BUDGET PROPOSAL TO INVEST IN QUALITY EDUCATION - FOR 1996 - 1997
HELP MAKE SCHOOLS SAFER AND DRUG-FREE (Safe and Drug-Free Schools Act)	Senate: No cut. House: 98% cut (-\$472 million). Conference Report as of 5/16: Cut 50% (-\$236 million).	\$18 MILLION INCREASE
RAISE STANDARDS OF ACHIEVEMENT, DISCIPLINE, AND TEACHING SO THAT ALL CHILDREN WILL BE PREPARED FOR THE 21ST CENTURY (Goals 2000: Educate America Act)	Senate: 2% cut (-\$7.6 million). House: 42% cut (-\$164 million). Conference Report as of 5/16: Cut 23% (-\$92 million).	\$347 MILLION INCREASE
PROMOTE PARENT INVOLVEMENT IN SCHOOL IMPROVEMENT (Parent Resource Centers)	Senate: No cut. House: 100% cut (-\$10 million). Conference Report as of 5/16: No cut.	PRESERVES FUNDING
PROVIDE ONGOING, CONTINUOUS TRAINING FOR TEACHERS (Eisenhower Professional Development Program)	Senate: 22% cut (-\$69 million). House: 31% cut (-\$100 million). Conference Report as of 5/16: Cut 22% (-\$69 million).	\$415 MILLION INCREASE
HELP LIMITED ENGLISH SPEAKING CHILDREN MEET CHALLENGING ACADEMIC STANDARDS (Bilingual and Immigrant Education)	Senate: 14% cut (-\$34.6 million). House: 16% cut (-\$38 million). Conference Report as of 5/16: Cut 16% (-\$38 million).	\$55 MILLION INCREASE
PROVIDE STUDENTS ACCESS TO COMPUTERS AND TECHNOLOGY IN THE CLASSROOM (Technology Education Act)	Senate: 13% cut (-\$5 million). House: 75% cut (-\$30 million). Conference Report as of 5/16: Cut 44% (-\$18 million).	\$43 MILLION INCREASE
EXPAND FINANCIAL AID FOR DESERVING COLLEGE STUDENTS (Pell Grants, State Student Incentive Grants (SSIG), Student Loans, TRIO)	Conference Report as of 5/16: Cut \$65 million from Pell Grants; Cut \$11 million from TRIO.	INCREASES MAXIMUM PELL GRANT FROM \$2,340 TO \$2,620 AND PROVIDES \$10,000 TAX DEDUCTION FOR COLLEGE.
PROVIDE SUPPORT TO LOCAL PARTNERSHIPS TO STRENGTHEN STUDENTS' TECHNICAL AND WORKFORCE SKILLS (School-to-Work Opportunities Act)	Senate: Cut \$2 million. House: Cut \$12 million. Conference Report as of 5/16: Cut 10% (-\$12 million).	\$150 MILLION INCREASE

"Our students may be only 20% of the population, but they are 100% of our future."
(Richard Riley, U.S. Secretary of Education)

The President's proposal includes a modest overall increase of 3.8% for education and keeps the federal budget deficit in check. It also includes streamlining and consolidating programs to reduce costs to invest in high-priority reforms.

337-0589

SENATE BUDGET PROPOSAL: IMPACT ON EDUCATION**OVERALL:**

Largest education cuts in U.S. history.

Eliminates 33% of the federal investment in education by year 2002 based on Congressional Budget Office estimates.

COLLEGE AID:

Cuts \$30 billion in federal aid to college students over the next 7 years.

Half of all college students receive federal financial aid.

75% of all student aid comes from the federal government.

Increases personal debt for students with subsidized loans by 20 to 48 per cent by eliminating the in-school interest subsidy.

Affects up to 4 million students a year.

Undergraduate students who borrow the maximum of \$17,125 will pay an extra \$4,920.

Graduate students who borrow the maximum of \$65,500 will pay an extra \$44,880 in interest alone.

Reduces Pell grants for individual students by 40% by the year 2002, or terminates Pell grants altogether for over one million students per year, even assuming a freeze at 1995 funding levels.

Could increase up-front student loan fees by 25%, raise interest rates on student loans, or eliminate grace period for students to defer payment on loans after graduation.

SCHOOL AID:

Elementary and Secondary Education Act: Cuts funding for improving math and reading skills to two million children; reduces funding for 60,000 schools.

Safe and Drug Free Schools: Cuts over \$1 billion in anti-drug and anti-violence programs serving 39 million students in 94% of the nation's school districts.

Head Start: Denies preschool education to between 350,000 and 550,000 children.

Special Education: Eliminates \$5 billion in federal support for special education services for 5.5 million students with disabilities.

Goals 2000: Denies assistance to 47 states and more than 3000 school districts helping students to achieve higher education standards.

School-to-Work: Cuts \$5.3 billion from initiatives to improve job skills for up to 12 million students through local partnerships of businesses, schools and community colleges.

Technology: Eliminates federal initiatives to develop and provide educational technology for the classroom through collaboration with private funders.

DJL: 5/15/95

SENATE MINORITY EDUCATION AMENDMENTDescription of SBC F 500 Proposal

- o Overall, the ⁹⁷~~Domenici~~ plan cuts funding for education and training investments by \$113 B or 25% over the 7 years when compared to the funds needed to maintain the current program levels. It represents a \$65 B cut from the President's request (16%), and even against a hard freeze, it's a \$59 B cut (15%). This represents an unprecedented reversal in public investments and education and training.

Description of Amendment

- o This amendment proposes to restore Function 500, Education and Training, to the President's proposed level for FY 1996-2002. This requires \$65.1 B in outlays over 7 years above the SBC reported resolution.
- o The President's F500 request represents fiscal constraint--modest increases in these important investments in FY 1996 and then roughly a hard freeze in the outyears (it is only \$5.7 B over current law for the 7 year period).
- o This proposal is fully offset by using \$65.1 B of the deficit reduction bonus estimated to be \$170 B.

Overview Arguments

- o Education is fundamental to what the American dream is all about: giving our children a better life in the future.
- o Education is crucial to economic opportunity and economic growth. The fundamental goal is raising the standard of living of average Americans--growing the middle class.
- o Therefore, the criterion for judging any budget is: Does it raise future incomes of average people? Deficit reduction defeats its own purpose if it is accomplished by cuts in public investment in education and skills.
- o Educating our children and training our workforce is an investment in the future. Cutting this is eating our seed corn.
- o Millions of workers are caught in the downdraft of corporate restructuring, defense downsizing, and the revolution in health care. Millions of others are being challenged as never before by technology and global competition.
- o The gap is widening between people who have the education and skills to succeed in the new economy and those that

don't. The Administration's new system of lifelong learning is necessary so that people can help themselves in the new economy.

- o Lifelong learning is now more important than it's ever been--America needs more investments in education and job skills, not fewer.
- o The supporters of this amendment believe that we need to expand educational opportunity, rather than to drastically decrease educational opportunity in order to pay for larger tax cuts and meet arbitrary deficit reduction targets, as proposed by the Senate Budget Committee.

Contrasts:

- o The Administration has sought to improve pre-school K through 12 education for young children while improving and strengthening Head Start, establishing Goals 200, by implementing Title I reforms.

The Senate Budget Committee has recommended to cut Head Start, cut Title I, and eliminate Goals 2000.

- o The Administration has supported the Safe and Drug-Free Schools program at a time it is absolutely essential to education our children about the dangers of drugs.

The Senate Budget Committee has recommended to eliminate this program.

- o The Administration has increased access to college for kids of middle-class families by reducing the costs of college loans, expanding the eligibility for grants, and establishing the Americorps program.

The Senate Budget Committee would increase the cost of education for children, reduce access to Pell grants, and would eliminate the Americorps program.

- o The Administration has improved opportunities for young people who do not go to college through the School-to-Work program.

The Senate Budget Committee would eliminate this program.

- o The Administration has expanded training opportunities for laid off workers and the working poor.

The Senate Budget Committee would cut these programs.

PRE-SCHOOL EDUCATION: HEAD START

- o The Administration and Congress have made expanding the

improving pre-schooling the starting point of the lifelong learning agenda.

- o The Administration and Congress expanded investment in Head Start by \$760 M from 1993-1996. The Head Start program was also reformed to improve the quality of teaching and facilities for hundreds of thousands more children.
- o The Senate Budget Committee proposes to freeze the program at its FY 1995 level-which is a \$600 M **check** cut below the President's FY 1996 request and a \$3 billion cut over 7 years (**check**). This means denying the benefits of pre-school education to as many as 100,000 children. **note: need to ask omb to make sure these numbers from press release reflect the Senate mark--not House.**

INSERT RE: K-12 EDUCATION (from ED)

SEE INSERT
AT END

KEY DOL IMPACTS LISTED BELOW:

SCHOOL-TO-WORK OPPORTUNITIES

- o The Senate Budget Committee proposal could kill School-to-Work in its infancy. This initiative, jointly administered by the Departments of Education and Labor, offers a new way of preparing our Nation's youth for the transition from school to work.
- o It represents a promise to students--to provide them with the kind of preparation they need for a good paying job and a meaningful career.
- o It also represents a promise to the Nation's employers--to provide them with a workforce that is better equipped to perform.
- o This program is exactly what employers say they are looking for. 18 national corporations have launched an effort to champion STW around the country--including Ford, American Express Travel, Bell South, Kodak, and McDonald's.
- o All States have received planning grants and 8 "leading edge" States are already underway with their programs, with 20 more States to be added in the Fall.
- o For every Federal dollar invested in STW, we are leveraging \$3 in non-federal funds!
- o There has been broad bipartisan support for this initiative. The bill was approved by the Senate last year on a vote of 66 to 31, with 11 Republicans voting for the bill (93 in the House).
- o SBC proposes to consolidate the STW program into one block

grant to States, cutting the funding by more than 50 percent below the President's request in FY 1996. This drastic cut would seriously undermine any ability to move towards a national system. As a result, the number of implementation grants will be reduced from 20 to 9.

SUMMER JOBS

- o The Senate Budget Committee proposal would consolidate this program into one block grant to States, cutting the funding by approximately 32 percent.
- o Cutting the Summer Program will eliminate summer jobs and learning opportunities for over 196,000 kids each year in 650 communities throughout the country--1.4 million kids over the 7 year period.
- o Without these opportunities, these young people might otherwise not have any chance to learn skills and workplace behavior during their formative years. This program teaches poor youth learn how to work and instills the work ethic.
- o Recent evaluations of the summer program show that it is well-run and that the work projects are worthwhile. The program's educational services enabled kids to maintain their grade level or post learning gains in reading and math over the summer.
- o When much is being made of personal values, we also need to think about the values of equity and fairness. How can we justify significantly cutting this program when the unemployment rate for minority male youth is about 40%?
- o In a typical month, only a third of dropouts are employed. A quarter are under criminal justice supervision.
- o Each time a youth fails to high school, costs to taxpayers and society are enormous -- conservatively estimated at \$70,000 in prison and welfare costs for each dropout.
- o Over the 30 year history of this program, it has shared bipartisan support. The current program, serving 615,000 kids, is already 25 percent smaller than it was under the Bush Administration.

JOB CORPS

- o The Senate Budget Committee assumes that this program is all consolidated into a block grant to the States and cut by 32 percent from the President's request. **note: or is it** "frozen at the FY 1995 level, which represents a 10 percent cut from the President's FY 1996 request.
- o A cut of this size (**following assumes 32 percent below**

Pres.) would have a devastating impact on Job Corps and would sharply curtail the number of training opportunities for disadvantaged young people. This reduction would represent an abandonment of \$400 M in capital investments.

- o The current expansion to the 8 new sites (selected in 1994) would have to be terminated immediately, and approximately 22 existing Centers would have to be closed.
- o Approximately 12,119 fewer kids would be served.
- o Job Corps is absolutely the wrong program to cut. Job Corps is America's oldest, largest, and most comprehensive residential training program for severely disadvantaged youth.
- o It provides youth with a structured environment in which they can learn self-discipline and the academic, vocational and social skills they need to become productive members of society.
- o There is an impressive body of evidence that Job Corps delivers an extremely high return on the taxpayer's investment -- among the highest of any domestic program.
- o Again, this program has always enjoyed broad bipartisan support.
- o Job Corps is a sound investment in the Nation's disadvantaged youth that will yield a generous profit to society as a whole.

AMERICORPS

- o The Senate Budget Committee would eliminate this program.
- o The Administration created this initiative to enable young people to earn money for education by serving their communities--teaching, caring for the sick, making the streets safer.
- o Already 20,000 Americans are serving in AmeriCorps hundreds of thousands more would join over the next seven years.
- o The SBC proposal would eliminate AmeriCorps, depriving at least 300,000 young people of the chance to pay for college through national service over the next seven years.

GI BILL FOR AMERICA'S WORKERS

- o The Senate Budget Committee consolidates 60 job training programs into one block grant and cuts them approximately 32 percent below the President's FY 1996 request.

- o The Administration has proposed to consolidate 70 job training programs and reform the system by putting resources and information directly into workers' hands. The Administration proposed to increase the investment in American workers, while the SBC proposal is to slash job training under the guise of consolidation.
- o This cut means that of the 2.1 million dislocated workers who will lose their jobs in the new economy, 215,000 fewer will not get help in getting new skills--a 30 percent cut from the President's proposal. It also means that 88,000 fewer opportunities will be available for low income workers to transition from welfare or poverty to work will be lost.
- o Over the 7 year period, over 2.1 million fewer workers will receiving training and job search assistance to help them prepare for a job in the new economy.
- o This program is also critical to addressing the defense downsizing needs, the impact of timber industry changes, and the impact of the implementation of the Clean Air Act provisions. For example the Base Realignment and Closure Commission (BRAC) announcements suggest that over 30,000 workers on military bases and installations will be dislocated over the next two years.
- o In addition, it provides funds to State and local areas affected by natural disasters (such as the CA earthquake, the Midwest floods, etc.) to provide temporary jobs for dislocated workers to assist in the clean-up and restoration efforts.
- o Thus, workers seeking to improve their economic lives will find it much more difficult under the SBC proposal.

OTHER

- o The above analysis assumes that the SBC proposed cuts to employment and training programs in F 500 would be taken as proposed. However, not all programs will receive the across-the-board cuts; thereby putting greater pressure for cuts on the unprotected programs.

Unemployment Insurance

- o For example, F 500 contains \$2.5 billion in funds that go to the State for the administration of the mandatory UI benefits program. Given the mandatory nature of paying UI benefits, the States would view a reduction of a 25-32 percent magnitude as the imposition of an unfunded mandate.
- o The States must still pay the benefits and collect the taxes, but would not have adequate resources to do so under

the Senate mark. As a result, the remaining 72 percent of the employment and training budget in DOL would have to absorb the cut proposed for UI.

- o When a recession comes, the funding needs for the UI program increase significantly to cover the increased workload in UI claims. During these periods, the cuts in the remaining E & T programs would be even greater.

**STATEMENT OF SENATOR EDWARD M. KENNEDY IN SUPPORT OF
DEMOCRATIC LEADERSHIP AMENDMENT TO RESTORE STUDENT LOANS AND
CRITICAL EDUCATION PROGRAMS**

In the name of eliminating the federal budget deficit, the Senate budget proposal would perpetuate an education deficit for today's children and tomorrow's workers that would haunt the nation well beyond the year 2002.

A study begun in the Bush Administration documents that workers' salaries are 8% higher for each year of education they receive, starting in high school and moving through college and graduate school. In other words, if you can't afford to go to college you'll only earn two thirds as much as the person who can.

Yet the Senate budget proposal contains the largest education cuts in the nation's history. It cuts 33% of the federal investment in education by the year 2002 based on CBO figures.

And for what purpose? Supposedly to "insure a better future for our children;" to provide them with "more and better opportunities than we now enjoy." Nothing could be further from the truth if we enact the Republican budget as it now stands.

Every parent knows that education is the indispensable foundation of a better life for their children. Deep Republican cuts in education betray the hopes and dreams of parents for their children and undermine the nation's future strength. As America moves into the high-tech world of the 21st Century, our schools and colleges

and students deserve more help, not less.

Last Congress, Republicans and Democrats stood together as the "Education Congress." Are we now the Anti-Education Congress? If we enact this Anti-Education budget we certainly will be.

Last Congress we voted 98 to 1 to expand Head Start to make preschool available to more children. Yet the Republican budget would drop 350,000 eligible children from Head Start over the next seven years, under the most optimistic assumptions.

Last Congress we voted overwhelmingly -- 77 to 20 -- to reshape the way the federal government supports elementary and secondary education. We strengthened our commitment, through Title I, to help children improve their basic reading and math skills. The Republican budget would deny those services to 2 million children and reduce funding at sixty thousand schools. These damaging cuts would affect virtually every public school in the country, and many parochial and private schools as well.

Last Congress we enacted Goals 2000 -- again with a bipartisan vote -- to support states in their efforts to develop high standards for students. The Republican budget would deny assistance to 47 states and more than 3000 school districts, gutting federal support for these critical reform efforts.

Last Congress we joined together to create school-to-work initiatives that provide seed money to every state to design and implement systems that will provide more effective connections for young people between classroom learning and real job opportunities in local communities. The Republican budget would scrub this highly

successful model, cutting \$5.3 billion over seven years to initiatives designed to improve the job skills for up to 12 million students.

Last Congress we launched the National and Community Service Program -- another bi-partisan effort -- to support local efforts throughout the nation that encourage young people to make time in their lives to serve their communities. Under the Republican budget, Americorps and Service Learning would be obliterated, eliminating funds for the 40,000 students planning to devote themselves to a year of full-time service in 1996 and the 550,000 students in American schools who could otherwise take advantage of service learning opportunities in and out of the classroom.

And what of the nation's students and working families struggling to pay for college? Last Congress we enacted the Student Loan Reform Act of 1993 and saved the nation's students over \$2 billion in the form of reduced loan fees, lower interest rates, and more favorable repayment terms.

The Republican budget is devastating to America's students. Over the next seven years, it will cut federal support for student financial aid by \$30 billion. And this is not an area where states will pick up the slack. 75% of all student aid comes from the federal government, and one half of the nation's students receive federal aid.

Under the Republican budget no aspect of student aid would go untouched. For 20 years the government has paid the interest on federally-subsidized student loans while students are in college, so that the interest doesn't build up before students graduate and begin paying back their loans. Under this budget, that vital

support would be gone. An undergraduate who borrows the maximum of \$17,125 over four years will pay an extra \$4920. A graduate student who borrows the maximum of \$65,500 will pay the staggering sum of \$44,880 in additional interest alone.

Senator Domenici has said that his budget only eliminates the interest subsidy for graduate students. But the numbers don't add up. According to CBO, the elimination of the graduate student subsidy saves \$3.3 billion over seven years. Yet the Republican budget assigns the Labor and Human Resources Committee a mandatory savings instruction of \$14,573 billion. Without eliminating the interest subsidy for all students, the Republican budget is \$10 billion short, based on all stated assumptions.

Something has to give, and apparently the Republicans have decided that it is the nation's students who must give.

It's curious. We have been awash in pious rhetoric this last week about how we must balance the budget for our children. It is wrong to bury the next generation in debt. Why, then, are Republicans so willing to bury this generation of students in debt?

And it is not only student loans that will be slashed by the Republican budget. Over the next seven years, Pell grants will drop by 40 per cent if they are held at current law levels, as the Republican budget states. This decline in buying power comes at a time when the cost of attending state universities is rising on average, by 5 per cent per year. [REFER TO CHART SHOWING STATE TUITION AND FEES VS. DECLINE IN PELL].

Three of the remaining four major sources of federal student aid -- Supplemental Educational Opportunity Grants, State Student Incentive Grants, and Perkins Loans -- would be completely eliminated by this budget, costing over 1 million students per year a total of \$5 billion in federal support for college.

This is not "sharing the pain." This is a full-scale assault on the nation's students and working families.

House Republicans had the audacity to describe the impact of these cuts on college students in this way. "A student who borrows the maximum for four years of college (\$17,125) will see his or her monthly repayment go up by \$45, or about the price of a daily Super Big Gulp [a Seven Eleven soda costing \$1.59]. A student who borrows the maximum for two years will see a monthly repayment increase of \$21, or less than two compact disks."

How dare the Republicans trivialize the financial sacrifices of students and working families doing everything they can to afford a college education?

Over 1500 students from across the country have written to me by mail and on the Internet to describe in personal terms what these cuts in student aid would mean to them. I have here at my desk copies of some of these personal statements. [We have a two-foot high stack of personal statements that would make a great visual and vivid reading material for anyone who might look through them. I propose that we carry it to the floor and leave it there throughout the debate.]

Let me share with you a few examples of the moving testimony I have received from students across the country.

A student attending medical school in my own state of Massachusetts writes:

"I am a 24-year-old African-American woman, born and raised in St. Louis, Missouri. I come from a poor, working class, two-parent household. I am proud to say that I was the first African-American valedictorian at my high school. I went on to college at a private institution. I received very much needed financial aid while there, including loans and scholarships. My parents helped as much as they could, but with two other children, they could only help a little....Without the Stafford and Perkins loans that I received, I would not have been able to continue my education. After graduating from college I was accepted to an Ivy League medical school where I am still very much dependent on federal financial aid. I hope to practice primary care pediatrics in an indigent community. I am close to finishing school and may not be affected by such harsh cutbacks, but I am very concerned for the future generation of students."

Incidentally, under the Republican budget this student is precisely the kind who could face over \$40,000 in additional interest payments at the end of her medical training.

A student from New York writes: "My mother just got laid off today. I only have one year left before I receive my bachelor's degree. I don't want my opportunity and those of others to be cut short. Everyone in the White House, on Capital Hill, and in the state governments had their opportunity. Why are you taking away ours?"

A college graduate from Colorado writes: "I am not a student, but I'm raising my voice in support of government backing for student loans. If it were not for student loans, I would not have been able to attend college. My mother was supporting two kids and we lived in government subsidized housing -- the projects.

There was simply no way she could have paid for a college education for us, so we applied for loans and more loans. I received some grants and a great deal of loan assistance, and still I worked at McDonald's. I am now a consulting writer and I never have to look for work...it looks for me. This is a most wonderful life and I wouldn't have had any chance at all of attaining it without those student loans and grants. Please do whatever it takes to ensure that others get this chance ... it is what allowed me to become who I am today, and I thank you all."

Another student, from Maine, summed up the situation: "If you think education is expensive -- try ignorance!"

I ask each of you, before you consider voting for a budget that contains \$30 billion in cuts to student aid, to look through these statements, read just a few. You will see that we are not talking here about "Big Gulps" or CD's. Rather we are talking about turning our backs on the nation's young people.

You don't turn your back on education in the name of insuring a better future for our children. You certainly don't turn your back on education to pay for a tax cut for the wealthiest individuals in the country.

The Harkin-Hollings Education Amendment would restore \$40 billion to this anti-education budget. Forty billion that will go some way toward righting priorities. I urge you to support the Harkin-Hollings amendment.



**FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE PUEBLO OF COCHITI, NEW MEXICO
MAY 26, 1995**

TALKING POINTS

[Acknowledgements: To be provided by Loretta Avent]

- Thank you Governor Herrera. I was delighted to hear that you invited all the Pueblo Governors in New Mexico. Governors, thank you all so much for coming. Perhaps the only thing more beautiful than the dance your children just performed is the children themselves. I am grateful for them, and for this lovely gift. I have long admired your pottery and know it will find a special place in our home.
- My message to you this day is a simple one; investing in your children, our nation's children, is the soundest investment our country can make. That care includes providing for their education, their physical and emotional health, and their chance for a secure future as productive citizens of the United States. It means giving them the tools of opportunity.
- Through a partnership between the American Indian people and the US government, and with your guidance, we have begun address the obstacles to this care that pressures from outside your culture have created.
- We have joined together because we know that no child can achieve her fullest unless she can learn in an environment that is safe, and free from drugs, alcohol and violence. Your new library, where children can immerse themselves freely in knowledge, is testament to that aim. Most importantly, each child must be instilled with the belief that there is a valued role for them in determining the course of our country. For this we look to the guidance of parents, who are aided by successful programs like Head Start and the Women and Infants and Children program.
- We cannot expect our children to develop their minds if we cannot tend to the care of their bodies. Your families are ravaged by major illnesses and injury at rates far exceeding that of the average American family. This trend can and will be reversed only if we continue to invest in preventative, with your knowledge and tradition serving as the foundation for our efforts.
- Finally, because we know that the health of the child begins with the well-being of the mother, we have strengthened our commitment to the elements which provide for the security of your families, including decent housing, a liveable wage, job creation, and job training.
- When the President met with tribal leaders last year he outlined his commitment to these issues and that commitment is today reaffirmed. We understand that the needs

Who funded?



of your tribe and those of other Native American tribes are at a critical stage. Much progress has been achieved in our partnership. This is not the time to close the doors on the best investment this nation has by eliminating critical support for Native American families or by reducing other resources directly affecting your ability to provide for your children. Together, we must resist any attempt to impede our progress or to turn us back on our forward course.

#



THE WHITE HOUSE

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sending it over, but Liz approved. ☺
See you in the morning. Must go...
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To Lissa - This has some really good points. Can we get a shorter edited version for better use? Hne

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 20, 1995

REMARKS BY THE PRESIDENT
AT CHARACTER EDUCATION CONFERENCE

The Old Executive Office Building

10:30 A.M. EDT

THE PRESIDENT: Thank you very much.

Thank you very much, Dr. Etzioni. Thank you for that introduction and for the inspiration that your work has given to me and to so many others, for your wonderful book, "The Spirit of Community" and for working on this as hard as you have.

I'd like to say a special word of thanks to one of the co-founders of this network, he's been a member of the White House staff since I became President, Bill Galston, for his constant inspiration and prodding to me. I'd like to thank the Secretary of Education, and Tom Payzant, the Assistant Secretary for Elementary and Secondary Education, for what they have done to try to promote character education as a part of the larger strategy toward a new communitarian vision for our country.

You know, from the time I began thinking about how we would get into the 21st century, and long before I even thought of running for President, it seemed to me that the -- there were three words which were inextricably linked -- as if you think about America moving into the future -- opportunity, responsibility and community. Those were the three words that basically were at the heart of my campaign for President and have been at the heart of what I have tried to do as President. I also believe that government cannot do these things for America. I believe that we have to have, in a complicated, open, pluralistic society like this one, a great network of people working together in every major important center of our society. And that's what I want to talk to you about today.

I'd like to begin with a few comments about the most obvious recent event that, in terms of your government's action, that you must have noticed when you came in today, which is that I have approved of the Secretary of the Treasury's decision to close the two blocks of

PHOTOCOPY
HRC HANDWRITING

Pennsylvania Avenue just here in front of the White House to vehicular traffic. I did this reluctantly.

Pennsylvania Avenue has been open to ordinary traffic since the beginning of our Republic. I did it after an extensive review by the Secret Service, the Treasury Department officials and a distinguished independent panel of American experts who have served in administrations of both the Democratic and Republican Presidents, all recommending that this be done. They believe it is necessary to protect the President and his family, the structure of the White House, the hundreds of people who work there, and the people who come and visit there, both on official business and as ordinary citizens. They believe it is necessary to protect the White House against the kind of attacks that were sustained in Oklahoma City.

Now, I want to emphasize a couple of things about this. First of all, access to the White House itself will not be limited. The area will be converted into a pedestrian mall and people will be able to visit as they always have. They'll be able to have their picture taken out front with cardboard figures as they always have. (Laughter.) They'll be able to go to Lafayette Park and protest against the President as they always have. And indeed, they will be able to do that more protected themselves from becoming innocent victims of those who would seek to destroy the symbols of our freedom.

We also will be working with the local officials here to make every effort to reroute the traffic in a way that minimizes inconvenience and disruption to the lives of those who live in, or work in, Washington, D.C.

Our society, as an open society, is as we saw with Japan and the terrible incident in the Japanese subway, vulnerable to the forces of organized destruction, from within and beyond our borders. And we must take reasonable precautions against them, not to restrict our freedom, but to secure it. And as technology changes the opportunity for organized destruction, we have to respond to that.

I think the American people should see this in the same context that they viewed metal detectors in airports. Do you remember when they started, there were those who say, oh, this is a big infringement on our freedom. But most of us now are only too happy to go through those metal detectors because we see that there are a lot fewer highjackings. And so it is a way of preserving our freedom -- by changing to meet the changing realities that technology and time give for the expression of organized destruction. And we should view it in that way.

But we should also recognize that our job is to minimize the fear that can seep into a society. That's one of the reasons that Hillary and I wanted to have the program we had with the children after

Oklahoma City; because we were worried about children all across America, and especially, of course, children in Oklahoma, being literally fixated on these events and their vulnerability to such things.

So, it's important to put them in a larger context. And in that sense it's also important to prevent such things from happening whenever we can. This is a preventive action we're taking today.

I have asked Congress to pass this anti-terrorism legislation to give me both people and technological tools -- not to me, but to me being the United States, to us, to deal with the technological and organizational realities of the modern terrorist threat so that we can prevent these things from happening more and more and more. And the leaders of Congress have pledged to pass that legislation by Memorial Day. It is a commitment I hope they will keep because we need the legislation in preventive ways.

Now, what's that got to do with what we're doing here today? The strength of our society is far more than our ability to stop bad things from happening and to punish wrongdoers when they do such things. This country is still around today after more than 200 years as the most successful vibrant Democracy in all of human history, not because we could stop bad things from happening, although that was important. If the Civil War had turned out differently we wouldn't be here today as a country. If Hitler had been allowed to prevail in Europe it would be a very different world today. So stopping bad things from happening is quite important, it shouldn't be minimized.

But the fundamental strength of America, and the real reason we're here more than 200 years is not our capacity to stop bad things from happening, but our ability to do good. And indeed, our ability to be good; deToqueville said, "America is great because America is good."

So, the truly great things about our country involve the literally billions of actions that are now taken by our 250 plus million citizens every day of the world. They get up, they go about their business, and most of them do the very best they can to be responsible, first of all, as individuals, and then to be responsible for their families, to be responsible at work, to be successful members of their community, to be good citizens.

Most of our fellow citizens do everything they're supposed to do pretty much when they're supposed to do it; even things they find most distasteful, like paying their taxes. It has long been observed by -- I know that when I was a young law student taking tax law, and it gave me a headache, I just couldn't stand it. I hated the course; all those rules and regulations. When it was all said and done -- the professor said at the beginning, in the middle and at the end of the course, "Now,

remember, in spite of all these rules and regulations that no one can keep up with, and hardly anyone understands, the real thing that makes this work is that you live in a good country where most people just get up and on their own, do the right thing because they think this is part of the obligation of citizenship." It made a deep impression on me.

So, I think that when we view the problems of America today, and there are plenty of them; the intolerance, the increasing divisiveness of political forces, the seeming two-edged sword of the information revolution where more and more information seems to be organized to harm instead of to enlighten, to divide instead of unit. When we look at all of this we have to see it against the background of the fundamental fact that this is a very great country full of very good people, and almost all of us get up every day and do what we're supposed to do, as best we can; that there are new and different challenges we face today that put extreme pressure on us in trying to do good and be good; pressure in the family, pressure in the workplace, pressure in the community, and in the larger society; that we are trying to cope with economic and social stresses, and with the exposure to all kinds of forces in a complex modern world that we often were not exposed to in the past, and that none of -- some of us had never been exposed to before.

And I think that the real trick is how we can keep the basic values that have made our country great, and take advantage of the modern world with all the things that are different. That has always been the genius of America -- to preserve what is right there in the Constitution, and to take it throughout history. We know that we are capable of doing it unanimously. What we're really all afraid of is that somehow we'll be undone either by some small minority of us who do wrong and force all the rest of us into a way of living that is so radically different from what's been before that we don't preserve what's uniquely American, or we're afraid that all these forces will upset the internal balance in so many of us that we will lose our way.

And yet, we know that, fundamentally, we shouldn't be pessimistic about it, and we're reminded of it every time something bad happens in America. When we had a 500 year flood in the middle west, or that massive earthquake in California, or the World Trade Center bombing, or the horrible, horrible tragedy of Oklahoma City, you see not only the loss and the evil and the darkness, you also see the fundamental goodness of the American people. There's people everywhere -- just stop what they're doing and show up to help.

I remember when they had that awful hurricane in Florida and I went down there. The first guy I met was an independent trucker from Michigan, who literally cancelled all of his runs, stopped all of his business and filled his one big semi truck and brought it all the way to Florida -- stopped his whole life. And he was just a single business person who was not like me, an employee of the federal government, who

could maybe get time off. He risked everything just because -- (laughter) -- he risked everything just because it was the right thing to do. Here was this guy showing up, and happy as a clam, didn't have any idea what was going to happen when he went back to Michigan, how he was going to put it back together. He was happy doing something for other people, consistent with his personal values and what he had learned in his family and church, and what he had imparted to his children.

Now, the question is, how can we preserve the traditional values and how can we find at least a measure of the fulfillment in doing right and good things in ordinary life that we find when disaster strikes. Is there something endemic to the modern world or human nature that says that we can't do that? I don't think so. But we plainly live in a world that is changing so fast where people are exposed to so many forces that the ties that bind us are stretched more than there were in the world in which I grew up. I don't think there's any question about that.

The opportunities for individuals to have their internal equilibrium upset are far greater today than they were a generation ago. It's important not to romanticize the past, however. Remember what Will Rogers said about that? "Don't tell me about the good ole' days, they never was." It's important not to romanticize the past. While I grew up in a society which was much more stable, and where I didn't have anything like the kind of forces bearing down on me that teenagers do today. When I was child I also lived in a segregated society, in which a huge number of people my age were never going to be given any opportunities that I took for granted. So it is important for us not to overly romanticize the past, but also to recognize that the present is changing so fast and people are exposed to so many different things that it is very, very difficult to build the kind of coherent, character-based society that builds both individual and social responsibility, and gives people the necessary balance between stability and change that allows you to live the fullest possible, most rewarding life, and to have a society that is both growing and vibrant and stable. I think we all recognize that as a sort of central challenge of this time.

And I think what happens when a big disaster occurs, everybody throws off all the things that are bothering them and gets back to basics. People stop looking at each other as a -- people of different races or religions or philosophical positions or political parties, and realize that there is a common humanity there after all. The trick will be to manage our differences on a daily basis in a way that recognizes our common humanity and to find organized ways to stamp out the social evils that are consuming us, without doing away with our personal freedoms. And I believe that we can do these things.

I believe that sometimes we throw up our hands too much in the

face of all the difficulties that we have. But we have to identify what the problems are and move on them.

I also believe that the central insight of what Dr. Etzioni has done is important to emphasize here. Everyone has a role to play. And we can solve this in a free and open society, not by any governmental policy, but by government, like every other part of society, playing its own role.

If we could start with some of the problems that are disintegrating forces in our society. I would like to focus on some that we don't often focus on, and those are the economic ones. We all know we have too much crime and violence and drugs and family breakdown. And I don't mean to minimize those things, they are profoundly important. But we are aware and sensitive to those things.

I want you also to think about things that may be more pedestrian, but also are reinforcing the problem that we come here to talk about.

The average American today is working a longer work week and spending fewer hours with his or her children than they were 25 years ago, for the same or lower wages they were making 15 years ago. Literally, 60 percent of the American work force is making the same or less when you adjust for inflation, than they were making 15 years ago, and working harder and spending less time with their children than they were 25 years ago. Family income has gone up in many places only because there are now two workers in the family.

There is also in our country a feeling that there is much less security because more and more people are changing their jobs. The census tells us that there's been about a 14 percent decline in earnings for men between the ages of 55 and 65 -- excuse me, 45 and 55. It could have something to do with the so-called angry white male phenomenon. So that when people reach the peak of what they thought was going to be there, not only their earning capacity, but their ability to have a profound and positive impact on their families and on their society, their communities, many of them now are at a vulnerable period when they're having to deal with changes that they took for granted when they were in their 20s, but never expected to have to face all over again in their 40s or early 50s. This is a profound thing.

So that we at least thought when we started out in life we have different kinds of things to feel anxieties about as we got older. I mean, just getting older is bad enough. (Laughter.) And now, we're having to feel anxieties about things that we thought would be behind us as a people into our 40s and 50s. This is a profound thing. No one has really studied the implications this has for citizenship, and why more and more people may be vulnerable to siren songs of resentment that

divide us instead of unite us.

I'm telling you, there are millions of people that go home every night and sit down at the dinner table and look across the table at their families and wonder whether they have failed them, when all they ever did was show up for work, because of the way the global economy has impacted on them in this society. This is a significant thing.

And when you combine that with the fact that there is so much mobility in this society, much more than ever before. It is more difficult for many of these people to get the kind of support networks they need in their communities because a lot of folks live in communities where neighbors don't know their neighbors anymore. And if there's a high crime rate in the community, they don't have any way to get to know them.

So that all these things need to be seen in that context. There is a great deal of uncertainty out there, which makes people yearn for certainty, but also makes them vulnerable to the wrong kind of certainty; certainty that pits people against one another instead of gives them a way to say, here are my problems, what are your problems, let's get together and figure out how to solve them.

So I think that the sense of, literally, physical instability, so many adults feel, make it more difficult to hold our society together and make it more difficult to impart the fundamental character strengths and traits and the accompanying security of knowing that you're in the right place in your life, that are essential to a strong society -- not an excuse for not doing it, but it's important to understand the context in which we operate here.

Now one of the things that we have thought about in our administration is that in this environment, when so many of our children are in families that are, at least not traditional families, when their parents are working -- working harder and maybe spending less time with them, and when their neighborhoods may be less settled and in many cases, less safe, it is more important than it has been, perhaps, in immediately previous years, to reemphasize the role of character education in our schools. Something which once was taken for granted as a part of education, sort of faded away, and we believe, should be brought back. We know it has to be a supplement for the work that families and communities do, not a replacement. We know there's no substitute for the character lessons that are imparted to people by their parents and grandparents, or for the guidance that a father or mother can bring, or maybe even more importantly, for the sense of security and rootedness that the right kind of relationships within families give us all. But still, I think it's important to recognize that all of our children show up for school sooner or later and character education can be a vital part of building the kind of society

that recognizes responsibilities and has a sense of community.

This is an issue I've been involved with for years. Several years ago in the mid-80s, I served on the Carnegie Commission for middle school education. There were two governors on that commission, I had the privilege of being one. The other was the distinguished Republican Governor of New Jersey, Tom Kane. And one of the recommendations we made was that we should teach our children in middle school, with specific objectives, to "behave ethically and assume the responsibilities of citizenship in a pluralistic society", and that we had to connect our schools to our communities, which together share responsibility for each student's success.

When I became President, we started to work on this through the Department of Education. Secretary Riley has helped us to go a good ways toward the right kind of introduction of values into our schools.

Everybody knows that education is about more than intellect. Everybody knows, as my mother used to say, there's a lot of smart fools running around in this old world. (Laughter.) And what we want to do is to build good citizens as well as intelligent people.

We need to learn what it takes to build up and not tear down a society over the long run. So we've worked hard on that. Most of you know that the Elementary and Secondary Education Act contained new authority for programs that foster character education for us to support them. And in partnership with local communities, we are now making states eligible to compete for grants to help to support the institution of character education programs in local school districts all across the country. I personally long for the day when this is, once again, a regular part of the curriculum of every school district in the United States. I think it is very, very important.

The Safe and Drug Free Schools program, which is one of the things I've been fighting for in this little rescission battle we've got going on here in Washington today, also has specific, explicit efforts in it to create an environment in which children are able to learn and in which we not only make drugs -- schools safe and drug-free by negative actions like security device, but in which we change the attitudes of children about what is acceptable within the schools; what is acceptable conduct within the schools.

All of you know that there is some evidence out there already that these character education programs really work to lower the drop out rate, to increase educational performance, and to increase good citizenship. It is elementary. It is simple. But I think it is profoundly important that young people be taught that it's important to tell the truth, that's it's important to be trustworthy and for people to be able to rely on you, that's it's important not to abuse the

freedom you have by undermining other people's ability to exercise their freedom. They need to be taught certain basic things in the context of the school environment, which is after all, for many of them, the first diverse community they will ever be a part of. So I feel very strongly that this is part of what we ought to be doing, but not all.

I think that, as I said, the fundamental insight that I have gotten about how to do this from Dr. Etzioni, is that we have to build networks. And this, as you know, is the second conference on character building we've had where we've welcomed people to the White House. I would very much like to see this institutionalized as an annual event that goes way beyond my administration; that encompasses Republicans and Democrats and that has nothing to do with politics. (Applause.)

Indeed, I think we should view this effort in our country not as bipartisan but as non-partisan. And we need to think about ways that we can continue to build networks that work together for a generation. Because a lot of our problems were a generation in coming and they're going to be a generation in going. And because there is nothing we can do that will stop the world from changing as quickly as it is; so we're going to have to work harder and harder to think of ways that keep the ties that bind. Therefore, I believe this should become a permanent fixture of our national dialogue.

I would like to also, from my point of view, take this up a notch in the present time because of the dimensions of our challenges. On June the 21st, I'm going to invite leaders to come here from all around the country to listen to each other, to open a dialogue, to try to find common ground on our great social challenges of the day; and to talk about what it would take to build not only good character but good citizenship from people individually and in groups. And to see whether or not we can accelerate this dialogue throughout the country.

I am going to ask academic and business leaders, religious leaders, media people, people from the sports community, people from other aspects of the private sector, and of course, government folks, to try to build the kind of partnership that I think is necessary.

James Madison once said that all governments required virtue of their citizens but democracies needed it more than other kinds of government. And I believe that. Some of you may know that Hillary is now working on a book about the responsibilities we owe to our children. The title will come from that old African proverb, it takes a whole village to raise a child.

Now, I ask you to think about this -- and I would like to make some closing remarks about where I'm going with this June 21st conference and invite you to give me your ideas about it. I think that in the world we are living in, it will take a lot of people, and not

just government programs, to keep our children off the streets and in school. It will take every parent, teacher, friend and loved one we can find to teach children, given all their different circumstances in American today, the differences between right and wrong, and to give them the kind of self-esteem they need to do well in a troubled world. To say no to the right things but also to figure out what to say yes to, which in the end, is the basis of the quality of life we all live.

And I am absolutely convinced, as I have watched the patterns of life in our society, that as people go through different stages in their lives, or their in different places in society, most of them are not most influenced by government; there are other forces which are influencing them, and that we all have to pull together if we're going to have any hope of succeeding in this enterprise.

If you look at business, for example -- I mentioned the economic changes -- I had to fight like crazy for the Family and Medical Leave law. It had already been passed by Congress twice and vetoed twice by well-meaning people who thought that -- business people said, "Oh, the world will come to an end if the Family Medical Leave law passes."

But it cannot be, if you think about it, first and foremost -- it cannot be that a society where the economic forces require most adults to work, women and men, even parents of very young children -- it cannot be that a good society can be built unless people can succeed as both workers and parents.

If we cannot succeed as workers, then our standard of living will fall and everything that we think about America will begin to be eroded. But if don't succeed as parents, then we'll have a lot of people will money and miserable lives. And we have too many people in this country today, not only poor people, but people who aren't poor, who have miserable lives.

So, the first and most fundamental thing we have to say is, how are people going to succeed as workers and as parents? The government can do the Family and Medical Leave law but that's just the first step. How can you justify the fact that most people are working harder for less money when business profits are up and corporations are up. We had record numbers of new millionaires last year. I like that, by the way. I don't think wealth formation is bad. I think it's good.

But the thing that holds a democratic society together is that everybody gets their fair share. In the 12 years before I became President -- this has nothing to do with government policies nearly as I can determine -- executive salaries went up four times as much as workers salaries went up in major American corporations and three times as much as corporate profits went up.

And you can say, well, labor's not worth as much as it used to be because technology means fewer people can do more with less. That may be, but all those people are still people. They have children to raise. They have mortgages to pay. They have problems to confront.

One of the companies that I really admire in this country today has set up a system in which both the workers and the executives get paid based on the performance of the company. So that when the company does well, the workers have just a big a gain as the executives. And if the company has a bad turn the executives have to take an even bigger hit percentage wise than the workers. Now, that the kind -- they also have as part of their bonus program a \$2,000 a year grant to every child of every employee in the company that goes to college. They have one person that sent 11 kids to college working for that company. (Laughter.) The only reason I'm not telling you who the company is, is I don't every person with six or more children in America to go apply for work there. (Laughter.)

But don't you see, here is a company that says, okay, we want to make money, we want to do well, we think we can do right and do well. We want a -- we believe we'll make more money if the people working for us know they can make more money if the company does well.

This is part of citizenship. I'm not suggesting the government should mandate this. I'm talking about partnerships, networking, community, open and honest discussion. But first and foremost, most of the work of building character in America is going to be done in the family and you must make it possible for people to succeed as parents and workers. So, that should be a part of this debate. (Applause.)

Now, the media has a responsibility here. We have tough choices to make as a country. People need to know the facts that will shape their future -- important for adults, important for children. Let me give you an example: A weekly reader is launching a new project to teach the value of citizenship to young children through stories. That's a good thing. That's the sort of thing the media can do. I'm not suggesting the government should mandate it, but we should talk about it. Nobody should feel threatened or feel like we're trying encroach on the First Amendment by discussing the power on social behavior that the media has. We should be able to discuss it without anybody being defensive about it.

Here in Washington we are facing difficult but important issues of public policy. We have two huge deficits from a public policy point of view. We've got a government budget deficit, which is much lower than it was when I became President, but it's too big. And we do need, in a global economy, a balanced budget because we don't want to be more dependant than we have to be on outside forces. And we want to be able to invest in our future.

But we also have a big education deficit and training deficit compared to many other countries, and compared to what we need for America to be the strongest and greatest economy in the world in the 21st century.

So, we've got a big, tough decision here. How are we going to solve one without undermining the other? Can we do both at the same time? If so, how? Now, this can immediately dissolve into a huge political screaming match in which one party sticks up for one, the other sticks up for the other, everybody gets reelected at election time and nobody gets anything done. That would not be good. What we need to do is to figure out how we can reach across the divides to a common consensus that will permit us to pursue both these objectives at the same time.

The American people are ready for some tough decisions and difficult medicine but they want to know that it's fair and sensible and what's down there at the end of the road. And to do it, we need to get information in a way that is not designed to divide us, but is designed to shed more light than heat. And it is a very difficult thing, but very important.

Religious and community institutions have an important role to play. You know, if every church in America -- every church in America -- had not only a vigorous program for its own members and the people it's recruiting, but also an outreach to a fixed number of families and children to fight the problems of out-of-wedlock birth, teen pregnancy, drug addiction, school dropout -- if every single church had just a fixed and reasonable number of kids it was targeting, it might have more impact than all the government programs we could ever devise. (Applause.)

This is the most religious country in the world. We have the largest number of churches, the most diverse group of people worshipping in different kinds of religions. And, again, it's not for the government to require this, but it's worth talking about. Because there is a great debate today in the religious community about whether the best thing you can do for society to make it better is go out and try to actually work with people who are in trouble and make them better individually or to simply make political prescriptions that everyone else should follow; and if they do, fine, and if they don't, we'll wait for the next election.

So, I think this is a debate we ought to have. Because -- I have no objection, by the way, to the political debate, and I have encouraged the people of faith who come to different political conclusions than I have to be a part of the debate. I don't think that's bad. But I think we are not purely either political animals,

people who go to work, or churchgoers. We also have community responsibilities and opportunities. And the organized churches of this country can have a big impact on changing the lives of people and improving the character of people, and the prospects of people today in the country. And many do. Many do. If all did it would make a big difference in our ability to move forward on common ground.

If you think about -- let me mention the entertainment industry, there's been a lot said about that and I got a big standing ovation at the State of the Union from both Republican and Democratic members of Congress when I talked about the damage that comes to our society from incessant, repetitive, mindless violence coming through entertainment. There are lots of studies showing that young people tend to get numbed to violence, and to the consequences of it, from constant overexposure to it.

And I say this, not to point the finger at anybody. I have enjoyed more than my fair share of what I would call cheap thrills movies in my time. So, I am not being sanctimonious about this. I'm just saying it is an established fact that if children from very early ages are exposed to huge volumes of a certain kind of entertainment, it desensitizes them to the same sort of conduct in the real world. There's lots of evidence about that.

And that's why, frankly, I welcome the networks' recent efforts to reduce prime-time violence, and why I would applaud the decision that Time-Warner announced this week to set standards for controversial music and to balance creative expression with corporate responsibility. And I applaud the efforts of Bill Bennett, who was here yesterday, to get that done. The country owes him a debt of gratitude and we should applaud Time-Warner, as well. (Applause.)

The Children's Educational Television Act -- Television Education Act was passed back in 1990. I think there is more to do here. We need -- the broadcasters need to read that Act again and adhere to its spirit, as well as to its letters. We should be thinking twice before movies and rap music that celebrate violence against women or law enforcement officers are put out there in huge volume, in piling one on top of one another.

There is a connection, in this sense, between words and deeds. We do get dulled of that to which we are overexposed in a banalizing way.

Let me finally say that I think politicians have a responsibility here. And instead of criticizing others, let me start with myself. If you want to be an elected official in a Democracy you must, first of all, get people to identify with you more than your opponent. And you must say, here are the differences between us, and

here's what I stand for; here are the choices we face and here are the decisions I would make. And here is why I would make those decisions. So in that sense, conflict and difference and dividing up the electorate are the essence of politics.

But there is a big difference between division, and difference of opinion, and destruction and demonization. And there is a big difference between difference and dehumanization. Let me just begin -- let me just -- I'll start with me, because this is something I've been through in last few weeks.

I know that I -- I don't know of a politician that hasn't done this that's been around very long, but I'll tell you, I don't know how many times that I have made references to government bureaucrats, right? Because when a politician stands up and says something about government bureaucrats, 99 times out of 100, the words is used in a pejorative sense, right? And it's used to remind you of the fact that the person you've elected is not really a part of the government, he's a part of you. That he's more like a tax payer than a tax consumer. And we know you resent paying your taxes, and we know you think a lot of it is wasted and so, if we who are elected talk about government bureaucrats, you'll know we're still on your side even though we're living over here on the other side.

That's the deal, right. You hear it all the time. (Laughter.) You know what I'm talking about. Now, almost -- first of all, there is some individual truth to all this. That is, there is hardly an American living who hasn't had some encounter with the government that was distasteful, right? (Laughter.) Because as long as people are running the government, they will be like people running churches, people running businesses, people running whatever it is you do, people are imperfect. And they'll mess up. And when they do they drive other people up the wall.

But the government has a special relationship to people because it has the power of law behind it. So, almost everybody can remember someone who was at least rude, or perhaps a law enforcement official that abused authority on occasion, or a tax person who was really unfair, or a regulator who was overbearing. Almost everybody has had some experience because we live in a society of human beings where people mess up. So, there is some truth to that.

It is also true that at this time, the government tends to lag the private sector in changes. Sometimes that's good. Sometimes that's bad. But it does because the environment in which the government operates is not as competitive. But that is, we normally have -- we have more of a monopoly on income and customers, so it lags.

On the other hand, that's not all bad because it helps to be a

force of stability too, sometimes, in times of great change. But the government, in the end, must follow the great trends of the day. So, must the government become less bureaucratic, more flexible, more open? Will it be smaller? Will fewer people do more with less? Absolutely. All that will happen.

We had to take the size of the government down. It's already over 100,000 smaller than it was when I became President. We had to get rid of hundreds of programs that just didn't make any sense any more. We have to do these things. And we have to take it down more. We have to continue to reduce unnecessary spending. And we'll have to have more people take these early retirement packages and all that. That's all true.

But that's different from saying government bureaucrats in a demeaning way. Let me tell you something -- you think about this. The children who died in that child care center in Oklahoma City were the children of government bureaucrats. The people who were carried out of that building from the Agriculture Department; from the Veterans Affairs Administration; from the Housing and Urban Development Department; and from all of our law enforcement agencies, the Secret Service, the ATF, all of them. They were all government bureaucrats. And I will never, knowingly, use that term again. (Applause.)

So we've all got to start with each other here. I don't know that that's a very good character example. I don't know that that does much to build good character, when you identify a group as a group and pretend that as a group, there's something wrong with them.

So I would say to you -- to all of you, I am basically very optimistic about the future of this country. I know we're more violent than we need to be, but we always have been. We always have been and we need -- we've got to get a hold of it. And I know we have too many out-of-wedlock births, but it's a trend that is gripping an awful lot of western countries. And people have forgotten, in my judgment, the profound emotional consequences to the children who grow up in unstable and inadequately supported environments. So we're not alone in that. We have way too much drug addition and we are, really, almost alone in that. Hardly any other advanced country has anything approaching the levels of violence and drug addition we do. So we do have profound problems.

Our political debate is too polarized. And we have a lot of people who talk a lot about what's wrong with everybody else and don't do very much to change it. There are all kinds of problems. But look, this is not the Great Depression, this is not World War II, this is not the Civil War, we are not starting from scratch like the Founders did.

We know what to do. We know the difference between right and

wrong. We know how to do this. And we can do what we have to do. We can do this. This is not a cause for wringing of hands. It is difficult. It is a new challenge to figure out how we all work together and still leave room for our differences, how we identify the specific roles of the various influence centers in our society to re-instill character and give a good life to our people.

But the fundamental fact is that this is a very great country, and nearly everybody is still getting up every day and doing the very best they can to do what is right. Nearly everybody desperately wants to have children who have good character, and who do good, and who are good -- nearly everybody.

So I think what you are here about is profoundly important. But what I want to say to you is, do not be discouraged. In the light of the whole history of our Republic, this is our job at this time. It is not an un-doable job. It is profoundly important. It will be difficult because of all the forces working on people's state of mind that undermine what we have to do. Because it's so much easier in the world today to identify what we're against instead of what we're for. It's so much easier in the world today not to look at the problems within our own hearts and minds because we can always find somebody we think is worse. So it is so much easier to put this off and delay it. And there are no institutions really for bringing us all together, across all the lines that divide us, in our common cause of building what is good about America and building up what is good within the character of our people. But we can do it. And I believe we will.

Thank you very much. (Applause.)

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Remarks at Meeting with Native
American Tribal Leaders



REMARKS BY PRESIDENT CLINTON
IN THE
HISTORIC MEETING WITH AMERICAN INDIAN
AND
ALASKA NATIVE TRIBAL LEADERS

THE SOUTH LAWN
APRIL 29, 1994

MEMORANDUM

TO: Maggie Williams
Susan Thomases
Ann Lewis
Mandy Grunwald

FROM: Lissa (phone: 456-2935)
RE: Commencement Themes
DATE: May 4, 1995

Here is my promised attempt to pull together the themes we discussed for HRC's commencement addresses.

I think she can use one general outline for all five speeches (San Francisco State, Brooklyn College, John Hershey High School, Alice Deal Junior High School, and the University of Minnesota). Obviously each speech will be tailored to the specific school and audience.

She can build her remarks around the meaning of citizenship and civil society. In one way or another, each campus is dealing with issues of diversity, free speech, community, and responsibility. And with Oklahoma looming in the background, talking about what it means to be a citizen -- and what constitutes responsible behavior in our society -- could be very powerful.

Under this umbrella, she can talk about the power of speech, the power of action, and the consequences of inaction (along the lines we discussed on Wednesday).

She can also incorporate the themes of education and the American Dream: Universities are incubators of ideas and free speech; they are places where we are able to test our attitudes and beliefs; and education is one of democracy's greatest equalizers.

This naturally leads to a discussion of community (particularly since universities bring together so many smaller communities into one larger one). She can talk about America as a place where we have always lived as neighbors -- where we accept each other even if we are not best friends, where we come together as a community against larger forces.

In this general outline, there is also plenty of room to talk very personally

about the fragility of the human condition, the need to savor every day, the importance of figuring out what really matters in life and what doesn't. And, finally, the responsibility we all have to make our voices heard, even in small ways, to curb hate, intolerance, violence and anything else that threatens the foundations of civil society.

I'd be grateful for further comments. And also for jokes, humor, etc. Thanks for your help!

GALSTON / COMMUNITARIAN NETWORK

① Focus on parents

How can we raise our kids to be the decent adults we want them to be when so many forces are against that

- outside influences weakening
- the "Third Parent" - television
be parents so busy, so confused, so torn

② Responsibilities of different sectors

- social responsibility

turbo charged capitalism
freelance murders -

car wreck metaphor - you become involved
Amer Psych Assoc - study of violence

Commercial enterprise →
TV -

social restraint must be imposed
have to -
hard

character - frank
requires personal virtues
social work
not just good but
all these virtues

Bennett - when does he speak?
Niles speech

MEETING w/ HRC / BRISTON

Character Education

I sense in a lot of these bus executives defensiveness,
anger bc they know they have undermined
society that they have profited from
WASH POST Meadeville, PA op-ed

Haven't done this right - both in pri & public
sector

Business - if not gonna give parents the
off for parent teacher conferences
then ought to be honest abt
the consequences

BG/ If you live at one core commitments:

If we want to be open to be loved -

we also value human connections

& the idea that ppl can make a
living

At Amer we believe in choice, freedom

But if really go to invest in trust is that

make us decent individuals

Must be an assumption of permanence
& endurance

relationship if you think partner will be your
neighborhood if " " neighbors will have
job if boss will fire you

Deep tensions in our society

HRC/ how do you build character when
nothing is permanent

Moral relationship is not what has
undermined character - it's
a response not causality

- People see no reason for investment

No day to day contact that allows ppl who are

HRC/GARSTON

What we had in Arkansas

Ship slower

Smaller towns

greater sense of generat'l purpose

We had a view of the world that was skewed

- we said you have to be open to the world
based on idea/assumption of
permanence

That kind of self is subject of much
ridicule in nat'l Press + cultural
elite

Nobody believed ppl could call gov by name,
or call him on the phone

American meritocracy - you get
into the first lane by being this

Bb/ Work deeper meaning of Arkansas -
neighborhoods in big cities

See: parental involvement
character ed

Religious community - find it

PONS/ we know we can no longer really

old values + old ways,

but it does mean we have

to hunt for new ways -

a lot of ways that society does

business we go to have to

△

HRC/GALSTON (3)

BG/ Fam MLA as example

Govt A - but families may not take offence
to discharge responsibility (men may not
stay home to spend more time w/ other)

HRC/ How do we build in personal + social
restraints at a time of maximising
options

Reconstructing support is first step
to establishing new constraints

Wld have hoped bus wld establish FALCA
w/o govt forcing them to

BG/ Pose questions vis a vis

Some of what they want since by we already have
" " we know they have

HRC Paradox / S. Aria

Israeli born woman in Moscow married to a Russian
A Marxist - tension

Individualism so extreme Not understanding
collective responsibility

BG/ Czech - nostalgia among intellectuals
for fever of communist era

Denmark

—
—

6 virtues -
apply the various virtues

HRC/GALSTON (4)

PONS - assumed meridian to try to balance tensions between openness to the world and rebuild civil society - why he has pursued policies he has pursued Ed + Trg / so people can cope w/ tensions that threaten to rip their lives apart - join together need for permanence, rootedness w/ knowledge that world will continue to throw new changes and wrinkles

Analysis - I'm aware of these tensions there's how I've tried to reconcile them

Market is as response for problems we see is **govt**

govt is not them - it is us

HRC / Family piece >

stresses on families

even in spite of stresses there are things we can do

- ① Root of problem
- ② Economic forces
- ③ By back to family

CHARACTER EDUCATION NOTES

Eberly

Absence of morality

Standards of morality no less than stds of excellence
Signs of a regression of civilization/culture

Intro/
p. 6

Morality not simply an abstract set of principles --
it is cultivated in a society's seedbeds of
virtue: family and community institutions

p. 10-11

Rise of consumerism
"affluence effect"

Toqueville worried about excessive individualism
- materialism producing an atomistic society

→ imported from Europe

Relativism (Hitler + Gandhi both qualify
as philosopher kings)

great emphasis on moral/ethical dilemmas
that cannot be resolved

Schools not even able to teach that honesty
is superior to dishonesty
don't assert an objective truth for fear of being judgmental

Personalism 1960s

exalts individual over society
autonomous self (as opposed to
Amer tradition of tempered individualism)
→ image/style over content

Morality lacking any objective grounding

Self esteem movement - feel good rather than
do what is morally right

Esteem divorced from values & accomplishments

CHARACTER ED (2) NOTES

Eberly/

Pluralism (rapidly intensifying)

→ increased secularization of public arena

→ public leaders less inclined to assert

common culture consisting of core values

In schools → dramatic shift away from assimilated
↓ unifying myths + traditions

False Choices in debate

Secularism vs sectarianism

relativism vs absolutism

Character Counts Movement

6 pillars: trustworthiness

GALSTON

Communication Network

250-300 ppl

Bennett spk 1⁰⁰ pm

Riley 2⁴⁰ pm → intro HRC

HRC → 3⁰⁰

Ponus will spk Sat. a.m. 450 OEDB

MEMORANDUM

To: Lissa
Fr: Sabrina
Re: Quotes for SFSU commencement
Da: May 23, 1995

Quotes

"We must be willing to learn the lesson that cooperation may imply compromise, but if it brings a world advance it is a gain for each individual nation." Eleanor Roosevelt, "My Day," 1/21/46

"A mature person is one who does not think only in absolutes, who is able to be objective even when deeply stirred emotionally, who has learned that there is both good and bad in all people and in all things... knowing that in this world no one is all-knowing and therefore all of us need both love and charity." Eleanor Roosevelt, It Seems to Me, 1954

"We have to face the fact that either all of us are going to die together or we are going to learn to live together and if we are to live together we have to talk." Eleanor Roosevelt, quoted in New York Times, 10/15/60

"It seems to me...we have reached a place where it is not a question of 'can we live in the same world and cooperate' but 'we must live in the same world and learn to cooperate.'" Eleanor Roosevelt, letter to Queen Juliana of Netherlands, 2/14/58

"There is no medicine to cure hatred." African proverb

Time Warner Pledges Action On Rap Lyrics

By MARK LANDLER

Faced by resurgent criticism of some of its rap-music performers, Time Warner said yesterday that its music division would lead an industrywide effort to develop standards for rap lyrics.

Speaking at the company's annual meeting in New York, Gerald M. Levin, chairman and chief executive of Time Warner, said he understood that some rap lyrics were offensive, particularly to women.

"There must be a balance struck between the creative process and our collective responsibilities as the world's leading communications company to our community and our shareholders," he said.

Mr. Levin said he had asked Michael J. Fuchs, the new chairman of the Warner Music Group, to talk with critics of rap lyrics and to work with other record companies to develop guidelines for placing more specific warning labels on some rap albums. The music industry already places warnings on albums with provocative lyrics, but critics say the labels do little to prevent those lyrics from reaching young people.

Mr. Levin was responding to a fresh round of criticism — this time from both liberal and conservative activists — that the lyrics in songs by so-called Gangsta Rappers like Tupac Shakur and Snoop Doggy Dogg are demeaning to women and fuel violence in inner-city neighborhoods.

At a news conference before the meeting, William J. Bennett, a former Education Secretary who now heads a conservative political action group, Empower America, denounced Time Warner for distributing such music. Mr. Bennett plans to appear in a television commercial with C. DeLores Tucker, president of National Political Congress of Black Women, in which they appeal to Time Warner to stop promoting these artists.

Later, at the annual meeting, Ms. Tucker quoted lyrics from songs by Tupac Shakur and Snoop Doggy Dogg that appear to condone violence toward police officers, sexual abuse of women and illegal drug use. She asked Mr. Levin, "How long will Time Warner put profit before principle?"

In 1992, the lyrics of another rap performer, Ice-T, prompted similar criticism of Time Warner. After making an impassioned case for the

Disney to Buy Baseball Stake

LOS ANGELES, May 18 (Reuters) — The Walt Disney Company said today that it had agreed to buy 25 percent of the California Angels baseball team from the family of Gene Autry.

In a joint statement, Michael D. Eisner, chairman of Disney, and the owners of the Angels, Gene and Jackie Autry, said that under terms of the agreement, Disney would have the option of buying the rest of the team at a later date. The financial terms of the deal were not disclosed.

artist's right to free expression, Mr. Levin later severed Time Warner's ties with Ice-T.

Mr. Levin reiterated his belief yesterday that "music is not the cause of society's ills." But with Mr. Bennett getting involved in the issue, one Time Warner executive said, the company evidently feels it has to treat the renewed criticism seriously and sensitively.

Indeed, after the shareholder meeting adjourned, Mr. Levin, Mr. Fuchs and Richard D. Parsons, the president of Time Warner, met with Mr. Bennett and Ms. Tucker to listen to their concerns. One executive described the meeting as unusually contentious.

Separately, Mr. Levin confirmed to reporters that Time Warner was exploring an unspecified partnership with the AT&T Corporation. He added that Time Warner and AT&T might collaborate in offering local telephone service to customers in Rochester. The companies are already starting to offer this service individually in Rochester.

Mr. Levin also declined to comment on whether he had met recently with Ronald O. Perelman, the financier who controls Revlon and New World Communications through his MacAndrews & Forbes holding company. There were rumors on Wall Street on Wednesday that Mr. Perelman was considering buying the 14.9 percent stake in Time Warner owned by the Seagram Company, and Time Warner shares jumped \$1.50 on the New York Stock Exchange. Yesterday, shares of the company retreated \$1, to \$39.25.

Time Warner, as expected, also announced a deal to sell 15 small cable systems to seven cable operators, including TCA Cable TV, which was recently acquired by Tele-Communications Inc., and Intermedia Partners, which is partly owned by T.C.I. The deal's value is slightly more than \$260 million.

Champion Plannin Newsprint Prices b

By WILLIAM GLABERSON

The Champion International Corporation said yesterday that it would raise newsprint prices 10 percent on Sept. 1, in a move that is being watched carefully by newspaper publishers.

The publishers say the move by Champion could test whether newsprint suppliers are able to impose a new round of price increases on newspapers' largest raw material.

Sharp increases in the cost of newsprint are cutting into profits at many newspaper companies. Some publishers have said price increases of as much as 40 percent in recent months have led to layoffs, newsstand price increases and reductions in the space allotted for news.

Publishers say newsprint suppliers have succeeded in maintaining a price increase that took effect on May 1 to \$675 a metric ton from \$600 a metric ton. Because there are some 30 North American suppliers who are barred by antitrust laws from conferring on prices, the actual market price of newsprint is often the product of supply and demand

House Panel Approves F

WASHINGTON, May 18 (AP) — A Republican rift over reform of the telecommunications industry sharpened today as the House Judiciary Committee approved a bill giving the Justice Department a key role in deciding which companies can provide long-distance service.

The bill is considerably narrower than a measure approved Wednesday by the telecommunications subcommittee of the House Commerce Committee.

The bill passed by the Judiciary Committee, which is headed by Representative Henry Hyde, Republican of Illinois, would give the Justice Department a large role in determining whether local phone companies should be permitted to provide long-distance service.

That provision is intentionally absent from the other House bill, which was co-written by Thomas J. Bliley Jr., Republican of Virginia, the chairman of the Commerce Committee, and Jack Fields, Republican of Texas.

Saying the provision would only bog down the approval process and delay new choices of telecommunications companies, Mr. Bliley says he is adamant about keeping the

Friday, May 19, 1995 The New York Times

divisive public policy debates has contributed to the continuing doubt over the nature of moral education; whether it is little more than the imposition of one particular view on others. The question of what is morality, and whether it can be taught, as opposed to caught, is essential. Is the knowledge and practice of morality a function of hearing morality or of habituation into it? Is it mostly about making and enforcing external rules, or is it about making self-regulating people? Is it a result of self-discovery, inculcation, indoctrination, habituation, or a combination thereof?

Efforts to impart morality in youth have followed dramatically different approaches in recent decades. As discussed earlier, there were the movements of situation ethics and values clarification in the 1960s and 1970s. There were new approaches in the 1970s promoted principally by Lawrence Kohlberg involving "rational decision" making, which were less relativistic and more oriented toward the development of moral reasoning skills. Character education, an even more recent development, differs from both the values clarification approach and the Kohlbergian moral development approach. Character programs typically endorse specific content, such as the moral virtues of honesty, courage, and kindness, and they attempt to guide the student toward behaviors consistent with those relevant values. It assumes that certain moral claims are, in fact, legitimate; that all values are not equal.

In effect, character education represents a return to a more classical notion of moral education that bases itself on expected behaviors rooted in values that are universally found in successful societies.

Character's Universality

Because of the confusion over what exactly the enterprise of moral education entails, its advancement is usually impeded by doubts relating to "whose values?" should be taught. The concern is that a system of values cannot be constructed or taught without favoring one religion or culture over another. Yet as C. S. Lewis, himself a devout Christian, pointed out in *The Abolition of Man*, there are certain universal ideas of right and wrong that recur in the writings of ancient Egyptians, Babylonians, Hebrews, Chinese, Norse, Indians, and Greeks, along with Anglo-Saxon and American writings.

Lewis calls these transcendent principles the *Tao*, a term borrowed from the Chinese which means simply "the way." Rooted in the laws of nature, the *Tao* is a road that leads to the good life, and to harmony with nature

and its maker. This concept bases such moral imperatives as the care for the young and veneration of the old, not on subjective human psychology, but in universal principles of justice that transcend individuals and cultures.

That these core principles emerged around the globe throughout the millennia, independent of one another, on vastly different soil, producing the same successful civilizations, regardless of race or religion, confirms Lewis's suggestion that they are rooted in the natural laws of the universe, not just Christian doctrines of revelation, for example.

The common core virtues that C. S. Lewis identifies are not ethnocentric; they span time, cultures, and religions. To abandon them, says Lewis, is to sap a civilization of its dynamism, creativity, and coherence. When societies abandon the *Tao*, according to Lewis, they produce "men without chests," of whom society then vainly expects "virtue and enterprise." To step outside the *Tao*, according to Lewis, is to have "stepped into the void"--it is socially suicidal.⁴⁴

What was this *Tao* that could not be abandoned?

1. THE LAW OF BENEFICENCE. This rule recognizes the importance of kindness, shared generously for the sake of society. For example, do not murder, oppress, bear false witness, hate; be kind and good; give alms. The Egyptians: "I have not brought misery upon my fellows." The Hindu: "He who is cruel and calumnious has the character of a cat." Chinese: "He whose heart is in the smallest degree set upon goodness will dislike no one."

2. DUTY TO FAMILY. Family is recognized everywhere as deserving of special love and the highest form of loyalty. Children are owed unique care and responsibility by their parents. Marriage involves specific rights as well as responsibilities. According to the ancient Hindu and Jewish traditions, honoring your father and mother is one of life's first duties. Respecting and caring for our aging kin is an unavoidable obligation, according to Jewish and Egyptian traditions. According to the ancient Greek, Epictetus, marrying and begetting children is a great honor and sacred duty because it is upon this foundation that the commonwealth rests.

3. THE LAW OF JUSTICE. This principle establishes standards of right and wrong in the area of human conduct, such as respecting private and common property, treating one another with basic honesty, not offering or taking bribes, and not avenging wrongdoing in violation of the law. The Egyptians encouraged fairmindedness and impartiality before the law: "Regard him whom thou knowest like him whom thou knowest not." Ancient Jewish standards guarded against partiality on the basis of means or social

status: "Do not consider the fact that one party is poor nor the fact that the other is a great man."

4. THE LAW OF GOOD FAITH AND VERACITY. This ancient law issued the sternest warnings against general falsehood: lying, cheating, defrauding. The ancient Chinese admonished: "Be of unwavering good faith." An Anglo-Saxon writer boasted: "I sought no trickery, nor swore false oaths." "The foundation of justice is good faith," said Cicero of ancient Rome. "Anything is better than treachery," said the ancient Norse.

5. THE LAW OF MERCY. This law summons the strong to care for the weak, infirmed, and dying. For example, "give bread to the hungry" (Egyptian); "never strike a woman" (Hindu); "make intercession for the weak" (Babylonian); "take care of widows, orphans and old men" (American Indian).

6. THE LAW OF MAGNANIMITY. This principle encourages the citizen to seek to live a good life of courage and honor. Some things, for many ancients, were worse than death, like treachery, murder, betrayal, and torturing another person. "Death is better for every man than life with shame," said the Anglo-Saxons. "Praise and imitate that man to whom, while life is pleasing, death is not grievous," said Seneca the stoic. "Love learning and if attacked be ready to die for the Good Way," wrote the ancient Chinese.

These universal principles embodied what C. S. Lewis called "a common human law of action which can overarch rulers and ruled alike." Belief in the *Tao* is necessary to "the very idea of a rule which is not tyranny."⁴⁵

Many of the purveyors of these human values on the American continent were originally "white European males," as today's multiculturalists would describe them, owing to the homogeneous makeup of America at the time of the country's founding. Yet, the framers were drawing from a deeper and more diverse well of antiquity than simply European culture. The virtues not only transcend cultures, they predate the Victorian Age and terms like "bourgeois" values by thousands of years.

Ben Franklin's comprehensive list of virtues—temperance, silence, order, resolution, industry, sincerity, justice, moderation, cleanliness, tranquility, chastity, and humility—are virtues that humane societies everywhere have sought to keep in wide practice. These were thought to be virtues that nourished human civilization. Only the modern mind would view them skeptically and consider itself wise enough to invent moral principles that are newer and better. The ancient Greeks had a word for this: *hubris*.

Bill Clinton
FOR PRESIDENT COMMITTEE

GOVERNOR BILL CLINTON
ADDRESS AT MACOMB COUNTY COMMUNITY COLLEGE
STUDENT CENTER
THURSDAY, MARCH 12, 1992

Thank you very much. And thank you, President Lorenzo, and thank you all for being here.

I've looked forward to this day for a long time because, as I'm sure you all know, this county has become a very famous county in American politics -- a county of people who were native Democrats who have basically been voting Republican in Presidential elections. A county not unlike my native region, the South, and my state, which was a very Democratic state. A state that voted for Adlai Stevenson twice against Dwight Eisenhower. A state overwhelmingly white Protestant that still voted narrowly for John Kennedy against Richard Nixon. A state that voted for Lyndon Johnson against Barry Goldwater, and then we voted for Wallace in '68. Nixon got 69% of the vote in '72. Jimmy Carter won there in '76 because he seemed to be a lot like us. And then Reagan won, Reagan won, and Bush won big time in my state. And I was on the ballot all this time trying to stand up in the midst of all this.

And I think I know why a lot people in this county and in my state departed the Democratic party and got involved with the Republicans. I heard it over and over again: "You know your party in Washington doesn't share my values anymore. They're not rewarding middle-class effort and middle-class values. They won't stand up for the country around the world." I've heard all of these things for so long. But, now we are sort of at a crossroads as a country. I hear that also where I live. We're coming to another Presidential election at the end of the three slowest years of economic growth since before World War II and, more importantly, at the end of more than a decade of economic decline.

There were two stunning studies which came out in the last couple of weeks. You may have seen it, and a lot of you -- even if you didn't see it -- you won't be surprised because you have doubtless lived it. One of the studies said that over the last 20 years, the average family has worked harder and harder, not less and less; that in 1989 the average family was working one month per year longer than in 1969.

Number one, our economic policy ought to put our own people first again. It ought to reward work and family and effort, and not just wealth and power. We ought to focus on education and training for a lifetime, so that people can always be competitive in a global economy.

We should give business incentive to invest, but only those incentives that will guarantee investment in our country. John Kennedy had an investment tax credit. You couldn't get it unless you bought plant equipment and put it into our plants. We have a tax system that today encourages you to move plants overseas rather than leave them at home.

Let me just give you a couple of descriptions: Let's take a General Motors plant. OK? I want to come back to the General Motors situation. But, just suppose you are in the car business and you've got about 100 million dollars worth of equipment. If you want to keep high wage jobs in America and keep in production, under the present tax laws, you don't get any investment tax credit, that is, any real accelerated write-off for this equipment. So, suppose you say: "I think I'll take this old equipment and take it to another country where people work for wages we can't live on." So, you shut the plant down, you get a tax deduction for the cost of shutting the plant down, you move the plant overseas; and it costs you money the first year or so to set it up. You get to carry forward the loss in your American tax bill. Then, you build up the money, and you keep it over there; and as long as you don't put the money back here in a bank, you don't have to take those earnings and put those earnings here and pay taxes on them.

So, if you look at the whole framework of the tax system we've got, you would think your country was telling you: "We don't care whether you keep these jobs here or not." That's the tax system we have.

But, if we had a people-first economics, we'd be investing more in education and training, in incentives to keep jobs here; and we'd be organizing to deal with these changes. We have no automobile strategy. You know what your country's automobile policy is? Does your country have a policy for changing from a defense to a domestic economy? We're cutting defense spending all over America. We've got factory workers in the street, technicians without jobs, scientists and engineers who don't know what they're going to do. Do we have strategies for them? No. Somehow, this invisible market is supposed to figure out what happens to them. Because we have tried to put money first, that is, keep taxes low in upper income people in corporations and forget about developing human capacity.

That's why I wanted to come here to give this talk today, because the average young person will change work eight times in a lifetime. And if you don't have a continuous system of education, if you don't have a tax system that rewards investment in our country, and if you don't have a government that's trying to organize people for change; you get hurt.

The second thing we need to do, I think, is to recognize that we got killed in the 1980's by doing something as a nation most of you would never do in your families; and that is giving everybody something for nothing, starting at the top. I want to change that. Consider the case of General Motors: In the early 80's, they asked for tax cuts, and they got it. They asked for protection from imports, and they got it. They asked for regulatory relief, and they got it. They asked the auto workers to give them concessions, and they got 'em and they got 'em and they got 'em.

Look at this Flint, Michigan plant -- probably the most innovative plant in America for worker concessions and changing the work rules: no foreman people making decisions on the shop floor -- an exciting productive place. They're going to close it anyway. And what do we get in return for that? All those concessions. They kept raising the price of cars and giving up market share. They didn't reinvest a lot of that money in the production process.

A lot of the inefficiencies in auto working in America are not due to labor. That's only 20% of the costs now. It's due to the inefficiencies in the production process itself and the fact that we use more scrap metal and we have more waste than our Japanese and German competitors. We didn't require them to fix that. That's a management problem, not a labor problem; and the executives continue to raise their pay and their perks while the workers got the shaft. So we gave something for nothing, and we got what you would get if you ran your family that way.

And what I think we need to do in the 90's is say: OK, we are going to try this a different way. We're going to have more opportunity and more responsibility. So, if you are at the top of the totem pole: more tax incentives to invest in our country -- no more tax incentives to move your plants overseas, or for unlimited increases in corporate compensation that don't have anything to do with whether or not you are putting people to work and making something people are buying.

If you are a worker, yes, we want you to change your work rules. But, you get in return for that lifetime education, affordable health care, and a sensible economic policy. If you are on welfare, we are going to do something for you. We will give you more education and training, child care for your children, health care for your children; and you've got to take a job.

If you are a student, we want to give you more opportunities. But, there ought to be national standard -- a national exam system that really means something. We've got some teachers here. They will tell you that all of these standardized tests were're giving in America today make money for the testing companies and not much else. After you give them a couple of years, all of the kids in American are scoring above the national average and the teachers are burdened down teaching to the test. So, you wind up seeming like you've got something you don't.

I want to make it possible for every high school graduate to either get two years of further training in an apprenticeship program if they behave themselves, play by the rules, and graduate; or to find the money necessary to go to college.

Let me give you another example: I don't know how many families I have talked to who have been told by their college aid folks that they are too rich to go to college. Anybody here in that category? Been told that your family couldn't get any help? Here's what I think we ought to do:

I want to scrap this student loan problem we've got and set in its place a national service trust fund out of which any American could borrow the money to go to college. But, you'd have to pay it back; and you couldn't beat the bill, like you can the student loan bill sometimes. You'd pay it back in one of two ways: either as a small percentage of income over time at tax time -- not to the local bank at tax time; or you could work for a year or two in a form of national service -- like a GI Bill at home. Come home after you graduate from college. Be a teacher; be a law enforcement officer; work with troubled youth; work in a drug center. Do something to help solve the problems of our country to pay off your student loan. We could educate a whole generation of Americans and help solve a lot of our problems.

I'll give you another example: In Chicago there's a public housing program that gives tenants, who've never had jobs in their lives, the opportunity to work in their own housing projects on 24-hour a day shifts in partnership with police officers to clean out the drugs and the weapons in all of the housing projects and keep them safe; so that you get the right to earn a living if you work with law enforcement to keep your living environment safe. I could give you lots and lots of other examples.

I'll give you another example that I think is important: Look at all of these kids that are in trouble with drugs. I spent a lot of time in my life talking to people who were in gangs, talking to people who had gotten in trouble. Almost all of them have no education, come from broken homes, live in difficult neighborhoods, and grew up in an environment where the best money was in drugs. Whatever happens to them now.

Now what happens to them is nothing the first two or three times. And then, after a while, they get into trouble, and we send them to jail where, at great cost to us, they learn how to be first-class criminals. Then, they get out after a while, and they do it again, and it goes on for life.

Why not try something different? Why not have in every community of any size in America a community-based, boot-camp-like facility, where people who get into trouble get discipline, drug treatment, real education, do community service work, and have a chance to develop some relationships with adults who will both give them love and discipline and give them a chance to get reconnected to society. These are the kinds of things I think we have to look at. Opportunity plus responsibility; no more something for nothing.

Now, let me just make one final point: You can't do any of this unless we are prepared to give up some of the prejudices we all had in the 80's, or a lot of people did. The problems are not racial in nature. This is a crisis of economics, of values. It has nothing to do with race. This is the message, the message that I just gave you, that I just gave to the South.

Over 80% of the black voters voted for me on Super Tuesday. Why? Because most blacks work for a living. Most of the working poor who are being ground down in the South are black Americans. There are more whites than blacks on welfare. The systems that are killing us are not racial in nature. This is a crisis of values, of education, and of organization.

One of the things that the Democrats, I think, have to stand and draw the line on, and one of the things that I have to tell you about is that I do not believe we have any hope of doing what we have to do in America unless we can come together and cross racial lines again. One in four of our children is living in poverty under the age of six. One in two minority children under the age of six is in poverty. Most of the jobs in the 1990's will be filled by women and members of racial minorities. That's just the demographics. You can't repeal that. Nobody can change that. That's where the population growth is.

And a lot of those folks are in terrible trouble. And people give easy answers. Look at the Republican race baiting. Duke: Even the Republicans got rid of him. Why? All he did, he talked about welfare reform. He was a state legislator. He never hit a lick to move anybody from welfare to work because he wouldn't have anybody to kick around anymore. It was a code word for race. Go talk to people on welfare. They hate it, but you've got to give them the power, the opportunity to go to work, and then impose the responsibility to work. You can't do one without the other. No more entitlement, but no more rhetoric without empowerment.

Bill Clinton: Bushman comes to the South to campaign. He goes to a Confederate cemetery but won't walk across the street to the black cemetery, sending the signal one more time that that's the problem. And I'm telling you, that's not the problem. I grew up in an integrated society that was segregated. My whole region was kept poor and backward because the people who were running the politics knew as long as they could separate us by race, they could hold us down.

A little moment in American history: Arkansas and Michigan were approved for admission into the union at the same time. Did you know that? And we came in just a few months before Michigan did. We were approved under an agreement then available in Congress that both states had to be Andy Jackson democratic states, but one would be a slave state, mine, and one would be a free state, yours. All right? One of the reasons that we never could get our act together in the South is that we were so polarized over race for so long.

Bush runs this Willie Horton ad on Dukakis last time. Now, Dukakis ran into it because he didn't answer it. But, the federal government furloughs prisoners too. Did you know that? I mean they had a furlough program. They were churning them out, too. All the time Bush was running this ad against Dukakis, there's this federal furlough program opening the jails letting people out. Why? Because we now have more people behind bars than any other nation in the world as a percentage of our people.

So the answer is not Willie Horton. The answer is who should you keep behind bars, what can you do about the others, and what are we doing about crime. This guy runs Willie Horton, scares the living daylights out of people, then cuts back on aid to local prosecutors, cuts back on aid to local law enforcement -- ask the sheriff, cuts back on aid to the customs, the coast guard, the border patrol, all of the people who are supposed to keep drugs out of this country. It is not a racial issue.

And the one thing that is going to pull this country together is that somebody has got to come back to the so-called Reagan Democratic areas and say: "Look, I'll give you your values back. I'll restore the economic leadership, I'll help you build the middle class back." But you've got to say: "OK, let's do it with everybody in this country."

In Chicago today, I went to a little business, 107 employees: blacks, Puerto Ricans, other Hispanics, a guy from Romania fixing to cast his first vote for me, Poles -- all of them together. And you know what they said? They work and they went to school at work, at a big GED program; and they all talked about how the more education they got, the more secure they got in their jobs and the more productive they were. And the more their wages went up, the more fun it was to be working with all different kinds of people.

It's amazing how, when your life works, you don't feel those resentments. It's amazing when you work with people who share your values and who are winning, all the reservations that you might have kind of fade away. That's the last thing I want to say.

If I get elected President, maybe I'll give a few good talks; but I can't change this country unless the American people are willing to be Americans again. We've got to say: "We are going up or down together." So that's my message to you here. I'm trying to give you a new Democratic party based on old values that will make you want to come home to the Democrats in this country. But, I'm telling you, there is nothing I can do to get out of the fact that we have got to come together around values and across racial lines. And if we're not prepared to do it we are not going to make it as a country because, if you look at who's going to be filling the jobs of tomorrow, they are people whose children are doing bullet drills instead of fire drills in school; who are working hard and are still poor; who are living in substandard housing and who need these empowerment strategies.

So, I just hope and I pray that each of you in your own way and all of the people who live here will think about that. What would it take for this country to embrace a Democrat again based on opportunity, responsibility, and people-based politics? Let's forget about race and be one nation again.

Thank you very much.

THE WHITE HOUSE

Office of the Press Secretary
(Minneapolis, Minnesota)

For Immediate Release

April 24, 1995

REMARKS BY THE PRESIDENT
TO THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Grand Ballroom
Minnesota Convention Center
Minneapolis, Minnesota

11:46 A.M. CDT

THE PRESIDENT: Thank you very much. Secretary Riley, thank you for your introduction. If I were you, I would go bowling. (Laughter.) We're going to save your job. (Laughter and applause.)

Thank you, Secretary Reich, for your enthusiasm, for being enthusiastic about the right things. In your heart alone you have enough domestic content to be the Secretary of Labor. (Applause.)

Thank you, Jacqueline Belcher and David Pierce. I also want to say how very glad I am to be joined here by the distinguished United States Senator from Minnesota, Senator Paul Wellstone and his wife, Sheila, who's here. (Applause.) Two of our colleagues in the House of Representatives, Congressman Bruce Vento and Congressman Bill Luther, also back there. (Applause.) Thank you for being here. (Applause.)

I want to say a special word of congratulations to the 20 students who were named to the 1995 All-USA Academic Team. (Applause.) I want to thank those who are watching us via satellite. And I also want to say a special word about some fine students and advocates I met just before I came in here. I met two students who have benefitted from our direct loan program. I'll talk more about them in a moment. Two students who are critically interested in public assistance to education, because without that they would not have been able to go to school. And I met a gentleman who is devoting his time to organizing people against the attempt in Washington to start charging interest on student loans while students are still in college. Sandra Tinsley, Jessica Aviles, Jeffrey Lanes, Robbie Dalton-Kirtley, who is also one of the Academic Team All Americans, and Dave Dahlgren. I thank all of them for meeting with me, and they're here somewhere. If they are, they ought to wave or stand up -- there's Jeffrey. Thank you. (Applause.) Thank you very much. (Applause.)

Before I begin today to talk about education and training, I'd like to say just a word or two if I might before this audience of educators and people who believe in and appreciate the value of free speech, about where we are in the aftermath of the Oklahoma bombing, and what we are going to do about the kind of America our children will inherit.

Yesterday Hillary and I joined tens of thousands of people in Oklahoma City, and, of course, millions of you all across the country to witness the end result of abject hatred. I was there as President to represent all of you in the mourning. But also, I felt that we were there -- Hillary and I -- as ordinary American citizens well -- as husband and wife, as parents, as neighbors of those people.

No words can do justice to how moving it was to be there yesterday. No words can do justice to the courage of those who worked in the rescue operation around the clock. And one person has already given her life in that endeavor. No words can do justice to the small act of kindness and generosity, all the people in Oklahoma who won't take money at the gas station or the local coffee shop or the barber shop or even at the airline ticket terminal for people who are there working to try to help them put their lives together.

But I will never forget, more than anything else, the faces and the stories of the family members of the victims. I was walking through the room shaking hands with them, and I saw a lady with her children who had been in the Oval Office just a few weeks ago as her husband left my Secret Service detail to go to what seemed to be a less hectic pace of duty in Oklahoma City.

I saw the children of a man who was a football hero at the University of Arkansas when so many people who are now on the White House staff were friends of his.

The young Air Force Sergeant took out two pictures his wife had taken of me just three weeks ago when I visited our troops in Haiti. And she was one of those troops, but she came home because we wound down our mission there and she married her fiancé. And three days later she went to the Federal Building to change her name. And so he had to give me the pictures his wife took.

I saw three children, teenage children, with a woman and another child taking care of them. One of them had one of my inaugural buttons on. Their mother died last year of an illness, their father went to our inaugural -- and they asked me to sign the pin to their father who is still missing -- three teenagers losing both parents.

I could go on and on and on. I say to all of you, first we must complete the rescue effort and the recovery effort. Of course, we must help that community rebuild. We must arrest, convict and punish the people who committed this terrible, terrible deed, but our responsibility does not end there.

In this country we cherish and guard the right of free speech. We know we love it when we put up with people saying things we absolutely deplore. And we must always be willing to defend their right to say things we deplore to the ultimate degree. But we hear so many loud and angry voices in America today whose sole goal seems to be to try to keep some people as paranoid as possible and the rest of us all torn up and upset with each other. They spread hate. They leave the impression that, by their very words, that violence is acceptable. You ought to see -- I'm sure you are now seeing the reports of some things that are regularly said over the airwaves in America today.

Well, people like that who want to share our freedoms must know that their bitter words can have consequences, and that freedom has endured in this country for more than two centuries because it was coupled with an enormous sense of responsibility on the part of the American people.

If we are to have freedom to speak, freedom to assemble, and, yes, the freedom to bear arms, we must have responsibility as well. And to those of us who do not agree with the purveyors of hatred and division, with the promoters of paranoia, I remind you that we have freedom of speech, too. And we have responsibilities, too. And some of us have not discharged our responsibilities. It is time we all stood up and spoke against that kind of reckless speech and behavior. (Applause.)

If they insist on being irresponsible with our common liberties, then we must be all the more responsible with our liberties. When they talk of hatred, we must stand against them. When they talk of violence, we must stand against them. When they say things that are irresponsible, that may have egregious consequences, we must call them on it. The exercise of their freedom of speech makes our silence all the more unforgivable. So exercise yours, my fellow Americans. Our country, our future, our way of life is at stake. I never want to look into the faces of another set of family members like I saw yesterday -- and you can help to stop it. (Applause.)

Our democracy has endured a lot over these last 200 years, and we are strong enough today to sort out and work through all these angry voices. But we owe it to our children to do our part. Billy Graham got a standing ovation yesterday when he said, "The spirit of our nation will not be defeated." I can tell by your response that that is true. But you must begin today!

The little girl who read the poem yesterday at our service said, "Remember the trust of the children. Darkness will not have its day." The trust of the children is what we are here to talk about.

This whole community college movement has made as big a contribution to the future of America as any institutional change in the United States in decades. All of you live every day with the future. You have important work to do. I ask you only to think of how different what you do is from what you have been hearing from the voices of division.

Why do community colleges work? Well, first of all, they're not encumbered by old-fashioned bureaucracies. By and large, they are highly-entrepreneurial. They are highly-flexible. They are really democratic -- small "d" -- they're open to everybody. Right? In the best sense. (Laughter.) They are open to everybody. And people work together. And when something doesn't work, they go do something else. That's what you do. You do it in a spirit of cooperation. You are remarkably unpolitical in that sense.

In other words, every experience you have -- and you see people of all ages coming through your doors, walking out your doors, going on to better, more fulfilling, more satisfying lives, able

to help themselves and strengthen America in the process. It is the direct antithesis of the kind of paranoia and division and hatred that we hear spewed out at us all over this country, day in and day out, by people exercising their free speech to make the rest of us miserable. And it contradicts the experience of what works in America.

So, today, that is why I have asked you to do this. I also want to talk to you a little bit about what I hope we can do in education. You want Americans to be more hopeful, you want this to be a more positive place, you want people to be rewarded for their labors -- strengthen education in America, build the community colleges, open the doors to all. That's the way to build the future of this country, not by dividing us and bringing us down, but by uniting us, building us up and pointing us toward the future. (Applause.)

You know, I have seen the faces of America's future. I met a 46 year-old former welfare mother at San Bernardino Community College, full of enthusiasm and hope for the future. I met a 73 year-old Holocaust survivor in Kutztown, Pennsylvania, who built a successful business and is now committed to investing in the education and training of his employees using his local educational institution. I met a 52-year-old woman at Galesburg Community College in Illinois, laid off from a factory job after 20 years, but building a better future.

Today, I met some impressive people. I met this fine, young man down here, Jeffrey Lanes, who had an injury but didn't let it defeat him. Instead, he went back to school with the help of public assistance to make a new and better life for himself, but we are better off that he is going to have a better life. He is giving us a better America, and we thank him for it, and we ought to support opportunities for other people just like him. (Applause.)

I mentioned her before, but when I met Robbie Dalton-Kirtley, who's part of the All-USA Academic Team -- she's one of these nontraditional students. She waited until her youngest child was in kindergarten, and she went back to school. She's from Flat Rock, North Carolina. But she is building a future that will strengthen not only Flat Rock, North Carolina, and her family, but all the rest of us as well. So I thank you for what you are doing. And I ask you how we can do more of it. And what should we be doing in government?

Well, when I ran for President, I ran with a heavy bias toward education. I look out on this crowd today and I see a lot of people from our community colleges in Arkansas. I'm proud of the fact that when I was Governor we built more of them; we helped to strengthen the ones that were there; we helped some of the vocational schools to either convert or merge or to become more alike by diversifying their curriculum -- the community colleges.

In fact, I was looking at a couple of people out there. I was at their places so often they probably wanted me to leave so they could get some work done when I was a Governor. (Laughter.)

I ran for President in large measure because I felt that the

work of America that was being done out in the grass roots, the work of creating opportunity and demanding responsibility and rewarding it, was not being done in Washington -- that we were increasing our government's debt at a rapid rate, and unbelievably reducing our investment in our future.

I believed then and I believe more strongly now that this country has two deficits. We've got a budget deficit, but we've got an education deficit as well. And we have to cure them both. We are still living with the legacy of the explosive debts of the last 12 years. The budget cuts we have made already, and the taxes we have asked the top one and a half percent of our people to pay -- listen to this -- would balance the budget to today. Today we would have a balanced budget except for the interest we owe on the debt run up between 1981 and the end of 1992.

So we are bringing the deficit down. We are committed to that, but we have to remember we have more than one deficit. You heard the Secretary of Labor talking about this. But I have been obsessed since the late 1980s with the increasing inequality in America.

You know, when I was born at the end of World War II, I grew up in the American Dream. And the great domestic crisis we had was a civil rights crisis. And we thought if we could just get over racial prejudice that our economy was so strong, our society was so powerful, that the American Dream could just be opened up for everyone.

And from the end of the second world war until the late '70s, that is pretty much what happened -- all income groups increased together. And, in fact, the poorest 20 percent of our people did slightly better than the rest of us in terms of where they started. We were growing together and going forward.

Today, we are going forward. Our economy has produced over 6 million new jobs. You heard what the Secretary of Labor said -- we had the lowest combined rate of unemployment and inflation in 25 years, but we are not growing together. And that is why so many Americans say they do not feel more secure, even though we're having an economic recovery. They say, "Yeah, I read that in the papers, but it's not effecting my life. I haven't gotten a raise."

Sixty percent of our people are living on the same or lower wages than they were making ten years ago, working a longer work week. Why? Because of the combined impact of the global economy, the technology revolution, the lack of a government response to it. In fact, the government response made it worse.

The minimum wage next year -- if we don't raise it this year -- the minimum wage next year will be at its lowest level in 40 years. That is not my idea of how to get to the 21st century. So we have these -- (applause) -- thank you.

So we basically are splitting apart economically. If you look at it, it is clear that the fault line is education. Earnings for high school dropouts have dropped at a breath-taking rate in the last 15 years. Earnings for high school graduates have dropped at a less dramatic rate.

The only group for which earnings have increased steadily are earnings for people who have at least two years of post-high school education and training. You, you are at the fault line in America. The fault line of American society is education. Those who have it are doing well. Those who don't are paying. And the future offers more of the same at a faster rate.

Therefore, it is clear that our common mission, if we want to help people help themselves and strengthen this country, must be focused on a relentless determination to see that every American lives up to the fullest of his or her capacities. It is in our common interest.

So all these wonderful stories you can tell about your community colleges, all these touching individual triumphs, are also the story of America's rebirth at the dawn of the 21 century. Make no mistake about it, you are doing more than helping individual Americans live out their dreams, you are creating the system in which we can keep the American Dream alive for our country and the American idea alive for all the world in the 21st century. If you succeed, we will. You must succeed, and the rest of us must make sure we do what we can to help you do it. (Applause.)

I want to make some brief points today about what we are trying to achieve in this Congress and what we are trying to stop from being achieved in this Congress. And I want to ask for your help.

In the last two years, we had broad bipartisan support for the most substantial increased effort by the national government to support education in a generation -- big increases in Head Start; world-class standards for our schools and more flexibility for our teachers, our parents, our administrations and our students to meet them; school to work programs so our young people who don't go on to four-year colleges would have the opportunity to move into the workplace with the kind of training and skills that would give them jobs that would raise their incomes, not drive them down; tech-prep programs as a part of school to work. A lot of you are involved in the tech-prep issue, and it's something I know a lot about from my personal experience, enabling high school students to get work experience and to go straight to community colleges.

We created AmeriCorps, our national service initiative. And more than 30 community colleges and this association are participating in AmeriCorps. We've got people doing everything from helping the elderly in Kentucky, to tutoring kids in inner-city Chicago, to helping with community policing in Rochester, New York -- thanks to the community colleges. And I thank you very much for your endeavors. (Applause.)

Now, what should we do? Number one, do no harm. Don't undo what we just did. Number one, do no harm. Number two, yes, we need to reduce the deficit, but we should increase the Pell Grant program as we have proposed, not reduce it, as some have proposed. (Applause.) Yes, we should cut the deficit, but one way to cut the deficit that is absolutely wrong is to start charging interest on student loans while the students are still in school. (Applause.)

There is an answer, you know, in education to the budget conundrum. Almost unbelievably there is an answer. It is our direct student loan program. We want to make it available for anyone who wants to finance assistance to college.

The student loan program, the direct loan program, started when I became President because I wanted to find a way to cut the cost of college loans, to cut the unbelievable bureaucratic paperwork headache, and to give students more options about how to repay loans, because I began to see students in our state who were dropping out of college because they were terrified that they would never be able to repay their loans, especially students who were going to do things that were important to our society but didn't pay a lot, students who wanted to be teachers, students who wanted to be nurses, students who wanted to be police officers. Students who wanted to serve the public and knew that they would have big loans and modest salaries to repay them with. So we began to look around for ways to do this. And we settled on, and the Congress adopted, the direct college loan program.

When I took office, everybody in the country was complaining about the way the student loan program worked. Students complained that they couldn't get loans or if they did it took them too long, and it was an absolute nightmare to fool with the paperwork. Colleges complained that the paperwork was driving them crazy. And everybody was worried about the nature of the repayment terms and the fact that there weren't enough options. There was also, I might add, an unconscionable amount of loan default, people who would not pay their loans back, costing the taxpayers \$2.8 billion a year. And the banks didn't have much incentive to help, because they had a 90 percent guarantee. So by the time -- if they brought some sort of action, they'd spend the 10 percent trying to college the rest. So why not just take a check from the government?

Well, the direct loan program addresses all those problems. It lowers costs for students. It allows borrowers to choose flexible repayment arrangements, including a pay-as-you-earn option. Therefore, it doesn't doom anyone to a crushing debt burden. It's also, believe it or not, helping us to save billions of dollars of taxpayers' money. That, plus Secretary Riley's more vigilant enforcement of the loan program, have cut your losses as taxpayers from \$2.8 billion a year to \$1 billion a year -- a reduction of almost two-thirds. (Applause.)

But get this -- what are we going to do now? In the first year, we had 104 schools with over 252,000 students in the program. In the second year, we'll have more than 1,400 schools representing 37 percent of all loans committed to enrolling. Today I am proud to announce that in our third year, beginning July 1996, 450 new schools will join the program which will mean 45 percent of all student loans will be administered through this program.

Now, that's the good news. You don't have to take my word for it. You can look at the students that I just mentioned -- Jessica Aviles or Sandra Tinsely -- they're both here. Go ask them about it. Listen to them talk about how much quicker they got the loan and what a joy it was not to have to go through the hassle and the delay and the uncertainty.

But here's the good news. If we keep going until we make the student loan program available to all the schools on a voluntary basis, it will save the taxpayers \$12 billion over five years, or about the same amount of money that would be saved if we started charging interest on student loans while the students are in college.

So if we want to reduce the deficit, let's reduce the deficit by increasing education, not by reducing it. That's the message that I want you to take out there. (Applause.)

The second thing I want to say to you is that we have a lot of Americans who are unemployed or underemployed who want more training and education. And a lot of them now only have access to certain highly-specified and difficult-to-understand and access government programs. There are dozens of federal training programs -- most of them enacted with the best of intention by Congress.

What we proposed to do is to put the American people who need training in control of their own destiny with these programs, instead of just shifting the power from a federal bureaucracy even to a state one, what we propose to do is to consolidate all these training programs and create a skill grant, essentially a training voucher to people who are unemployed or underemployed or qualified for federal help, let them get the voucher, and take it to their local community college and have access to the programs you offer for up to two years to get the training necessary for the future.

That is a much better expenditure of that money than to continue in these programs which may or may not be easily accessible and which require a whole lot of paperwork and are very confusing. We want to consolidate the money, give it directly to the people who are entitled to it in the form of a voucher, and let them take it to you to get the education you need. I hope you will help us pass that as well in this Congress. (Applause.)

Finally, let me talk about the tax cut issue. Everybody is for a tax cut. Who could be against it? Sounds great. But I would remind you that this a serious issue, this deficit issue. We have worked very hard to reduce it by \$600 billion. When we brought the deficit down, that's what drove interest rates down in 1993. That's what gave us our economic recovery. That's what unleashed the engine of American enterprise. And the uncertainty that hangs now around whether we continue to show discipline in our budget is causing difficulties for our economy.

We cannot afford a \$200 billion tax cut and continue to reduce the deficit and meet our responsibilities to education and our future. We cannot afford to tilt most of the benefits of the tax cut to upper-income people. They are doing very well in the economy as it is. They are doing very well. And this is not a statement of class warfare. I want to create more millionaires. I am proud of the fact that a lot of people have become millionaires since I have been President.

But what will do that is a strong economy, a healthy economy in which everybody has the opportunity to succeed. That's what will create more successful entrepreneurs. If we have a system

that grows the middle class and shrinks the underclass and keeps this economy strong, the entrepreneurs will do well.

So what we should do is have a much smaller tax cut. It should be targeted sharply to people who need it, middle class people. And in my judgement it should be targeted to education. People should get a deduction for the cost of education after high school, because that will raise their incomes over the long run as well as over the short run. They will more than pay it back to the treasury in future years because we will be accelerating the number and the intensity and the pace of those getting an education in America. That's the kind of tax cut we need -- less -- target it to middle class and focused like a laser beam on education. We need an education tax cut. That's all we need for this country. (Applause.)

Let me close by asking you once again to make your voice heard in another way. The community colleges of America look like America. If you go to a board meeting of a community college and hear people talk about what programs they're going to have and what projects they're going to have and what partnerships they're going to create, chances are a hundred to one you can't tell whether there's a Republican or a Democrat talking at the board meeting.

Community colleges are open to people of all races and backgrounds and religious and faiths and views. They bring people together. They are America at its best. We need more of that in Washington. So if you believe that we shouldn't start charging interest on the loans, especially since there's a better way to reduce the deficit; if you believe we should increase the Pell Grants, not decrease them; if you believe we should keep expanding the direct loan program on a purely voluntary basis and see if our program is as good as I think it is, and people keep using it; if you believe we should have this training voucher instead of this complicated welter of Federal programs; if you believe it's important to cure the education deficit and the budget deficit and therefore we should focus on a tightly targeted education related tax cut, then go back home and ask the students and the faculty members and the board members to sign petitions that you can send to your local members of Congress and your senators, without regard to party.

We dare not let education become a political partisan issue in America. It was not in the last two years; it should not be in 1995 and 1996. Every American has a vested interest in seeing that we all go forward in education. Every single, solitary bit of evidence shows us it is the fault line standing between us and a future in which the American Dream is alive for everyone. If you want to reward hard work in America, that work must be smart work. Our future is on the line.

So I implore you, when you go home, make your voices heard. Say it is not a partisan issue, it is not a political issue. It is a question of keeping the American Dream alive into the 21st century.

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

In our great colleges and universities, we find a microcosm of the restless and diverse country we call America. Here, we find people who trace their origins to every country and every continent on the face of this earth; people of every religion -- and people who profess no religion; people of every color and every culture; people who can argue eloquently for every political and philosophical position -- and, if your college years were like mine, people who can argue eloquently for seemingly contradictory positions in the course of their college careers, or even in the course of one evening's discussion.

MORE

The challenge for our colleges – and the challenge for our country – is to find a way that we can celebrate our diversity and debate our differences without fracturing our communities. Our country and our colleges must always be incubators of ideas and havens for free speech and free thought. And our country and our colleges must always be communities, where every person's human dignity is respected.

Freedom and respect are not values in conflict with each other; they are basic American values which reinforce each other. We cannot debate our differences and decide our future unless we respect each other.

MORE

That is why I am appalled, as I am sure you are, by the instances of hateful acts and hateful words in our communities and on our college campuses. In a nation founded on the promise of human dignity, our colleges, our communities, and our country should ~~send this message loud and clear. We have no tolerance for intolerance. We should~~ challenge the words of hatred wherever and whenever we find them. We should listen as well as lecture; confront problems, not people; and find ways to work together to promote our common values and achieve the common good.

MORE

But we must be careful not to cross the line between censuring and censoring. For all the injustices in our past and our present, this country has been built upon the principle that, in a free exchange of ideas, justice will prevail over injustice, tolerance over intolerance, and progress over reaction.

And, in the struggles for civil rights, workers' rights, ~~and~~
and human rights
women's rights, we have seen how movements armed only with the power of their ideas have prevailed over ingrained prejudices and entrenched injustices. That is why it is always time for a free and open discussion in every college, in every community, and throughout our country about how we can live together, how we can bring out the best in each other, and how we can make our

MORE

Brooklyn College

Violence

Rules > must work to curb violence
beyond our own

[Susan - flip off N; no Power Rangers]

- people must do even little things
to make the world work better -
to create a better civic life

Racist underpinnings of talk show >

Cover of NY Magazine -

Un-Americans - photos of GOPers

Apologists for hate behavior

Stand against extremism whether from left right
hi tech weapons > what gets notice
information

But also what people say & how they act
[G. Gordon Liddy]

Looking the other way we condone the
behavior - violence, drugs,

Words
Have
Consequences

We feel helpless sometimes talking on huge societal
issues abt violence - can make a diff

and e.b. has a difference to make

MADD

Brady Bill

Sabrina
*

N. England Journal of Medicine

Studies of anxiety from watching news

People not aware of the power of their words

They forget abt people listening to them
Don't know how the words will be
absorbed

Define responsibility > what parents

Michigan State

Renewal of democracy → pre-Moscow
re meaning of civil society

Question of critique

Condemn voices of hatred broadly (not just abt words)
violence (shoot ^{riders who} for spot)
gaysta cap

[Must exercise disc in our conversations - not
lash out at people for being "angry" or "nuts"
Treat others as we would want to be treated
ourselves.

Stop demonizing people

PBNS Explain what he meant abt Ratz
"There is only ~~them~~ 'I'."
Macomb County speeches

HRC/ Ideas

Search for education /

power / community
rather than
civil discourse.

What does it mean to be a citizen
What is a civil society

ST We're all neighbors - even if don't like 'em, you
learn to live w/ them
= pride ourselves on our ability to
get along
- communitarian message
- we're all responsible for kids
in our neighborhood

MG They have been to 6-7 disasters - in each
case always said this is the best
of America

COMMENCEMENTS (2) 4/26/95

Education - American Dream (Brooklyn College)
Civil Discourse
the hip

MB/

American Dream

what kind of world

Brag abt Chelsea on trip -

- 2 yrs from now she'll be graduating

- I'm thought about that you're lly at

me the way my daughter will

be lly at me in a couple of years

- Being as even more meaningful as

approach time when Chelsea will

be apply to college

(self deprecating humor)

Treasure of every moment of every day has become to be

Atia - how fragile human condition is

oh! - how precious & precious life is

Used to go to children's hospitals bc life is so
precious -

Savor the ppl you love + encounter / Embrace ppl

MB/
ST/

Civil Society - in personal ways
santon people - disaster, acts of hatred -

- ~~good~~ build on idea of "Save our lives" -

realize is a crisis (Earthquake, bubly)

how silly + inconsequential some of

our disputes are - realize what really

- come together against a larger force -

transcend all differences to come together ^(hug children, call mom, talk to friends)

as neighbors -- as a community --

to withstand

COMMENCEMENTS (3)

Life in Little Rock -- what she misses abt
neighborliness, common sense of purpose

Build a consensual idea of what kind

Easy in opposition to say who you are

America goal - a consensual goal - never a trying
always resigning the contract
When no outside threat have
to constantly reassert our
commitment to the contract
+ respect those we disagree
with

Multiculturalism - what we learn from India
[discuss whether or not to talk abt Asia]

- not reporting on her trip
- emotions; individual moments & experiences

✓ John Henry H. S. - named for author

Brooklyn College - Education / American Dream
Community

Educ'n levels up - that is what
is uniquely American

Despite Okla / despite threats / we have to
make it's better for our kids
even those some

Patience
life long struggles

25 yrs or kids now

Progress slow but you just keep doing it

COMMENCEMENTS 4/26/95

[Some things we can do; some things we can't do]

Community as an issue for Pous

00102229

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Clustering of Teenage Suicides after Television News Stories about Suicide
(Special Article)

Phillips, David P., Ph.D.; Carstensen, Lundie L., M.S.

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Abstract

We examined the relation between 38 nationally televised news or feature stories about suicide from 1973 to 1979 and the fluctuation of the rate of suicide among American teenagers before and after these stories. The observed number of suicides by teenagers from zero to seven days after these broadcasts (1666) was significantly greater than the number expected (1555; $P = 0.008$). The more networks that carried a story about suicide, the greater was the increase in suicides thereafter ($P = 0.0004$). These findings persisted after correction for the effects of the day of the week, the month, holidays, and yearly trends. Teenage suicides increased more than adult suicides after stories about suicide (6.87 vs. 0.45 percent). Suicides increased as much after general-information or feature stories about suicide as after news stories about a particular suicide.

Six alternative explanations of these findings were assessed, including the possibility that the results were due to misclassification or were statistical artifacts. We conclude that the best available explanation is that television stories about suicide trigger additional suicides, perhaps because of imitation. (N Engl J Med 1986; 315:685-9).

TEXT

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RECENT observers have suggested that suicides by teenagers occur in "clusters" and that these clusters are caused by imitation (Ref. 1-7). Most of the published evidence on this topic is anecdotal, however, and alternative explanations for the clusters have not always been assessed (Ref. 1,3,4,6). For example, in a country with thousands of communities, a few communities may exhibit clustering merely because of random fluctuations in the suicide rate. Before one can conclude that clustering is real and not a random occurrence, one needs to determine whether the observed number of clusters is significantly greater than the number that would be predicted on the basis of chance alone. This statistical calculation has not been performed in journalistic accounts of teenage suicides.

Scientific studies on this topic are of two types. The first focuses on a small geographic area and seeks evidence of clustering within that area (Ref. 2,5,7) (and Gould MS, Shaffer D: personal communication). Of these four studies, only that by Gould and Shaffer found statistically significant evidence of clustering. Possibly because these studies were restricted to a few small geographic areas, they were unable to show that teenage suicides exhibit clustering nationwide or are influenced by

imitation. Studies of the second type examine national suicide rates after stories about suicides (e.g., that of Marilyn Monroe). These studies have almost always found that the number of suicides reaches a peak after such stories, (Ref. 8-11) (and Stack S: personal communication), as does the number of single-vehicle crashes, (Ref. 12-14) and that these peaks are particularly large after the most heavily publicized stories. Nearly all such studies (Ref. 8,9,11-14) (and Stack S: personal communication) have concluded that these findings are consistent with imitative processes, but one study (Ref. 15) has suggested that some of the findings may be statistical artifacts. Because most studies of the second type have examined suicides in all age groups combined, they have not provided evidence that national suicide rates among teenagers exhibit clustering or are affected by imitation.

This study presents evidence that clustering of teenage suicides occurs nationally and is statistically significant. The observed clustering is consistent with imitative processes and inconsistent with six alternative explanations of the data.

Methods

We analyzed the daily fluctuations of a total of 12,585 suicides among American teenagers before and after news or feature stories about suicides televised from 1973 to 1979. These stories were selected according to four criteria. First, the story concerned suicide and appeared on ABC, CBS, or NBC television news programs. Second, "mixed" stories about a person who first harmed others and then killed himself or herself within a week (e.g., a story about a murderer, sniper, hijacker, or hostage taker) were excluded because earlier findings (Ref. 14) suggested that they were less likely than "pure" suicide stories to elicit imitative suicide. For similar reasons, (Ref. 16) "group suicides" (as in Jonestown) were excluded from the analysis. Third, when stories about two different suicides occurred within seven days of each other, they were treated as one story, because earlier studies (Ref. 8,12,14) have shown that the effect of a publicized suicide is detectable zero to seven days after the news story about it. This period of zero to seven days will be termed the "observation period". In the case of two stories about suicide within this period, the date of the first story served as the beginning of the observation period. (If the two overlapping stories had been treated as separate stories, the significance levels of our findings would have been spuriously high). Fourth, we excluded all stories whose observation period overlapped with the period zero to four days before or after a national holiday, because earlier research (Ref. 17,18) has shown that the number of suicides fluctuates significantly for at most four days before and after public holidays.

The subjects or titles and the dates of the stories selected by these criteria were found in earlier studies (Ref. 8,19) and in two additional sources: the Vanderbilt Television News Archive, (Ref. 20) which indexes the ABC, CBS, and NBC television network evening news programs, and the CBS News Index, (Ref. 21) which indexes the CBS Morning News, the CBS Midday News, the CBS Evening News, 60 Minutes, and 30 Minutes. Because ABC and NBC publish no equivalent index, their news stories that did not appear on the evening news are necessarily excluded from the analysis. In all, 38 stories were identified by the procedures just described; they are listed in Table 1. *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

Daily suicide data for the United States are generated by the National Center for Health Statistics and distributed by the Inter-University Consortium for Political and Social Research. The consortium was able to provide full data on daily mortality for 1973 to 1979; hence, this is the period we studied. The coding of the data made it convenient to analyze the age group 10 through 19, rather than 13 through 19. Although the age group

10 through 19 was used, there are almost no recorded suicides for children younger than 13 (Ref. 22); thus, for practical purposes, the data under study pertain to teenage suicides.

To determine whether teenage suicides increased zero to seven days after a news story about suicide, we first had to correct for other factors known to affect daily suicide rates. This was accomplished by means of a standard time-series regression analysis, (Ref. 8,12,17,23-26) which corrected for the effects of the day of the week, the month of the year, yearly trends, and holidays. A separate dummy variable was coded for each day of the week (with Sunday as the omitted variable), for each month (with December as the omitted variable), and for each year (with 1979 as the omitted variable). A set of dummy variables was used to estimate the effect of each public holiday (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas). For each of these holidays, nine dummy variables were constructed: HOL (-4) . . . HOL (+4). These variables were used to estimate the effect of the holiday on the number of suicides zero to four days before and after the holiday. This procedure had to be modified slightly in the case of Christmas and New Year's Day, which occur very close together; to avoid overlapping the Christmas and New Year's dummy variables, we omitted variables for four days after Christmas and four days before New Year's Day from the analysis.

A regression analysis incorporating these variables and a lagged endogenous variable (Ref. 24) generated estimates of the number of suicides expected on each day following the news story about the suicide, under the null hypothesis that publicized stories have no effect on daily rates of teenage suicides. These daily estimates were then summed to estimate the total number of suicides expected in the observation period, zero to seven days after each suicide story.

Results

Table 1 lists 38 stories or pairs of stories about suicides, the observed number of suicides by teenagers in the observation period, and the number expected under the null hypothesis that news stories about suicides do not affect the suicide rate. The table also indicates whether and by how much suicides by teenagers increased or decreased (signified by a negative number) after a story. Thus, after the last suicide story listed in Table 1, for instance, suicides by teenagers rose by 4.69 above the expected number for the eight-day period. On the average, teenage suicides rose by 2.91 per story during the period zero to seven days after each story ($P = 0.008$ by the two-tailed Wilcoxon test). The increase in teenage suicides may be practically important as well as statistically significant. Adding together the figures in column 5, we find that the number of suicides by teenagers rose by 110.58 over the number predicted after the 38 stories under study. *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

If news stories about suicides trigger suicides by teenagers, the more highly publicized the suicide, the more the number of teenage suicides should rise after the story. The data support this prediction. The increase in suicides zero to seven days after each story (column 5) is highly correlated ($r = 0.523$; $P = 0.0004$, with 36 degrees of freedom) with the number of news programs that were known to carry the story (column 6). A nonparametric measure of correlation is also high and significant (Spearman $r = 0.507$; $P = 0.0006$).

The evidence thus far presented is consistent with the hypothesis that television news or feature stories about suicide trigger additional suicides by teenagers. However, six alternative explanations seem initially plausible and require assessment.

Alternative Explanations

Prior Conditions

Perhaps prior conditions produce a wave of suicides of which the

publicized suicide is merely one example. If so, a peak in suicides may be associated with a publicized suicide story, since both result from the same prior factor.

Given this explanation, the publicized suicide should not always precede the wave of other suicides but should generally occur somewhere in the middle of this wave. Thus, suicides by teenagers should be high just before the publicized suicide as well as just after it. On the other hand, given the "triggering" explanation, suicides by teenagers should not rise just before television news stories about suicide, but only afterward. On average, teenage suicides actually drop slightly (by 1.15 per story) in the period zero to seven days before each story ($P = 0.35$ by the two-tailed Wilcoxon test). This finding undermines the prior-conditions explanation and supports the triggering explanation for our findings.

One other finding bearing on the prior-conditions explanation should be cited. This explanation implies that there is no causal link between the news story and the wave of suicides that follows. If so, the amount of publicity devoted to the suicide should not be correlated with the magnitude of the wave. Since such a correlation does exist (as shown above), this evidence further undermines the prior-conditions explanation.

Precipitation, Not Causation

The story about the suicide may merely precipitate suicides that would have occurred very soon anyway, even in the absence of the news story. If so, the observed peak in suicides should be followed soon afterward by an equally large decrease in the number of suicides, caused by teenagers "moving up" their deaths as a result of the publicized suicide. Table 1 shows that the number of teenage suicides reached a peak in the eight-day period after a publicized story. In the 16 days after this observation period, the number remained slightly above normal, by an average of 0.126 suicides per day. This evidence renders the "precipitation" explanation implausible. *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

Misclassification

After a news story about a suicide, the coroner may be unusually likely to classify ambiguous deaths as suicides rather than as accidents or as due to other causes. If so, the increase in suicides by teenagers should be counterbalanced by an equally large drop in the number of teenage deaths in other cause-of-death categories, because the coroner shifts ambiguous deaths from one set of categories to another.

Some cause-of-death categories are particularly likely to contain ambiguous deaths. Prominent among these are deaths from injuries when it is undetermined whether they were purposefully or accidentally inflicted (coded E980 to E989 in the International Classification of Diseases, Eighth Revision), deaths from firearms that are thought to have been accidental (coded E922), and deaths thought to have been caused by accidental overdoses of drugs and medications (E850 to E859). Given the "misclassification" explanation, the number of deaths among teenagers assigned to one or more of these categories should display a significant drop just after a publicized suicide.

This prediction is not consistent with the data. In the eight-day period after a news story about a suicide, the number of "undetermined" deaths increased by an average of 0.399 ($P = 0.37$ by the two-tailed Wilcoxon test), and the number of accidental firearms deaths, by 0.182 ($P = 0.89$ by the two-tailed Wilcoxon test), whereas deaths from accidental poisoning by drugs and medications decreased by 0.193 per story ($P = 0.45$ by the two-tailed Wilcoxon test).

One might argue that this decrease in poisoning deaths (though small and statistically insignificant) supports the misclassification explanation. However, other evidence renders this argument implausible. According to the misclassification explanation, when a coroner records an

unusually large number of suicides after a news story about suicide, he or she must be withdrawing an unusually large number of deaths from competing cause-of-death categories. Hence, the misclassification explanation implies a negative correlation between the number of recorded suicides after a story and the number of recorded deaths from such causes as accidental poisoning. In fact, however, one finds a positive correlation (0.055) between teenage suicides and accidental poisonings of teenagers after a story. Thus, the available data do not support the misclassification explanation.

The Effect of Grief

Perhaps the publicized suicide triggers grief rather than imitation, and it is this emotion that elicits an increase in suicides. There are two reasons to doubt this explanation. First, most of the publicized suicides listed in Table 1 were not of well-known or widely admired persons, and thus their deaths are not likely to have elicited sufficient grief to affect the teenage suicide rate. Second, given the "grief" explanation, the deaths of well-known, admired people from causes other than suicide should also trigger an increase in teenage suicides. A comprehensive list of such celebrities was generated from the yearly necrology in Current Biographies, an authoritative source on people in the news. We selected a particularly famous subset of these people, whose obituaries appeared on the front page of the New York Times and who met the following conditions: they died of some cause other than suicide, their deaths were reported on television network news programs (as indicated by the Vanderbilt and CBS indexes), and the dates of their deaths did not overlap with holidays, with the deaths of other celebrities, or with the news stories about suicide listed in Table 1. In all, 44 people met these criteria. In the eight-day periods after the deaths of these celebrities, the number of teenage suicides rose by an insignificant 0.08 per story ($P = 0.85$ by the two-tailed Wilcoxon test). This finding is contrary to what would be predicted by the grief explanation and renders it implausible. *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

Seasonal Effects

The number of teenage suicides may rise after publicized suicides merely because the stories tend to occur at certain times of the year when suicide rates are traditionally high. There are three reasons for doubting this explanation. First, the "seasonal" explanation implies that there should be no correlation between the amount of publicity devoted to a story and the magnitude of the increase in the number of suicides thereafter, yet a significant correlation between these two factors was observed.

Second, the increases in teenage suicides were observed even after we used standard regression techniques to correct for the effects of the day of the week, the season, holidays, and yearly trends. The effects of holidays were corrected for both by including variables for holidays in the regression analysis and by excluding stories about suicides that occurred near the holidays. In summary, it is not obvious how seasonal factors could have produced an increase in teenage suicides, even after their effects had been corrected for.

Third, the correction for seasonal factors, though standard and not obviously flawed, may have failed to capture the full effect of the seasons on the suicide rate (Ref. 15). This possibility can be tested by the "hypothetical-story" technique, (Ref. 15) which is illustrated by the following example. Suppose that a publicized suicide occurs on the first Sunday in May 1977 and that teenage suicides rise on this occasion merely because suicides by teenagers are traditionally high just after the first Sunday in May. Given this seasonal explanation, teenage suicides should also be high after the first Sunday in May 1978, even though this is 52 weeks after the publicized suicide. Similarly, teenage suicides should be

high after the first Sunday in May 1976, 52 weeks before the publicized suicide. The evidence contradicts these predictions: Teenage suicides actually dropped slightly zero to seven days after hypothetical "after" stories (by 0.456 per story) and also after hypothetical "before" stories (by 1.647 per story). This is another reason for considering the seasonal explanation implausible.

Statistical Artifacts

In time-series regression analysis, levels of statistical significance can be inflated in the presence of certain types of autocorrelation (Ref. 23-25) and marked heteroscedasticity (Ref. 23,24,26). Standard tests for autocorrelation and heteroscedasticity were used, (Ref. 27,28) and no evidence of these phenomena was found. Hence, heteroscedasticity and autocorrelation do not seem to be plausible explanations of the findings.

We have now evaluated six alternative explanations of our findings, none of which seems to fit the available data. At present, the best available explanation of the findings is that television news stories about suicide trigger additional suicides by teenagers. The precise nature of the triggering mechanism is currently unknown, but the evidence is consistent with the idea that imitation and modeling are involved.

Discussion

The results of our study indicate that the national rate of suicide among teenagers rises significantly just after television news or feature stories about suicide. Thus, we now have evidence that clusters of teenage suicides are sufficiently large and widespread to be detectable in national suicide statistics. Several findings help to clarify the public-health dimensions of this issue.

First, clustering seems to be concentrated among teenagers rather than adults; in fact, no significant peak in suicides among persons 20 years of age and older was apparent after the news stories listed in Table 1. The average increase in adult suicides during the observation period was 2.60 per story ($P = 0.36$ by the two-tailed Wilcoxon test). The proportional increase for teenagers was much larger than the increase for adults (6.87 vs. 0.45 percent). This finding is consistent with the widespread belief that teenagers are more susceptible than adults to fads, fashions, and imitation. *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

Second, within the teenage population, clustering appears more strongly among females than among males. After the average story about suicide, suicides by female teenagers rose by 13.46 percent, in contrast to a much smaller increase (5.18 percent) for males. This evidence is consistent with the popular view that teenage girls are more influenced by fashion and imitation than are teenage boys.

Thus far, we have identified some types of people who seem most likely to imitate publicized suicides. It is also important to identify the types of stories that are most likely to trigger imitation. A full analysis of this topic is not possible here. We will confine our discussion to a comparison of two types of suicide stories -- general-information or feature stories about suicide (e.g., a story about the rising suicide rate among teenagers) and stories about a particular person's suicide (e.g., that of Christine Chubbuck, the talk-show host who shot herself during a live television program).

Some educators and policy makers have resisted the dissemination of general-information programs about suicide, for fear that such programs would not lower the suicide rate, as intended, but might actually raise it by suggesting the concept of suicide to susceptible individuals.

risks.

It is possible to examine this question empirically by analyzing the information in Table 1. A regression analysis of the fluctuation of teenage suicides after general-information and specific news stories, correcting for the amount of publicity given to each story, reveals the following findings. On the average, teenage suicides rose by 3.42 in the eight-day period after general-information stories and by a little less, 2.16, in the eight-day period after specific stories, but the difference between these two increases is not statistically significant. Thus, the present study provides no justification for concluding that general-information news stories have a different, more limited effect than do specific stories. In fact, the data suggest that, if anything, general-information stories may have a greater effect than specific stories (after correction for the amount of publicity). *Table 1. Fluctuations in the Number of Suicides by U.S. Teenagers Zero to Seven Days after Stories about Suicides on Network Television News Programs *. **TABLE OMITTED**

Further research with a larger sample of news stories is obviously desirable. In the meantime, the findings of this study strongly suggest that televised news stories about suicide trigger a significant rise in teenage suicides; that the more publicity the news story receives, the greater is the increase in teenage suicides; and that news stories providing general information about suicide are just as dangerous as specific stories. In view of these findings, educators, policy makers, and journalists may wish to consider ways of reducing public exposure to stories, both general and specific, about suicide.

We are indebted to John Conlisk, Ph.D., and Otis Dudley Duncan, Ph.D., for useful comments and to the Inter-University Consortium for Political and Social Research and the National Center for Health Statistics for providing computer tapes of suicide death certificates.

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RECOMMENDED DROP-BY FOR THE PRESIDENT

9:15-10:45 AM MONDAY, MAY 8
AD COUNCIL RECEPTION

To: Stephanie Streett
From: Dave Anderson *DA*

-This Monday, the Ad Council will commence its quadrennial Washington Conference with a White House Reception hosted by the First Lady.

-This group was formed during WWII by FDR to promote the war effort. Every single President since has received them at the White House.

-It is comprised of the Presidents and CEOs of virtually every major media organization in this country, the majority of whom will be in attendance at the Monday reception (partial list below; full list attached).

-Last year the Ad Council produced a series of anti-crime public service announcements (featuring the President and a young girl named Alicia Brown) which generated over \$50 million dollars in free media -- much of it during the heat of the crime bill debate.

-Currently, the Ad Council is in the midst of producing an equally large public service campaign on behalf of the President's anti-teen pregnancy initiative being unveiled very shortly.

Selected List of Attendees (130 Total)

Reginald Brack, Chairman, Time, Inc.
Thomas Curley, President & Publisher, USA Today
Don Durgin, Vice Chairman, Newsweek
Oscar Gossett, Chairman Emeritus, Saatchi & Saatchi Advertising
Alex Kroll, Chairman Emeritus, Young & Rubicam, Inc.
Edward Fritts, President & CEO, National Ass'n of Broadcasters
Gary Berry, Publisher, The Atlanta Journal-Constitution
Jeremy Halbrich, President & General Manager, The Dallas Morning News
Alan Bendeck, Senior Director, Allstate Insurance
Cathleen Black, President & CEO, Newspaper Association of America
Helen Boehm, Vice President, Fox Broadcasting
Sarah de Tagyos, Executive Director, AT&T Foundation
Owen Drake, President & CEO, American Assn. of Advertising Agencies
Ramsay Crain, President, Crain Communications Inc.
Avram Butensky, President, Television Bureau of Advertising, Inc.
Nancy Fletcher, President & CEO, Outdoor Advertising Ass'n of America
Elizabeth Krupnik, Communications Officer, Prudential Foundation
Edward Reilly, President, McGraw-Hill Broadcasting Group
Clarence Smith, President, Essence Communications
Carlo Vittorini, Publisher, Parade Publications, Inc.

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests _____)

Mr. Douglass Alligood
Senior Vice President, Special Markets
BBDO/New York
Guest: Linda Alligood

Mr. James Arnold
Chairman and CEO
Arnold & Truitt, Inc.
Guest:

Ms. Leland Asher
Campaign Manager
The Advertising Council, Inc.
Guest:

Mr. Frank Assurama
President & CEO
Bates U.S.A.
Guest: Karen Kaczmar

Mr. Wilder Baker
Chairman & CEO
Warwick Baker & Fiore
Guest: Vanda F. McGlade

Mr. Larry Bear
Professor
Stern School/NYU
Guest: Rita Maldonado-Bear

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Wiley, Rein, & Fielding
Guest:

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Senior Director
Allstate Insurance Company
Guest:

Mr. Gary Berry
Publisher
The Atlanta Journal-Constitution
Guest: Kathy Berry

Mr. Robert Berzok
Director, Corporate Communications
Union Carbide Corporation
Guest:

Ms. Elinor Biggs
Senior Vice President - Financial Development
The Advertising Council, Inc.
Guest:

Ms. Cathleen Black
President & CEO
Newspaper Association of America
Guest:

Ms. Linda Blake
Associate Campaign Manager
The Advertising Council, Inc.
Guest:

Ms. Helen Boehm
Vice President
Fox Broadcasting Company
Guest: Ricardo Boehm

Washington Conference 5/3/95 3:19 PM Total: ____ (w/guests ____)

Mr. Reginald Brack
Chairman
Time, Inc.
Guest: Peter Costiglio

Mr. Avram Butensky
President
Television Bureau of Advertising, Inc.
Guest: Barbara Butensky

Mr. Donald Cady
Executive Vice President
Porter/Novelli
Guest: Deede Cady

Mr. Ramsay Crain
President
Crain Communications, Inc.
Guest:

Mr. Thomas Curley
President & Publisher
USA Today
Guest:

Ms. Gina Cuvilly
Vice President, Controller
The Advertising Council, Inc.
Guest:

Ms. Sarah de Tagyos
Executive Director
AT&T Foundation
Guest:

Ms. Christine Dobday
V.P., Director of Washington Campaigns
The Advertising Council, Inc.
Guest:

Mr. Owen Drake
President & CEO
American Assn. of Advertising Agencies
Guest:

Mr. Don Durgin
Vice Chairman
Newsweek
Guest: Catherine Durgin

Mr. Jeffrey Edelstein
Partner
Hall, Dickler, Kent, Friedman, & Wood
Guest:

Mr. Peter Eder
Vice President, Client Services
Wahlstrom & Co.
Guest: Kathleen Eder

Mr. John Elliot
Chairman Emeritus
Ogilvy & Mather Worldwide, Inc.
Guest: Eleanor Elliot

Ms. Donna Feiner
V.P., Media Planning & Measurement
The Advertising Council, Inc.
Guest:

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests _____)

Ms. Susan Feith
Vice President and Executive Director
Consolidated Papers Foundation, Inc.
Guest: George Mead

Mr. Jerome Feniger
Managing Director
Station Representatives Association, Inc.
Guest: Marian Feniger

Ms. Nancy Fletcher
President and CEO
Outdoor Advertising Association of America
Guest: Ron Fletcher

Mr. John Flieder
Vice President
Allstate Insurance Company
Guest:

Mr. Edward Fritts
President and CEO
National Association of Broadcasters
Guest:

Mr. Richard Garvey
Vice President, Marketing
LEGO Systems, Inc.
Guest: Carol Garvey

Mr. Jonah Gitlitz
President and CEO
Direct Marketing Association, Inc.
Guest:

Ms. Amy Goldman
V.P., Director of New York Campaigns
The Advertising Council, Inc.
Guest:

Dr. Norma Goodwin
Founder & President Health Watch/President of AMMRON
Management Consultant
Health Watch Information and Promotion Service, Inc.
Guest: Melvin Jerome Jackson

Mr. Oscar Gossett
Chairman Emeritus
Saatchi & Saatchi Advertising Worldwide
Guest: Anna Gossett

Mr. Philip Guarascio
Vice President
General Motors Corporation
Guest:

Mr. Jeremy Halbreich
President and General Manager
The Dallas Morning News
Guest:

Mr. Aubrey Hawes
Vice President
The Chase Manhattan Corporation
Guest:

Ms. Penelope Hawkey
President, Executive Creative Director
The Bloom Agency, Inc.
Guest: Bill Hawkey

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests _____)

Mr. Christopher Hoppin
Vice President & Dir. Corporate Relations
ITT Corporation
Guest: Barbara Hoppin

Mr. Gordon Hughes
President
American Business Press
Guest:

Mr. Daniel Jaffe
Executive Vice President
Association of National Advertisers
Guest:

Ms. Cheryl Johnson
Administrative Assistant
The Advertising Council, Inc.
Guest:

Ms. Eva Kasten
Executive Vice President
The Advertising Council, Inc.
Guest:

Ms. Regina Kelley
Director of Strategic Planning
Saatchi & Saatchi
Guest:

Mr. Alex Kroll
Chairman Emeritus
Young & Rubicam Inc.
Guest:

Ms. Tamara Kroll
Assistant
The Advertising Council
Guest:

Ms. Elizabeth Krupnick
Chief Communications Officer
The Prudential Foundation
Guest:

Ms. Maureen Lesourd
Sr. Vice President of Affiliate Relations
Capital Cities/ABC Inc.
Guest:

Mr. Norman Levy
Director, Advertising Development
The Procter and Gamble Company
Guest: Joan Levy

Ms. Elizabeth Lisboa-Farrow
President and CEO
Lisboa Associates, Inc.
Guest: Jeffrey Farrow

Mr. William Littleford
Chairman Emeritus
BPI Communications, Inc.
Guest: Marian Littleford

Ms. Judith Lotas
Partner
Lotas Minard Patton McIver Inc.
Guest:

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests, _____)

Ms. Sally McDonough
Campaign Manager
The Advertising Council, Inc.
Guest:

Mr. Richard McGowan
SVP, Director Corporate Communications
Young & Rubicam
Guest:

Ms. Meg McKnight
Corporate Communications Director
Pacific Gas & Electric Company
Guest: Gregory Anson Minjack

Mr. Roderick McLachlan
General Manager Consulting
Thyssen Steel Group
Guest: Mary Lynn McLachlan

Mr. Stephen McNeely
President and CEO
Patrick Media Group, Inc.
Guest: Pamela Wilson

Mr. Eric Mower
Chairman and CEO
Eric Mower and Associates
Guest: Judy Mower

Mr. James Oates
Group President
Leo Burnett Co., Inc.
Guest:

Mr. James Pasta
Director of Sales and Marketing
Foresight Communications, Inc.
Guest:

Mr. William Piet
VP-Corporate Affairs, Secretary & Asst. to the President
Wm. Wrigley Jr. Company
Guest:

Ms. Judy Ranzer
President
The Ranzer Group
Guest:

Mr. Edward Reilly
President
McGraw-Hill Broadcasting Group
Guest:

Ms. Barbara Riordan
Senior Vice President
McGraw-Hill, Inc.
Guest:

Mr. Seymour Roberts
Director of Strategic Planning
NW Ayer Inc.
Guest:

Mr. David Robertson
Director, AT&T/BCS Advertising
AT&T
Guest:

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests _____)

Mr. Boyd Roche
V.P., Corporate Identity
Siemens Corporation
Guest:

Ms. Marcella Rosen
Chairman and Chief Executive Officer
Network Television Association
Guest:

Mr. Lynn Rotando
President
Rotando Partners
Guest: Susan Rotando

Mr. Ralph Rydholm
Chairman and CEO
Tatham/RSCG
Guest: Joanne Rydholm

Mr. Robert Schultz
Senior Vice President
Robinson Lake Sawyer Miller
Guest:

Mr. Harold Shoup
Executive Vice President
AAAA Washington Office
Guest: Mary Ann Shoup

Mr. Jerry Siano
Chairman and CEO Emeritus
NW Ayer Inc.
Guest: Irene Siano

Mr. Scott Sloat
Campaign Manager
The Advertising Council, Inc.
Guest:

Mr. Clarence Smith
President
Essence Communications
Guest: Elaine Smith

Mr. Wallace Snyder
President and CEO
American Advertising Federation
Guest:

Mr. Stanley Stauffer
Chairman, Stauffer Communications Foundation
Stauffer Communications, Inc.
Guest: Madeline Stauffer

Ms. Ella Strubel
FVP, Corporate Affairs, Client PR
Leo Burnett
Guest:

Ms. Linda Urben
Manager, U.S. Brand Advertising
AT&T
Guest:

Ms. Paula Veale
Vice President, Public Relations
The Advertising Council, Inc.
Guest:

Washington Conference 5/3/95 3:19 PM Total: _____ (w/guests _____)

Mr. Carlo Vittorini
Publisher
Parade Publications, Inc.
Guest: Nancy Vittorini

Mr. Gerald Ward
Partner
Price Waterhouse LLP
Guest: Carol Ward

Ms. Marilyn Watts
Managing Director
The Epsilon Group, Inc.
Guest:

Mr. Alan Waxenberg
Sr. Vice President and Publisher
Good Housekeeping
Guest: Suzy Waxenberg

Mr. Arie Weissman
Senior Vice President - Finance & Administration
The Advertising Council, Inc.
Guest:

Mr. Paul Whitby
Lownthal, Landau, Fischer, & Bring
Guest:

Ms. Constance Williams
VP, New Product Development
Heublein, Inc.
Guest:

Ms. Ruth Wooden
President
The Advertising Council, Inc.
Guest: Frank Gillen

Mr. Robert Zabel
The Advertising Council, Inc.
Guest:

Guest:

Guest:

Guest:

Guest:

Guest:

MEMORANDUM

TO: Susan
Ann
Mandy

FROM: Lissa *jm*
RE: Background information for commencement addresses
DATE: April 25, 1995

Enclosed are recent news clips and some factual information about the schools where HRC will be delivering commencement addresses. I'm hoping we can come up with ideas and themes at the 11:30 a.m. meeting on Wednesday. See you then.

46TH STORY of Level 1 printed in FULL format.

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October 1, 1991, Tuesday, Final Edition
Correction Appended

SECTION: METRO; PAGE B1

LENGTH: 736 words

HEADLINE: A Visit of Presidential Proportions' Bush to Address Nation's Students
From Deal Junior High in NW

SERIES: Occasional

BYLINE: Lynda Richardson, Washington Post Staff Writer

BODY:

Alice Deal Junior High School got the once- and twice-over from a White House security team yesterday. Chrysanthemums in burgundy and yellow -- the school colors -- were placed in the schoolyard. And student council officers rehearsed what they would say to the president of the United States.

Today, President Bush is scheduled to address the nation's students on live television from an American history classroom at Deal Junior High, in the Tenleytown neighborhood of upper Northwest Washington.

A White House spokeswoman said Deal was chosen as the site of the 12:10 p.m. speech because the school embodies many of the high standards that Bush wants the nation's schools to achieve, but also because of the racial and cultural makeup of its student population.

"Its diverse student body is representative of students across the country," said Judy Smith, a White House spokeswoman.

Ironically, the school is not representative of students in the D.C. public schools, where the student population is 90 percent black.

Deal, which has more than 950 students, is the most racially integrated junior high school in the city, with a student body that is about 55 percent black, 20 percent Hispanic, 20 percent white and 5 percent Asian.

The school is in largely white Ward 3, but isn't a neighborhood school in the traditional sense. Many of the children who live in the areas around Deal attend private or parochial schools, while Deal serves as a magnet for students from other parts of the city because of its record of academic success.

The school draws many low-income students -- 30 percent of its students receive free or reduced-price lunches -- but Deal also has been a longtime favorite of school board members, prominent education activists and middle-class blacks.

Fifty-eight percent of the students at Deal attend on special permits because they live outside the school's zone. The school is perennially full, and often there is a waiting list.

ALICE DEAL J.H.S.

The Washington Post, October 1, 1991

When the D.C. Board of Education last year decided to create "junior high schools of distinction" in each ward, some board members noted that such magnet junior high schools could help stem the flight of students from neighborhood schools to the three junior highs -- including Deal -- with the strongest academic reputations.

"Deal has a very positive reputation among all parents, black, white or Hispanic," D.C. school board member Wilma R. Harvey (Ward 1) said yesterday.

The singling out of Deal for a presidential visit was not universally popular.

One school activist called Deal an elitist school that caters more to the haves west of Rock Creek Park than the have-nots in the 81,000-student system. Valencia Mohammed, founder of a D.C. group that supports an African-centered education program, said other schools, such as Lincoln Junior High in Columbia Heights, would have better represented the city's diversity.

Deal "has always been for elitist types," Mohammed said. "It's elitist regardless of color."

Patricia Lambe, the public schools' spokeswoman, said the planning of the event was in the hands of the White House, not the school system. "We're really out of the loop on that. It was definitely their call."

Deal's principal, Reginald R. Moss, who is widely regarded as one of the city's best, said the presidential visit was a flattering reward for the hard work of students and faculty.

At Deal yesterday, students and faculty barely suppressed their sense of excitement as they made last-minute preparations for the visit.

During an afternoon assembly program, Moss made it official.

"The kids went into a spontaneous applause," Moss said. "They think it's kind of a special thing."

Deal has among the city's highest test scores. For the last three years, students there have scored above national norms, between the 67th and 75th percentiles, on the District's standardized test, the Comprehensive Test of Basic Skills. The school was cited two years ago as part of the U.S. Department of Education's secondary school recognition program.

American history teacher Cynthia Mostoller, whose eighth-grade class will be host to the president, said she has prepared her students for an important moment in history when she and the president are introduced on live television.

"People go into teaching because you have a captive audience," she said. "This is a little wider audience than I usually address."

CORRECTION-DATE: October 5, 1991, Saturday, Final Edition

The Washington Post, October 1, 1991

CORRECTION:

A story Tuesday incorrectly reported the number of students who attend the District's Alice Deal Junior High School on special permits because they live outside the school's zone. Of the school's 949 students, 58 attend on special permits, according to a report by the D.C. schools.

GRAPHIC: PHOTO, DEAL PRINCIPAL REGINALD MOSS, LEFT, BRIEFS STUDENTS, FROM LEFT, CHARLSYE MCKENZIE, NICOLE FLETCHER, JENNIFER ALI AND SAMEENA MULLA ON PRESIDENT BUSH'S VISIT. FRED SWEETS

LANGUAGE: ENGLISH

30TH STORY of Level 1 printed in FULL format.

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January 19, 1993, Tuesday, Final Edition

SECTION: METRO; PAGE B1

LENGTH: 1249 words

HEADLINE: The Great Education Debate;
Clintons' Choice of Sidwell Remains a Hot Topic

SERIES: Occasional

BYLINE: Sari Horwitz, Mary Jordan, Washington Post Staff Writers

BODY:

Hillary Clinton and Laura Anthony are former college classmates, women who came of age in the '60s and are devoted to children in the '90s. But this month, the two split -- as many otherwise like-minded people did across the country -- on one of the most important decisions parents make: where to send their children to school.

Clinton decided to enroll her 12-year-old at Sidwell Friends School, an expensive, private school in the Tenleytown area of Northwest Washington.

Anthony chose instead for her 12-year-old Alice Deal Junior High, the more diverse public school a mile away.

"Deal is a real microcosm of the nation," said Anthony, an aide to a D.C. school board member. "There are kids from all income levels and all nationalities."

More than a week after the Clintons announced Chelsea would be going to Sidwell, the debate continues about their decision to go private. Some argue it makes Clinton, a public education advocate, a hypocrite. They say the Democrat turned his back on one of the best schools in the city, one even George Bush visited last year to commend.

Others say this whole matter is nobody's business.

In interviews last week, District parents and local and national leaders said the reason the Chelsea school issue stays alive -- even former president Jimmy Carter weighed in, saying he was "disappointed" -- is that never before has there been such concern over the nation's public school system.

The cost of private school -- Sidwell Friends's tuition is more than \$ 10,000 -- takes it out of reach of millions of Americans. Nationally, less than 12 percent of the 46 million schoolchildren attend private schools.

But in the nation's cities, where the concern about public school quality and violence is greatest, many parents are particularly upset and torn about the decision of public versus private. Many simply leave for the suburbs and send their children to public schools there, and others send their children to the rising number of private schools in many inner cities.

ALICE
DEAL
JHS

The Washington Post, January 19, 1993

Clearly, many District parents who can afford it opt out of the public schools: Although 30 percent of the District's population is white, only 4 percent of the schoolchildren are. Also, many of the city's Catholic schools are filled with non-Catholic, middle-class black students seeking to escape what their parents see as bad or unsafe public schools.

"The reason everyone is talking about this," said Peter Relic, president of the National Association of Independent Schools, is that there is unprecedented concern about the inadequacy of the public schools.

For some, the Clintons' decision assuaged the liberal guilt some parents feel at abandoning the public schools.

"I do think this makes it easier for other people to follow a similar path," said Michael Casserly, the interim executive director of the Council of the Great City Schools, which represents the largest urban school systems. "I think it makes it easier for people [who can afford private schools] to not become involved in public schools."

Likewise, many public school advocates have argued that because so many of those in positions of power enroll their children in private schools -- from Mayor Sharon Pratt Kelly and Jesse L. Jackson to the media and business elite -- they don't feel or act with urgency to improve public schools.

A Washington Post survey also found last year that not a single federal official charged with making education policy had enrolled his or her child in a D.C. public school.

Outgoing Secretary Lamar Alexander said Chelsea Clinton will be taking the spot at Sidwell that his son, Will, is just leaving. Ironically, he said, the Democrat "helps make the point" of Republicans who support private school "choice," the plan to give parents government assistance for private school tuition. Clinton has opposed the plan, saying it would drain badly needed money from public schools.

There is often no contest between the facilities and resources of urban public schools and the best private schools. Sidwell, for instance, offers smaller classes, teachers with more advanced degrees, and better athletic facilities than Deal. Sidwell enrolls preschoolers through high school seniors and is split into two campuses, one in Bethesda and the other in the District, which Chelsea will attend. Deal is exclusively for seventh-, eighth- and ninth-graders.

Deal is the most diverse junior high school in the city: Half the students are black, 23 percent white, 20 percent Latino and 5 percent Asian.

Sidwell is 73 percent white, 17 percent black, 7 percent Asian and 3 percent Latino.

The Quaker school also has the luxury of less bureaucracy and The public versus private school decision is the source of much "middle-class angst. Parents are really torn about this."

-- Michael Tubbs

The Washington Post, January 19, 1993

more control of its curriculum. Sidwell, for instance, has decided emphasis on teaching values and includes a weekly "silent Meeting for Worship." Unlike Deal, where parents worry about city budget cuts and the unexpected furloughing of teachers, Sidwell has far more money for students' overnight trips and extracurricular activities.

"In a private school, there is a lot of nurturing," said Karen Fleisher, a District mother who has sent children to both public and private schools. "It really depends on the child and what they need."

Her older son, Ruben, attended the private Georgetown Day School and is now a freshman at Wesleyan University in Connecticut, and "he felt it really prepared him for college."

But she said Ruben felt he missed out on the diversity of Deal, where his younger brother, Lucas, was student body president last year.

"We liked the feeling of Deal," said Fleisher, a Maryland public school librarian. "There are kids from all over Washington going to school together and getting along."

Fleisher said, "There is not a perfect choice You give up something at each school."

Michael Tubbs, a Capitol Hill real estate agent, said the school decision is the source of much "middle-class angst. Parents are really torn about this."

Tubbs said he sees a pattern as he talks to middle-class families, both black and white. They move into an integrated neighborhood such as Capitol Hill and want to expose their children to a broad range of students.

But as the child gets older, they often give up on the virtue of diversity when they weigh the academic rigor and test scores of the neighborhood public school.

Still, there are islands of excellence within the urban school systems.

But even at Deal, which has a strong principal, highly involved parents, and the best junior high test scores in the city, parents often feel defensive when talking to friends who choose the private route.

"Deal gets a bum rap," said Betsy Chotin, director of staff development at the Washington Lawyers Committee for Civil Rights and mother of a Deal graduate. "I have to explain it a lot, which frustrates me."

Bill Clinton, who during the campaign touted the fact that his daughter attended an integrated public school in Little Rock, said this week about the switch to private school: "I did what I thought was best for my daughter."

Hillary Clinton elaborated that if her husband had been coming to Washington for "any other position" than president, their decision might have been different.

Her old college classmate, Laura Anthony, said she wished it were. But she added, "I'm glad for the debate this has stirred up."

14TH STORY of Level 1 printed in FULL format.

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February 18, 1994, Friday, Final Edition

SECTION: SPORTS; PAGE C9

LENGTH: 594 words

HEADLINE: Fencers at Deal Jr. High Make a Point

SERIES: Occasional

BYLINE: J. Christian Davenport, Special to The Washington Post

BODY:

Alphaeus Woods, Alexander Wesley and Eric Speights have taken up the unusual sport of fencing at Alice Deal Junior High School in Northwest D.C. And they are unusual athletes.

Deal is the only public school in the area that offers fencing, but despite a lack of local competition, the club has developed a group of skilled fencers. This week, that trio will compete against much older and more experienced fencers at the Junior Olympics in Little Rock, Ark.

Woods and Wesley, both 15 years old, have qualified to compete in the under-17 and under-20 divisions in epee -- one of three styles of fencing. Wesley, 13, will be in the under-15 competition.

Neither Woods, Wesley nor Speights had fenced before junior high and likely would never have entered the sport if they had not attended Deal and encountered English teacher Michael Hughes, the fencing coach who has about 30 students in his after-school program.

"I read a school newsletter and decided to give it a try," said Speights, a seventh grader who has only been fencing for five months. "I've always liked sword fighting."

Although Hughes said that his students may be attracted to fencing for reasons like that, they quickly learn the difference.

"At a young age kids imagine themselves as the Three Musketeers or Luke Skywalker," said Hughes.

Woods, a ninth grader, is the veteran of the group, having competed for three years, including at last year's Junior Olympics in Colorado Springs, where he finished 47th in the under-15 division. Wesley, also a ninth grader, is in his second year on the team.

Most young fencers with dreams of Olympic medals belong to elite fencing clubs and compete in tournaments across the U.S. The Deal fencers have much different backgrounds and do not have the best equipment money can buy, but they have earned respect from others.

*ALICE DEAL
JHS*

The Washington Post, February 18, 1994

"The main thing is that they have a lot of spirit," said Ray Finkleman, who runs two of the four D.C. area private clubs and is sending four of his fencers to the Junior Olympics. "They are not afraid to go get the touch."

According to Carla-Mae Richards of the U.S. Fencing Association, the sport is changing with "more grass roots in inner city programs coming up."

At the Junior Olympics this weekend, Wesley, Woods and Speights will not have the fancy uniforms like those of many of their opponents but Zillah Wesley, Alexander's mother, said she is just happy her son is involved in fencing.

"To see these young black males in usually predominantly white fencing competition, it is interesting because they shine so and they are so confident with it," she said. "There is nothing better than to see them so well-prepared coming from a public school."

Hughes, who coaches as an unpaid volunteer, arranged for the D.C. Fencing Club to hold practices at Deal, which has given his fencers three hours exposure each week to some of the area's best duelers.

But Wesley, Woods and Speights try to make each other better -- a chivalrous attitude that goes with the sport.

"There is a proper way of behaving that allows dignity to everyone involved," said Hughes. "You would lose to someone who is a great fencer, and instead of them gloating they always took the time to explain why they won and what you could do to improve your game."

At a tournament held at Johns Hopkins University, Wesley defeated competitors as old as 25 which, according to Zillah Wesley, boosted his self-image.

"You have to be confident to compete against the older men," she said. "And they go up against them like it's nothing."

GRAPHIC: PHOTO, THREE STUDENTS AT ALICE DEAL JR. HIGH SCHOOL (ABOVE) WILL TRAVEL TO LITTLE ROCK, ARK., TO TAKE PART IN THE JUNIOR OLYMPIC FENCING COMPETITION.
LUCIAN PERKINS

LANGUAGE: ENGLISH

LOAD-DATE-MDC: February 19, 1994

16TH STORY of Level 1 printed in FULL format.

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February 15, 1993, Monday, Final Edition

SECTION: FIRST SECTION; PAGE A1

ALICE DEAL THIS

LENGTH: 1131 words

HEADLINE: Teaching Teens to Take Slight Without Fights;
Classroom Confrontation In D.C. Offers a Lesson In Peaceful Resolution

SERIES: Occasional

BYLINE: Sari Horwitz, Washington Post Staff Writer

BODY:

The anger had been building all during class. William threw a rubber ball low and hard at Graham. Graham pouted. William mumbled insults about Graham. Graham called William a "fat 'bama."

Finally, the tension exploded.

While Marcy Seitel stood at the blackboard, teaching a junior high school course on resolving conflicts peacefully, William Stewart suddenly leapt from his seat and lunged toward Graham Boone.

Michael Hughes, an English teacher at Alice Deal Junior High in Northwest Washington, jumped up and grabbed William, a strapping eighth-grader, and pulled him back before he could reach Graham, the diminutive student sitting across from him.

It wasn't supposed to happen this way: a real fight last Wednesday while a reporter and photographer were visiting Seitel's conflict-resolution workshop, a course Seitel will teach to all of Deal's eighth-graders.

But in the end, said Hughes, the anger between the two boys who almost exchanged blows became a graphic lesson on how a conflict can get out of hand.

Once they had traded insults in front of the group, there was no backing down, Hughes said. Each felt that his manhood was at stake, that he was being humiliated, losing face. Each felt that if he didn't do something, he would be punished mercilessly by the group, laughed at.

Hughes, a teacher for 14 years, was not worried that the scuffle might reflect poorly on the school near Tenley Circle.

"People reading this story in The Post may say, 'Isn't it terrible how those people act?' But what they don't see is that we all act this way," Hughes said.

"We misperceive slights from others, and we react in a struggle to maintain our self-image and our status within a group. . . . What I want to teach the students to do is hesitate, try to understand what triggered the conflict and to change themselves."

The Washington Post, February 15, 1993

Controlling young people's urge to fight is important to instructors such as Hughes and Seitel and to many parents throughout the area and across the nation, where petty disputes all too often escalate into armed conflicts.

"We won't end all conflicts, but we're hoping that the kids will begin asking themselves questions about conflict: 'Who's in the conflict? What's underneath it?' " Seitel said.

Seitel works for the Arlington-based Children's Creative Response to Conflict, Capital Area, a group that offers similar workshops nationwide.

Seitel began last Wednesday's class by gathering the 22 students in a circle and asking each to tell his name and favorite music, a way to loosen them up and better acquaint them with their peers.

As the students went around, William and Graham stood out as the two who could make the group laugh.

Most of the students said their favorite music was rap. But William broke the group up by saying "country."

When Graham's turn came, he deadpanned: "My name is Graham. And I don't like music. I like to read." The students laughed.

The ability to make others laugh is not always a positive skill, because sometimes it means you also can make people laugh at others, Hughes told the class later.

Seitel next asked the students to stand and toss around a "Koosh" ball, a soft ball that looks like a rubbery porcupine. It was another game to loosen them up and get them thinking.

When William's turn came, he threw the ball across the circle right at Graham.

It hit Graham, who folded his arms across his chest, moved back out of the circle onto a table and began pouting.

It wasn't the first time that William had picked on him, Graham said later. "We just don't like each other for some reason," Graham said. "He's been bullying me around" on the bus to school and on the basketball court.

Hughes said that Graham is "a safe target" because he's smaller and doesn't have any allies in the class who are bigger, and sometimes William makes fun of him.

"It's an opportunity to score points with the group, be the hero," Hughes said.

"It always happens to him because of his size," said Graham's mother, Graemme Boone. "I tell him I was small, I've been through all of those names."

She said she's glad the conflict resolution class is being offered to Deal students, including Graham.

The Washington Post, February 15, 1993

She said she and Graham "talk a lot at home about things happening in the streets" of the city.

William's mother, Sandra Robinson, also is glad her son is in the workshop. William can be "an agitator," she said.

"He's a big guy," Robinson said. "I've always told him, 'If you can't take it, you better not dish it out.' He loves to tease, but he doesn't take teasing too well himself. He doesn't like to be called names."

In the circle, that became evident.

Seitel asked Graham if he was okay, and when he nodded yes, she went on.

Seitel next went to the blackboard and asked students to name different sources of conflict. Hands shot up.

"Sibling rivalry," said one.

"Not being accepted," said Roosevelt Smith.

"Worrying about who your real friends are," said Ericka Brown.

"Divorce," said another student.

"People pressuring you to have sex."

"Arguing with your parents."

"Gossiping."

"Fear for your life in the streets."

William raised his hand.

"People sucking up to the teacher," he said. The group broke into laughter.

"People who give other people my paper in art class so they can copy it," Graham said. The students giggled. "Or when people play basketball and someone grabs you from the back and starts dragging you around like a sack of potatoes. . . ."

"Shut up," William said.

"No, you shut up," Graham said, staring at him. "I wasn't talking to you, you fat 'bama."

The other students slapped their knees, covered their mouths and broke into laughter.

William was not amused.

He was on his feet, rushing toward Graham.

The Washington Post, February 15, 1993

Hughes jumped up to restrain him. Graham leaned forward but did not get up.

The other students were laughing for several reasons, Hughes said. "Some of it was nervous laughter," he said. "But a lot were laughing because it was a very lame insult. Here are two little boys talking like they were grown men armed to the teeth with bravado But William perceived they were laughing at him."

Inside the circle, Hughes told William to relax. Seitel asked the two boys if they were okay and if either wanted to say anything. William mumbled that Graham "keeps on messing with me, he's got a lot of mouth."

Seitel continued her exercise, asking students what they thought were the roots of their conflicts, writing answers on the board.

Then she asked the students what they thought of the session.

"Graham and William shouldn't be fighting like that," Ericka said.

It wasn't just Graham and William who had a conflict, Hughes told the students.

By laughing at the two boys fussing, the entire group became a part of the conflict too.

GRAPHIC: PHOTO, TEACHER MICHAEL HUGHES AND STUDENT DONTE MILLS RESTRAIN STUDENT WILLIAM STEWART IN CLASS ON ANGER. CRAIG HERNDON

LANGUAGE: ENGLISH

LOAD-DATE-MDC: October 14, 1993

College Profiles and Special Announcements

University of Minnesota, Duluth (continued)

Expenses for 1992-93 Application fee: \$25. State resident tuition: \$2772 full-time, \$66 per credit part-time. Nonresident tuition: \$7100 full-time, \$194.70 per credit part-time. Full-time mandatory fees: \$275. College room and board: \$3213.

Financial Aid College-administered aid for undergraduates 1992-93: need-based scholarships, non-need scholarships, short-term loans, low-interest long-term loans from external sources, FSEOG, Federal Work-Study, part-time jobs. Forms required for some financial aid applicants: IRS; accepted: FFS, FAFSA. Priority deadline: 3/31. Payment plan: installment.

Applying/Freshmen Option: midyear entrance. Required: school transcript, 3 years of high school math and science, 2 years of high school foreign language, ACT, TOEFL for international students. Test scores used for admission and counseling/placement. Application deadline: 2/1.

Applying/Transfer Required: college transcript, minimum 2.0 GPA. Recommended: high school transcript. Required for some: standardized test scores, high school transcript, 3 years of high school math and science, some high school foreign language. Application deadline: 7/1.

Contact Mr. Russell Kreager, Assistant Director of Admissions, University of Minnesota, Duluth, MN 55812, 218-726-7171 or toll-free 800-232-1339 (in-state). Fax: 218-726-6389. Office location: 10 University Drive.

UNIVERSITY OF MINNESOTA, MORRIS Morris, Minnesota

UG Enrollment: 1,923	Tuition & Fees (MN Res): \$3237
Freshman Enrollment: 574	Room & Board: \$3060
Application Deadline: 3/15	Entrance: Very Difficult
SAT ≥ 500: 68% V, 86% M	ACT ≥ 21: 88%

General State-supported 4-year coed college. Part of University of Minnesota System. Awards bachelor's degrees. Founded 1959. Setting: 130-acre small-town campus. Endowment: \$776,734. Total research expenditure 1991-92: \$816,771. Instructional expenditure per undergraduate 1991-92: \$3002. Total enrollment: 1,923. Faculty: 142 (128 full-time, 14 part-time); student-faculty ratio is 16:1.

Undergraduates 1,923 students from 22 states and territories, 11 other countries. 55% women, 3% part-time, 80% state residents, 53% live on campus, 4% transferred in, 1% international, 3% 25 or older, 3% Native American, 1% Hispanic, 4% African American, 3% Asian American. 90% of 1991 freshmen returned. Fields chosen: 30% social sciences and economics, 12% education, 10% biological sciences, 10% communications and journalism, 10% humanities, 8% business, 8% physical sciences, 3% computer sciences, 2% performing arts, 1% interdisciplinary. Most popular recent majors: English, education, biology/biological sciences.

Freshmen 574 total, 1,603 applied, 56% were accepted, 64% of whom enrolled. 63% from top 10% of their high school class, 90% from top quarter, 100% from top half. 26 National Merit Scholarship Finalists, 26 National Merit Scholars.

Academic Program Core. Calendar: quarters. Academic remediation for entering students, advanced placement, accelerated degree program, self-designed majors, honors program, summer session for credit, part-time degree program (daytime, summer), external degree programs, adult/continuing education programs, internships. Off-campus study at other units of the University of Minnesota system. Study-abroad in Germany, Mexico.

Graduation Requirements 180 credits; 15 credits of math/science; 15 credits of a foreign language; computer course; internship (varies by major); senior project for honors program students and some majors.

Majors Art history, biology/biological sciences, business economics, chemistry, communication, computer science, (pre)dentistry sequence, economics, education, elementary education, English, European studies, French, geology, German, history, human services, Latin American studies, (pre)law sequence, mathematics, (pre)medicine sequence, music, philosophy, physics, political science/government, psychology, secondary education, social science, sociology, Spanish, speech/rhetoric/public address/debate, studio art, theater arts/drama, (pre)veterinary medicine sequence.

Library Rodney A. Briggs Library with 152,000 bound volumes, 880 periodical subscriptions, 1,700 records/tapes/CDs. Acquisition expenditure 1991-92: \$877,480.

Computers on Campus 130 terminals, PCs for students in computer center, student center, library, dormitories, science building.

College Life Orientation program (4 days, parents included). Drama-theater group, choral group, student-run newspaper, radio station. Social organizations: 3 national fraternities, 2 local sororities; 1% of eligible men and 1% of eligible women are members. Student services: legal services, health clinic, personal-psychological counseling, women's center, late night transport-escort service. Most popular organizations: Student radio station, Big Friend, Little Friend, Campus Activities Council. Major annual events: Homecoming, Cultural Heritage Week, Spring Week.

Housing 1,025 college housing spaces available; 1,000 were occupied 1992-93. Freshmen guaranteed college housing. Off-campus living permitted. Option: coed housing available. Resident assistants live in student dorms.

Athletics Member NAIA. Intercollegiate: baseball M, basketball M/W, football M, golf M/W, softball W, tennis M/W, track and field M/W, volleyball W, wrestling M. Intramural: basketball, football, racquetball, soccer, softball, tennis, volleyball. Contact: Mr. Mark Fohl, Athletic Director, 612-589-6425.

Career Planning Placement office: 2 full-time, 2 part-time staff. Director: Mr. Gary Donovan, Director of Career Planning and Placement, 612-589-6065. Services: job fairs, resume preparation, resume referral, career counseling, careers library, job bank, job interviews, national databank membership (kiNexus), 12 corporations, 10 government agencies, 6 non-profit organizations recruited on campus 1991-92.

Expenses for 1992-93 Application fee: \$25. State resident tuition: \$2925 full-time, \$69 per credit part-time. Nonresident tuition: \$8615 full-time, \$205 per credit part-time. South Dakota residents pay state resident tuition. Wisconsin and North Dakota residents pay

tuition at the rate they would pay if attending a comparable state-supported institution in their home state. Full-time mandatory fees: \$312. College room and board: \$3060.

Financial Aid College-administered aid for undergraduates 1992-93: 1,558 need-based scholarships (average \$1123), 672 non-need scholarships (average \$1404), short-term loans, low-interest long-term loans from college funds (average \$1780), loans from external sources (average \$2437), FSEOG, Federal Work-Study, 535 part-time jobs. Average total aid for freshmen: \$5740, meeting 100% of need (aid provided to 100% of those qualified). Application forms required: state, FAFSA; required for some: IRS; accepted: FFS. Priority deadline: 4/1. Payment plans: installment, deferred payment. Waivers: full or partial for employees or children of employees.

Applying/Freshmen Options: early entrance, early decision, deferred entrance. Required: school transcript, 3 years of high school math and science, 2 years of high school foreign language, ACT, TOEFL for international students. Recommended: recommendations, interview. Required for some: essay. Test scores used for admission. Application deadlines: 3/15, 12/1 for early decision. Notification: 4/1, 12/15 for early decision.

Applying/Transfer Required: college transcript, minimum 2.5 GPA. Required for some: high school transcript. Application deadline: 4/15. Notification: 5/15.

Contact Mr. Robert J. Vikander, Director, Admissions and Financial Aid, University of Minnesota, Morris, MN 56267, 612-589-6035 or toll-free 800-992-8863. Fax: 612-589-1673. Office location: Behmler Hall.

UNIVERSITY OF MINNESOTA, TWIN CITIES CAMPUS Minneapolis, Minnesota

Total Enrollment: 38,019	Tuition & Fees (MN Res): \$3158
UG Enrollment: 24,838	Room & Board: \$3300
Application Deadline: rolling	Entrance: Moderately Difficult
SAT ≥ 500: 49% V, 75% M	ACT ≥ 21: 77%

General State-supported coed university. Part of University of Minnesota System. Awards bachelor's, master's, doctorate, first professional degrees. Founded 1851. Setting: 1,000-acre urban campus. Total enrollment: 38,019. Faculty: 2,953 (2,663 full-time, 91% with terminal degrees, 290 part-time). Graduate and professional fields: architecture, biological sciences, business, dentistry, education, health sciences, law, medicine, natural resource sciences, veterinary medicine.

Undergraduates 24,838 students from 55 states and territories, 85 other countries. 51% women, 33% part-time, 83% state residents, 10% live on campus, 9% transferred in, 83% have campus jobs, 3% international, 23% 25 or older, 1% Native American, 2% Hispanic, 3% African American, 6% Asian American. 82% of 1991 freshmen returned. Most popular recent majors: social science, engineering (general), business administration/commerce/management.

Freshmen 3,261 total, 17,333 applied, 53% were accepted, 36% of whom enrolled. 26% from top 10% of their high school class, 56% from top quarter, 84% from top half.

Academic Program Core, diverse and traditional curriculum. Calendar: quarters. Academic remediation for entering students, English as a second language program offered during academic year and summer, services for LD students, advanced placement, accelerated degree program, self-designed majors, Honors College, honors program, Phi Beta Kappa, Sigma Xi, summer session for credit, part-time degree program (daytime, evenings, weekends, summer), external degree programs, adult/continuing education programs, co-op programs and internships. More than half of graduate courses open to undergraduate students. Off-campus study at National Student Exchange. Study-abroad in over 50 countries, including Kenya, Colombia, Israel, England, Germany, Greece, Sweden, China, Poland, Japan. ROTC: Army, Navy, Air Force.

Graduation Requirements 180 credits; math/science requirements vary according to major; computer course for business, statistics, social work, sociology, engineering, architecture majors; internship (varies by major); senior project for honors program students and some majors.

Majors Accounting, aerospace engineering, African studies, agricultural business, agricultural education, agricultural engineering, agricultural sciences, American studies, animal sciences, anthropology, applied art, architecture, art education, art history, astronomy, astrophysics, bilingual/bicultural education, biochemistry, biology/biological sciences, biometrics, black/African-American studies, botany/plant sciences, business administration/commerce/management, business education, cell biology, chemical engineering, chemistry, child psychology/child development, Chinese, civil engineering, classics, communication, computer science, dance, dental services, (pre)dentistry sequence, early childhood education, earth science, East Asian studies, ecology/environmental studies, economics, education, electrical engineering, elementary education, engineering (general), English, environmental design, environmental sciences, film studies, fish and game management, food sciences, forestry, forest technology, French, funeral service, genetics, geography, geological engineering, geology, geophysics, German, Greek, Hebrew, Hispanic studies, history, home economics, home economics education, human development, humanities, industrial engineering, interdisciplinary studies, interior design, international studies, Italian, Japanese, journalism, Judaic studies, landscape architecture/design, Latin, Latin American studies, (pre)law sequence, linguistics, marketing/retailing/merchandising, materials engineering, materials sciences, mathematics, mechanical engineering, medical technology, (pre)medicine sequence, metallurgical engineering, microbiology, modern languages, music, music education, music therapy, Native American studies, natural resource management, Near and Middle Eastern studies, nursing, nutrition, occupational therapy, parks management, pharmacy/pharmaceutical sciences, philosophy, physical education, physical fitness/exercise science, physical sciences, physical therapy, physics, physiology, political science/government, Portuguese, psychology, public relations, recreational facilities management, recreation and leisure services, religious studies, retail management, Russian, Russian and Slavic studies, Scandinavian languages/studies, science, science education, secondary education, social science, sociology, South Asian studies, Spanish, speech pathology and audiology, speech therapy, statistics, studio art, technical writing, textiles and clothing, theater arts/

College Profiles and Special Announcements

drama, urban studies, (pre)veterinary medicine sequence, vocational education, women's studies.

Library Wilson Library plus 17 other libraries, with 4.9 million bound volumes, 3.9 million titles on microform, 43,478 periodical subscriptions, 471,402 records/tapes/CDs, 1,211 CD-ROMs, 3 on-line bibliographic services.

Computers on Campus 20,000 terminals, PCs for students in computer center, student center, library, dormitories. Access to campuswide network from computer center, student center, library, dormitories. **Services:** e-mail, library catalog search and reservation.

Noteworthy Research Facilities Undergraduate Research Opportunities, Summer Research Experiences, Research Explorations.

College Life Orientation program (2 days, parents included). Drama-theater group, choral group, marching band, student-run newspaper, radio station. **Social organizations:** 33 national fraternities, 18 national sororities, 2 local sororities; 3% of eligible men and 3% of eligible women are members. **Student services:** legal services, health clinic, personal-psychological counseling, women's center, late night transport-escort service. **Most popular organizations:** Film Society, intercollegiate athletics, governing boards. **Major annual event:** Homecoming.

Housing 4,500 college housing spaces available; all were occupied 1992-93. No special consideration for freshman housing applicants. Off-campus living permitted. **Option:** coed housing available. Resident assistants live in student dorms.

Athletics Member NCAA. All Division I except men's football (Division I-A). **Intercollegiate:** baseball M(s)/W, basketball M(s)/W(s), cross-country running M(s)/W(s), football M(s), golf M(s)/W(s), gymnastics M(s)/W(s), ice hockey M(s), skiing (downhill) M(s)/W(s), swimming and diving M(s)/W(s), tennis M(s)/W(s), track and field M(s)/W(s), volleyball W(s), wrestling M(s). **Intramural:** baseball, basketball, bowling, crew, football, golf, ice hockey, rugby, skiing (cross-country), skiing (downhill), soccer, tennis, volleyball, water polo, wrestling.

Career Planning **Services:** job fairs, resume preparation, career counseling, careers library.

Expenses for 1992-93 **Application fee:** \$25. State resident tuition: \$2772 full-time. Nonresident tuition: \$8177 full-time. Part-time tuition per credit ranges from \$66 to \$1000 for state residents, \$194.70 to \$3000 for nonresidents. Full-time mandatory fees: \$386. College room and board: \$3300.

Financial Aid College-administered aid for undergraduates 1992-93: need-based scholarships, non-need scholarships, short-term loans, low-interest long-term loans from college funds, loans from external sources, FSEOG, Federal Work-Study, part-time jobs. Average total aid for freshmen: \$5244, meeting 83% of need (aid provided to 98% of those qualified). **Application forms required:** FFS, FAFSA; required for some: IRS, state. **Application deadline:** continuous. **Payment plan:** installment. **Waivers:** full or partial for employees or children of employees and senior citizens.

Applying/Freshmen Preference given to state residents for Institute of Technology, allied health programs. **Options:** early entrance, deferred entrance. **Required:** school transcript, 3 years of high school math and science, ACT, TOEFL for international students, PSAT. **Recommended:** minimum 2.0 GPA. **Required for some:** minimum 3.0 GPA, some high school foreign language, SAT. Test scores used for admission and counseling/placement. **Application deadline:** rolling. **Notification:** continuous.

Applying/Transfer **Required:** high school transcript, college transcript, minimum 2.0 GPA. **Required for some:** essay, recommendations, interview, minimum 3.0 GPA. **Application deadline:** 4/1. **Notification:** continuous.

Contact Mr. Wayne Sigler, Director of Admissions, University of Mississippi, Twin Cities Campus, 240 Williamson, Minneapolis, MN 55455-0213, 612-625-2006 or toll-free 800-752-1000. **Fax:** 612-626-1693. **Office location:** 231 Pillsbury Drive SE.

UNIVERSITY OF MISSISSIPPI Oxford, Mississippi

Total Enrollment: 10,704	Tuition & Fees (MS Res): \$2435
UG Enrollment: 8,471	Room & Board: \$2830
Application Deadline: 7/31	Entrance: Moderately Difficult
SAT ≥ 500: N/R	ACT ≥ 21: 65%

General State-supported coed university. Awards bachelor's, master's, doctorate, first professional degrees. Founded 1844. **Setting:** 2,300-acre small-town campus with easy access to Memphis. **Endowment:** \$5.9 million. **Total research expenditure 1991-92:** \$13.6 million. **Instructional expenditure per undergraduate 1991-92:** \$3887. **Total enrollment:** 10,704. **Undergraduate faculty:** 461 (371 full-time, 83% with terminal degrees, 90 part-time). **Graduate and professional fields:** biological sciences, business, communications and journalism, education, engineering and applied sciences, fine arts, health sciences, humanities, law, performing arts, physical sciences and mathematics, social sciences and economics.

Undergraduates 8,471 students from 42 states and territories, 41 other countries. 50% women, 7% part-time, 61% state residents, 10% transferred in, 30% have need-based financial aid, 30% have non-need-based financial aid, 3% international, 9% 25 or older, 0% Native American, 0% Hispanic, 8% African American, 1% Asian American. 77% of 1991 freshmen returned. **Fields chosen:** 28% business, 15% social sciences and economics, 8% education, 8% health sciences, 5% biological sciences, 5% engineering and applied sciences, 5% humanities, 5% premed, 4% communications and journalism, 3% fine arts, 2% physical sciences, 1% computer sciences, 1% performing arts. **Most popular recent majors:** business administration/commerce/management, accounting, pharmacy/pharmaceutical sciences.

Freshmen 1,695 total, 3,516 applied, 86% were accepted, 56% of whom enrolled. 48% from top quarter of their high school class, 80% from top half. 13 National Merit Scholarship Finalists, 8 National Merit Scholars.

Academic Program Core. Calendar: semesters. Academic remediation for entering students, English as a second language program offered during academic year and summer, services for LD students, advanced placement, accelerated degree program, honors program, Sigma Xi, summer session for credit, part-time degree program (daytime), adult/continuing education programs, internships. Fewer than half of graduate

courses open to undergraduate students. Study-abroad in France, Germany, Spain, England. ROTC: Army, Navy, Air Force.

Graduation Requirements 126 semester hours; 6 semester hours each of math and lab science; computer course for business, engineering, accounting majors; internship (varies by major); senior project (varies by major).

Majors Accounting, advertising, anthropology, applied art, art/fine arts, art history, arts administration, biology/biological sciences, biomedical sciences, business administration/commerce/management, business economics, chemical engineering, chemistry, civil engineering, classics, communication, computer science, court reporting, criminal justice, (pre)dentistry sequence, economics, electrical engineering, elementary education, engineering (general), English, finance/banking, forensic sciences, French, geological engineering, geology, German, history, home economics, insurance, interior design, journalism, law enforcement/police sciences, (pre)law sequence, liberal arts/general studies, linguistics, management information systems, marketing/retailing/merchandising, mathematics, mechanical engineering, medical technology, (pre)medicine sequence, music, pharmacy/pharmaceutical sciences, philosophy, physical fitness/exercise science, physics, political science/government, psychology, public administration, public relations, radio and television studies, real estate, recreation and leisure services, retail management, social work, sociology, Spanish, special education, speech pathology and audiology, speech therapy, theater arts/drama.

Library J. D. Williams Library plus 4 other libraries, with 738,849 bound volumes, 1.79 million titles on microform, 6,957 periodical subscriptions, 13,847 records/tapes/CDs. Acquisition expenditure 1991-92: \$4.1 million.

Computers on Campus 1,200 terminals, PCs for students in computer center, library, dormitories, professional schools, writing lab. Academic computing expenditure 1991-92: \$1.9 million. Access to campuswide network, Bitnet, Internet from computer center, dormitories, computer labs. **Services:** e-mail, mainframe access, library catalog search and reservation, campus BBS.

College Life Orientation program (2 days, \$50, parents included). Drama-theater group, marching band, student-run newspaper, radio station. **Social organizations:** 19 national fraternities, 14 national sororities; 33% of eligible men and 38% of eligible women are members. **Student services:** legal services, health clinic, personal-psychological counseling, women's center, late night transport-escort service. **Major annual events:** Homecoming, Dixie Week followed by the Red/Blue Game, Evening of Distinction.

Housing 4,200 college housing spaces available; 3,300 were occupied 1992-93. Freshmen guaranteed college housing. Students required to live on campus in freshman year. **Options:** freshmen-only, single-sex housing available.

Athletics Member NCAA, NAIA. All NCAA Division I except men's football (Division I-A). **Intercollegiate:** baseball M(s), basketball M(s)/W(s), bowling M(c), cross-country running M(s)/W(s), fencing M(c)/W(c), football M(s), golf M(s)/W, lacrosse M(c), rugby M(c), soccer M(c), tennis M(s)/W(s), track and field M(s)/W(s), volleyball M(c)/W(s). **Intramural:** badminton, basketball, football, golf, lacrosse, racquetball, soccer, softball, swimming and diving, table tennis (Ping-Pong), tennis, track and field, volleyball. **Contact:** Mr. Warner Alford, Director of Intercollegiate Athletics, 601-232-7241.

Career Planning **Placement office:** 7 full-time staff; \$90,906 operating expenditure 1991-92. **Director:** Ms. Pam Belcher, Director, Career Services and Placement, 601-232-7705. **Services:** resume preparation, resume referral, career counseling, careers library, job interviews, national databank membership (KiNexus), 142 corporations, 10 government agencies, 3 non-profit organizations recruited on campus 1991-92.

After Graduation 22% of class of 1992 had job offers by graduation.

Expenses for 1992-93 **Application fee:** \$25. State resident tuition: \$2435 full-time. Nonresident tuition: \$4395 full-time. Part-time tuition per semester ranges from \$83 to \$1133 for state residents, \$165 to \$2035 for nonresidents. College room and board: \$2830. College room only: \$1430.

Financial Aid College-administered aid for undergraduates 1992-93: 3,200 need-based scholarships (average \$1400), 3,450 non-need scholarships (average \$2000), short-term loans (average \$300), low-interest long-term loans from college funds (average \$2200), loans from external sources (average \$2625), FSEOG, Federal Work-Study, 1,200 part-time jobs. **Application forms required:** FAFSA; required for some: FAF. **Priority deadline:** 4/1. **Payment plan:** deferred payment. **Waivers:** full or partial for children of alumni, employees or children of employees, and senior citizens.

Applying/Freshmen **Options:** early entrance, midyear entrance. **Required:** school transcript, 3 years of high school math and science, SAT or ACT, TOEFL for international students. **Recommended:** some high school foreign language, interview. Test scores used for admission and counseling/placement. **Application deadline:** 7/31. **Notification:** continuous until 8/16.

Applying/Transfer **Required:** college transcript, minimum 2.0 GPA. **Recommended:** some high school foreign language, interview. **Required for some:** standardized test scores, high school transcript, 3 years of high school math and science. **Application deadline:** 7/31. **Notification:** continuous until 8/16.

Contact Mr. Beckett Howorth, Director, Admissions and Records, University of Mississippi, University, MS 38677, 601-232-7226. **Fax:** 601-232-5986. **Office location:** 117 Lyceum Building.

UNIVERSITY OF MISSISSIPPI MEDICAL CENTER Jackson, Mississippi

Total Enrollment: 1,631	Tuition & Fees (MS Res): \$2101
UG Enrollment: 604	Room Only: \$1140
Application Deadline: 2/15	Entrance: Moderately Difficult

General State-supported upper-level coed institution. Part of University of Mississippi. Awards bachelor's, master's, doctorate, first professional degrees. Founded 1955. **Setting:** 158-acre urban campus. **Endowment:** \$6.7 million. **Total research expenditure 1991-92:** \$6.5 million. **Total enrollment:** 1,631. **Faculty:** 617 (437 full-time, 88% with terminal degrees, 180 part-time); undergraduate student-faculty ratio is 5:1. **Graduate and professional fields:** dentistry, health sciences, medicine.

Library 25,000 bound volumes, 200 periodical subscriptions, 500 records/tapes/CDs.
Computers on Campus 7 terminals, PCs for students in computer center.
College Life Orientation program (3 days, parents included). Student-run newspaper.
Student Services: personal-psychological counseling. **Most popular organizations:** Student Union, Gay and Lesbian Association. **Major annual event:** Commencement.
Housing College housing not available.
Career Planning Placement office: 2 full-time staff. Director: Ms. Gayle Gonzales, Assistant Dean of Students, 415-771-7020. Services: resume preparation, career counseling, job bank.
Expenses for 1992-93 Tuition: \$12,400 full-time, \$520 per semester hour part-time.
Financial Aid College-administered aid for undergraduates 1992-93: 383 need-based scholarships (average \$3866), 101 non-need scholarships (average \$2878), low-interest long-term loans from external sources (average \$3233), FSEOG, Federal Work-Study. **Application forms required:** FAF, IRS, state; accepted: FAFSA. **Priority deadline:** 4/1. **Payment plan:** installment. **Waivers:** full or partial for employees or children of employees.
Applying/Freshmen Options: deferred entrance. Required: essay, school transcript, SAT or ACT, TOEFL for international students. Recommended: interview. **Required for some:** recommendations. Test scores used for admission. **Application deadline:** rolling. **Notification:** continuous until 8/15.
Applying/Transfer Required: essay, college transcript, minimum 2.0 GPA, portfolio. **Required for some:** high school transcript, recommendations, interview. **Application deadline:** rolling. **Notification:** continuous until 8/15.
Contact Mr. Tim Robinson, Director of Admissions, San Francisco Art Institute, 800 Hayes Street, San Francisco, CA 94133-2299, 415-771-7020 Ext. 56.

ANNOUNCEMENT The Freshman Core Program offers students with no previous college experience an intensive introduction to the visual arts. A structured program of studio practice and academic study, the Core Program also provides sufficient flexibility for the individual creative freedom for which SFIA has long been known. Most importantly, the program allows young artists to share their experiences and ideas with new peers.

See full description on page 2288.

SAN FRANCISCO CONSERVATORY OF MUSIC San Francisco, California

Total Enrollment: 264
UG Enrollment: 155
Application Deadline: 4/1
SAT ≥ 500: 72% V, 72% M
Tuition & Fees: \$10,050
Room & Board: N/Avail
Entrance: Moderately Difficult
ACT: N/App

General Independent comprehensive specialized coed institution. Awards bachelor's, master's degrees. Founded 1917. Setting: 2-acre urban campus. Endowment: \$9 million. Instructional expenditure per undergraduate 1991-92: \$9644. Total enrollment: 264. Faculty: 65 (24 full-time, 30% with terminal degrees, 41 part-time). Graduate and professional fields: performing arts.

Undergraduates 155 students from 24 states and territories, 23 other countries. 59% women. 7% part-time, 49% state residents, 24% transferred in, 59% have need-based financial aid. 1% have non-need-based financial aid, 20% have campus jobs, 27% international, 21% 25 or older, 0% Native American, 1% Hispanic, 4% African American, 13% Asian American. 80% of 1991 freshmen returned. Fields chosen: 100% performing arts. Most popular recent majors: piano/organ, voice, stringed instruments.

Freshmen 17 total, 68 applied, 56% were accepted, 45% of whom enrolled.

Academic Program Core, classical music curriculum. Calendar: semesters. 93 courses offered in 1992-93; average class size in required courses is 17. Academic remediation for entering students, English as a second language program offered during academic year. Advanced placement, accelerated degree program, part-time degree program (daytime).

Graduation Requirement 130 semester hours.

Majors Music, opera, piano/organ, stringed instruments, voice, wind and percussion instruments.

Library Conservatory Library with 33,500 bound volumes, 50 periodical subscriptions, 10,500 records/tapes/CDs. Acquisition expenditure 1991-92: \$10,000.

Computers on Campus 7 terminals, PCs for students in computer center, electronic music studio. Academic computing expenditure 1991-92: \$2000.

College Life Choral group. Student services: personal-psychological counseling, late night transport-escort service.

Housing College housing not available.

After Graduation 60% of class of 1992 went directly to graduate, professional school; 40% graduate arts and sciences.

Expenses for 1992-93 Application fee: \$60. Tuition: \$9800 full-time, \$455 per semester hour part-time. Part-time mandatory fees: \$250 per year. Full-time mandatory fees: \$250.

Financial Aid College-administered aid for undergraduates 1992-93: 60 need-based scholarships (average \$4400), 2 non-need scholarships (average \$1000), low-interest long-term loans from college funds (average \$2300), loans from external sources (average \$1200), FSEOG, Federal Work-Study, 30 part-time jobs. Application forms required: FAF, institutional, FAFSA; required for some: IRS. Priority deadline: 4/1. Payment plan: installment.

Applying/Freshmen Options: early entrance, deferred entrance, midyear entrance. Required: school transcript, 2 recommendations, audition, SAT or ACT, TOEFL for international students. Recommended: some high school foreign language. Test scores used for counseling/placement. Application deadline: 4/1. Notification: continuous.

Applying/Transfer Required: high school transcript, 2 recommendations, college transcript, minimum 2.0 GPA, audition. Application deadline: 4/1. Notification: continuous.

Contact Mr. David Moebis, Admissions Officer, San Francisco Conservatory of Music, 1201 Ortega Street, San Francisco, CA 94122, 415-759-3431. Fax: 415-759-3499.

SAN FRANCISCO STATE UNIVERSITY San Francisco, California

Total Enrollment: 26,530
UG Enrollment: 19,335
Application Deadline: 11/30
SAT ≥ 500: 19% V, 40% M
Tuition & Fees (CA Res): \$1514
Room & Board: \$4512
Entrance: Moderately Difficult
ACT ≥ 21: 38%

General State-supported comprehensive coed institution. Part of California State University System. Awards bachelor's, master's, doctorate degrees. Founded 1899. Setting: 90-acre urban campus. Total enrollment: 26,530. Faculty: 1,429 (833 full-time, 596 part-time). Graduate and professional fields: biological sciences, business, computer sciences, education, engineering and applied sciences, fine arts, health sciences, humanities, performing arts, physical sciences and mathematics, social sciences and economics.

Undergraduates 19,335 students from 49 states and territories, 120 other countries. 57% women, 33% part-time, 96% state residents, 12% transferred in, 4% international, 34% 25 or older, 1% Native American, 10% Hispanic, 8% African American, 27% Asian American. 76% of 1991 freshmen returned. Most popular recent majors: accounting, liberal arts/general studies, business administration/commerce/management.

Freshmen 1,263 total, 3,947 applied, 89% were accepted, 36% of whom enrolled.

Academic Program Core. Calendar: semesters. Academic remediation for entering students, English as a second language program offered during academic year, services for LD students, advanced placement, accelerated degree program, self-designed majors, honors program, Phi Beta Kappa, Sigma Xi, summer session for credit, part-time degree program (daytime, evenings, summer), adult/continuing education programs, co-op programs. Off-campus study at The San Francisco Consortium, 18 other institutions of the California State University System. ROTC: Army (co-op), Navy (co-op), Air Force (co-op).

Graduation Requirements 124 units; 9 units of science; computer course for business, engineering majors.

Majors Accounting, American studies, anthropology, applied mathematics, art/fine arts, astronomy, astrophysics, biochemistry, biology/biological sciences, black/African-American studies, botany/plant sciences, business administration/commerce/management, business education, cell biology, chemistry, Chinese, civil engineering, classics, clinical psychology, comparative literature, computer information systems, computer science, creative writing, criminal justice, dance, dietetics, ecology/environmental studies, economics, electrical engineering, English, experimental psychology, film studies, finance/banking, food services management, French, geography, geology, German, health education, health science, Hispanic studies, history, home economics, hospitality services, humanities, industrial arts, interior design, international business, international studies, Italian, Japanese, journalism, labor and industrial relations, labor studies, liberal arts/general studies, literature, marine biology, marketing/retailing/merchandising, mathematics, mechanical engineering, meteorology, Mexican-American/Chicano studies, microbiology, molecular biology, music, nursing, philosophy, physical education, physical sciences, physical therapy, physics, physiology, political science/government, psychology, radio and television studies, real estate, recreation and leisure services, religious studies, retail management, Russian, science, social science, social work, sociology, Spanish, speech pathology and audiology, speech/rhetoric/public address/debate, statistics, technical writing, theater arts/drama, transportation technologies, urban studies, vocational education, women's studies, zoology.

Library J. Paul Leonard Library plus 2 other libraries, with 770,000 bound volumes, 880,000 titles on microform, 4,000 periodical subscriptions.

College Life Drama-theater group, choral group, student-run newspaper, radio station. Social organizations: 11 national fraternities, 7 national sororities, 1 local fraternity, 2 local sororities; 1% of eligible men and 1% of eligible women are members. Student services: legal services, health clinic, personal-psychological counseling, women's center, late night transport-escort service. Major annual events: Activities Fair, Crafts Fair, Healthy Lifestyles Fair.

Housing 1,313 college housing spaces available; 1,300 were occupied 1992-93. No special consideration for freshman housing applicants. Off-campus living permitted. Option: coed housing available.

Athletics Member NCAA. All Division II. Intercollegiate: basketball M/W, cross-country running M/W, football M, soccer M/W, softball W, swimming and diving M/W, track and field M/W, volleyball W, wrestling M. Intramural: basketball, swimming and diving, volleyball, wrestling. Contact: Mr. William Partlow, Director of Athletics, 415-338-2218.

Career Planning Director: Dr. Donald A. Casella, Director, The Career Center, 415-338-1761. Services: job fairs, resume preparation, career counseling, careers library, job bank, job interviews.

Expenses for 1992-93 Application fee: \$55. State resident tuition: \$0 full-time. Nonresident tuition: \$7380 full-time, \$246 per unit part-time. Part-time mandatory fees: \$481 per semester. Full-time mandatory fees: \$1514. College room and board: \$4512.

Financial Aid College-administered aid for undergraduates 1992-93: need-based scholarships, non-need scholarships, low-interest long-term loans from external sources (average \$600), FSEOG, Federal Work-Study, part-time jobs. Application forms required: FAFSA. Application deadline: continuous. Waivers: full or partial for employees or children of employees.

Applying/Freshmen Required: school transcript, 3 years of high school math, 2 years of high school foreign language, 1 year of high school visual/performing arts, TOEFL for international students. Required for some: SAT or ACT. Test scores used for admission. Application deadline: 11/30. Notification: continuous.

Applying/Transfer Required: college transcript, minimum 2.0 GPA. Required for some: standardized test scores, high school transcript, 3 years of high school math, 2 years of high school foreign language. Application deadline: 11/30. Notification: continuous.



BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Brooklyn, New York

The College

Brooklyn College, since its founding in 1930, has fostered a tradition of academic excellence and achievement. Among its more than 100,000 graduates are many of the nation's outstanding men and women in the fields of education, the humanities, the performing arts, science and medicine, the social sciences, government and public service, law and justice, accounting, business and industry, athletics, and communications. Brooklyn College is the third-oldest senior college of the City University of New York. It is housed in eleven main buildings on a 26-acre tree-lined campus. The current undergraduate enrollment is about 12,000 men and women.

The Student Center is the focal point of social activity on campus. It contains meeting rooms, lounges, a dining room, a game room, a sun deck, an art gallery, study rooms, music rooms, and conference areas. Brooklyn College's students participate in more than 130 chartered campus groups, including academic clubs, honor societies, athletics groups, special interest groups, and performing arts organizations. Special lectures, concerts, and events are scheduled throughout the year. Fraternities, sororities, and House Plan Association groups provide social and community-service activities. The Hillel Foundation, Intervarsity Christian Fellowship, and Newman Center are among the many special interest clubs on campus. Student publications include newspapers, magazines, and journals. Students also operate WBCR, the Brooklyn College radio station. Recreation and sports facilities consist of two swimming pools, seven outdoor tennis courts, a recently Astroturf-surfaced athletics field, six gymnasiums, an outdoor track, weight-lifting equipment, outdoor handball courts, and indoor racquetball and squash courts.

The Office of Services to the Disabled provides counseling and other assistance to students with handicaps to ensure that they have complete access to College programs and facilities. College and departmental counseling programs provide all students with academic and personal counseling. Career, preprofessional, veterans', and psychological counseling services are also available, and job referral services are offered.

Location

Brooklyn College is located in the residential Midwood section of Brooklyn. The campus is near the Brooklyn Museum, the Brooklyn Botanical Gardens, and Prospect Park. Within a short distance are all the cultural, recreational, and entertainment facilities of New York City.

Majors and Degrees

Brooklyn College awards the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Fine Arts (B.F.A.) degrees. Majors are available in the following areas: accounting; African studies; American studies; anthropology; archaeology; area studies (East Asia, Latin America, Middle East and North Africa, and sub-Saharan Africa); art history; art-studio; biology; broadcast journalism; business, management, and finance; Caribbean studies; chemistry; classics; comparative literature; computer and information science; dance-performance; economics; education (bilingual/bicultural education; early childhood, elementary, and special education; education of the speech and hearing handicapped; and secondary education with certification in eighteen subject areas); English; film; French; geology; German; Greek; health and nutrition sciences; Hebrew; history; Italian; journalism; Judaic studies; Latin; linguistics; mathematics; mathematics-computational; music; music composition; music performance; philosophy; physical education; physics; political science; psychology; Puerto Rican studies; religious studies; Russian; sociology; Spanish; speech (audiology, speech and hearing science, speech-language pathology, and teaching of the speech and hearing handicapped); television and radio; theater; urban studies; and women's studies. Certificate programs are offered in accounting and in computers and programming; credits earned in these programs are applicable toward a baccalaureate degree.

Qualified students may earn both a B.A. and an M.A. in 4-year programs in biology and physics and in a 4½-year program in urban administration and information science. Students interested in economics and computer applications may apply to enter a 4½-year program leading to both the Bachelor of Science and Master of Professional Studies (M.P.S.) degrees.

Brooklyn College and the State University of New York Health Science Center at Brooklyn offer an eight-year honors program leading to a joint B.A./M.D. degree. The program is limited each year to 40 qualified students who are admitted only in the fall term following their graduation from high school.

Professional options include the opportunity for qualified students to earn a B.A. or B.S. degree from Brooklyn College by satisfactorily completing all requirements for graduation and by also satisfactorily completing at least one year's work in an accredited dental, engineering, law, medical, or veterinary school. Students interested in pursuing an engineering degree may participate in Brooklyn College's approved two-year pre-engineering program. Students attend Brooklyn College for two years of pre-engineering studies and then transfer to Polytechnic University or City College for an additional two years of study to fulfill the Bachelor of Science degree requirements in a specific engineering field.

Academic Program

The liberal arts education at Brooklyn College consists of three kinds of study: the College-wide core curriculum, providing a common educational experience in the liberal arts for all students; major studies, constituting specialized, intensive study in one discipline; and elective courses, selected from more than seventy-five areas of study. The undergraduate curriculum aims to prepare students to make rational career and personal choices by developing their facility in critical and independent thinking, their ability to acquire and organize large amounts of knowledge, and their ability to communicate in writing and speech with precision and force. Students pursuing a bachelor's degree must successfully complete a minimum of 128 credits.

The Scholars Program offers students who combine academic excellence with initiative and intellectual curiosity the opportunity to take honors work and special courses that are open only to members of the program. In addition, students of superior ability are also offered a variety of opportunities for honors work in their regular courses through the Honors Program.

Students who have completed college-level courses in high school may be considered for exemption, with or without credit, from equivalent college courses on the basis of Advanced Placement tests given by the College Board. Brooklyn College gives exemption examinations in subjects not offered by the College Board.

Students completing 3 years of foreign language in high school are exempt from the College's language requirement.

In the High School Enrichment Program, students recommended by their high school principal may earn 18 credits in college courses during their senior year of high school. No tuition is charged.

The academic calendar consists of a fall and a spring semester. A six-week summer session is available. Classes are offered in day, evening, and weekend sessions.

Academic Facilities

The Gideonse Library includes more than 960,000 bound volumes, nearly 3,800 periodical subscriptions, and 17,000 records and tapes. Specialized libraries are the Gerboth Music Library, housing scores, recordings, and technical/specialized books; the Costas Memorial Library, providing books, journals, and periodicals in the classics; and an Investment and Accounting Library that contains periodicals, advisory-service publications, books, company reports, and a New York Stock Exchange ticker. The Brooklyn College Center for the Performing Arts, which presents music, dance, and theater productions, contains a 2,500-seat auditorium, a theater, a recital hall, and a workshop theater. The College Computer Center is a state-of-the-art facility that supports student course requirements as well as research. Other special facilities include microcomputer learning centers, a language laboratory, art studios, an electronic-music center, music studios, a filmmaking center, an advanced color-television studio, an early childhood education center, a speech and hearing center, psychology laboratories, laser laboratories, an astronomical observatory, an optical mineralogy laboratory, a greenhouse, a nuclear physics laboratory, and a Dynamitron accelerator laboratory.

Costs

For 1992-93, New York State residents paid tuition of \$1125 per semester for full-time attendance (12 or more credits or the equivalent) or \$100 per credit for part-time programs. Non-New York State residents and international students paid tuition of \$2525 per semester for full-time attendance (12 or more credits or the equivalent) or \$210 per credit for part-time programs. Tuition for the summer session was \$100 per credit for New York State residents and \$210 per credit for out-of-state and international students. The College is a commuter institution and does not have on-campus housing facilities.

Financial Aid

Admission decisions and financial aid and scholarship decisions are made independently of each other, and an application for aid does not hinder a student's opportunity for admission. Financial assistance is available for eligible students through state and federal grant, loan, and work-study programs. Students with superior high school and/or college academic records are encouraged to apply for annual scholarship awards ranging from \$200 to \$1250.

Faculty

The College has an outstanding faculty (594 full-time and 256 part-time), whose members have demonstrated excellence in teaching and scholarly research. More than 90 percent hold a doctoral degree or the equivalent in their field of study. Faculty members assist in the academic advisement of entering students and provide counseling to students majoring in their department. They also hold regular office hours and are generally available to support undergraduate as well as graduate student activity.

Student Government

Student governments are active in both the day and evening divisions. Students are elected to positions on the associations by the entire student body. Students also serve on the Policy Council, the major College-wide governing body.

Admission Requirements

High school students, students who want to transfer from other institutions, and adults returning to school are encouraged to apply. Admission criteria are set by the City University of New York. One of the following is necessary for admission: a high school academic average of 80 or better, a combined SAT score of at least 900, or a rank in the top third of the graduating class. The recommended high school preparation for the College's curriculum is 4 years of English, 3 years of mathematics, 3 years of science, and 2 years of a foreign language. Students seeking admission to the Scholars Program must present a high school average of 90 or better, exceptional SAT or ACT scores, letters of recommendation, and an autobiographical essay and have a personal interview. Qualified high school juniors may apply for early admission.

Students with special educational needs may qualify for admission into the SEEK (Search for Education, Elevation, Knowledge) program.

Application and Information

Application for admission to the undergraduate program for the fall or spring semester should be made on a standard CUNY application form, available from the office of admission at any CUNY college. Application forms for the Scholars Program, the B.A./M.D. program, and the summer session are available only through Brooklyn College. Although applications for admission are processed by the City University on a rolling basis, applicants who apply by January 15 for fall admission receive prompt notification of their admission status and have the best opportunity for comprehensive advisement and course registration.

For an application form, additional financial aid information, and brochures, students should contact:

Office of Enrollment Management
Brooklyn College of the City University of New York
Brooklyn, New York 11210
Telephone: 718-780-5001

77TH STORY of Level 1 printed in FULL format.

Copyright 1995 The Hearst Corporation
The San Francisco Examiner

February 26, 1995, Sunday; Fourth Edition

SECTION: NEWS; Pg. A-20

LENGTH: 1591 words

HEADLINE: The U.N., born in S.F.;
Celebration of the Charter's signing is a big spring event; support is needed to
honor The City's role in world history

BYLINE: JAMES HEAVEY

BODY:

The 50TH anniversary of the signing of the United Nations Charter in San Francisco is the occasion for more than a backward look at that time and place. Those were the closing weeks of World War II, in which The City served as a major embarkation point for military forces engaged in the Pacific fighting.

The 262 delegates to the U.N.'s founding session here, representing 50 countries, were intent on the possibility of a better future. With Franklin Roosevelt recently deceased, President Truman opened and closed the two-month conference with solemn calls for international peacemaking to displace the recurrent tragedy of war.

The noble effort was troubled almost from the start.

The Western allies quickly moved into contention with the Soviet Union for primacy in Europe, and the Cold War became ever more ominous with the development of nuclear arsenals on both sides. The Korean conflict was fought with the U.N. banner on our side, only because the Soviets walked out instead of using their Security Council veto.

Peacekeeping, in a long series of lesser conflicts, became a U.N. trademark. The General Assembly came to be dominated by growing numbers of Third World nations, though power to use force remained with the Security Council controlled (through the veto) by the major World War II victors.

With the Cold War over and the U.N. now approaching its 50th birthday, amid an array of internal problems and more frequent calls for its services in trouble spots around the world, the international organization has to think hard about its course in the next half-century. Some U.N. champions would like to see more stress on non-peacekeeping functions, like health and the world's environment, and services to millions of refugees from war and famine.

This is part of the context for this spring's commemoration. San Francisco will mark its historic role in the 1945 launching of the U.N. by staging a nonstop series of events from April 19 through June 26. President Clinton and U.N. Secretary General Boutros Boutros-Ghali will star in the closing ceremony, commemorating the Charter signing, at the Opera House.

Planning for the anniversary began two years ago and involves a long list of the Bay Area's civic, business, cultural and educational institutions.

The San Francisco Examiner, February 26, 1995

Activities begin with a "Model U.N. of the Far West," staged by San Francisco State University for students from around the country.

At the climactic events in June, participants will include Nobel Peace Prize winners, former U.S. ambassadors to the U.N. and ambassadors from the 185 current member nations.

The local committee putting on the San Francisco commemoration has a \$ 4.5 million budget for the marathon schedule. Only a third of the amount is in hand. The money-short city government has not contributed yet, but it should. Major Jordan hopes to tap the federal treasury by means of a bill pending in Congress (where neither the U.N. nor San Francisco is popular at the moment). The business community is counted on to produce a substantial part of the needed \$ 3 million.

As an event glorifying The City's past, present and future significance in world affairs, the U.N. anniversary is well worth a corporate buck, or several. As host of a global event, San Francisco must show its world-class face.

LANGUAGE: English

LOAD-DATE-MDC: February 08, 1995

6TH STORY of Level 1 printed in FULL format.

Copyright 1995 VV Publishing Company
The Village Voice

April 04, 1995

SECTION: Metro; Pg. 11

LENGTH: 1854 words

HEADLINE: CORRECTING PAPERS: THE CUNY PROTEST YOU DIDN'T HEAR ABOUT

BYLINE: Esther Kaplan & Alisa Solomon

BODY:

Don't believe everything you read. The CUNY rally at City Hall you read about in last week's papers was a scene of mayhem created by bottle-throwing students who couldn't spell. The Post told a tale of "angry--and violent" students who "broke through the barricades"; the Times had students initiating violence by "knocking down one officer." But Voice reporters on the scene witnessed a different story: brutal police who themselves were so out of control that even a white-shirted captain tackled and choked a reporter with visible credentials.

Consider the way the paper of record described the genesis of violence at the rally. Relying on a police report, the Times said that "students began pushing at the barricades around City Hall Plaza, knocking down one officer. When other officers tried to help him up, the students began kicking and shoving." But the fallen officer actually collapsed more than 10 feet away from the nearest student -- and 10 feet from Voice reporters. And it was not students who broke through the barricades; police did, snapping wood and knocking over metal as they moved in on demonstrators.

The student-cop showdown actually went like this: after two hours of a peaceful rally of 10,000 students, those who remained sought to march from City Hall Park to Wall Street. At the southern tip of the park, students were met by three layers of barricades, motorcycles, and foot officers, the latter carrying conspicuous green army packs around their thighs, which turned out to contain Mace.

For the next hour, students marched up and down the length of City Hall Park, preceded and followed by police. Students were told they could march from the park to the north. They marched. The police stopped them at the north end of the park for half an hour. Then the police turned the students onto Chambers Street. The students marched a block, only to be forced back into the park. Then they marched south.

At this point the only single-file exit from the park was closed; the only way to get out was through the subway, but police had pulled the plug on the student p.a. so there was no way to communicate this to students.

As students pushed south, the ones in front were jammed into barricades. Police pushed toward them from the front. A few small cardboard containers filled with paint were thrown from the crowd; a Snapple bottle hit a clear spot of pavement and shattered.

The Village Voice, April 04, 1995

This tense stalemate ended when the famed officer fell -- in an open patch of road. He was immediately surrounded by a crowd of uniforms; one shouted orders to go in and make some arrests; two dozen undercover officers ran into the crowd; uniformed cops knocked down the barricades and rushed in from the south, brandishing Mace and clubs; mounted police rode into the students from the north.

The trapped students sat down. Officers began dragging students out of the barricades and loading them into police vans. Several students collapsed on the street from Mace. All of this took place within the boundaries of the legal demonstration area.

Meanwhile, police advanced with nightsticks on students and others who had gathered on the west side of Broadway to watch. They sprayed Mace on the group and began to slam students against a plate glass window; as the students retreated down Barclay Street, police, in fours and fives, grabbed students to arrest them, slamming some to the ground, sitting on them, breaking one student's glasses as they crunched his face into the pavement. Reporters and photographers were thrown bodily from the street.

The only student injuries that were counted were the five students that police themselves brought to Bellevue; countless others who sought treatment on their own, or who were denied treatment, did not appear in press reports. Sattara Lenz, a Brooklyn College junior, tried to get a pepper-gassed woman out to an ambulance and was told by an officer to "forget it."

The police weren't the only ones overreacting on Thursday. Indeed, the police response merely echoed the attitudes expressed by the state's highest officials and by the press: that CUNY students -- many of them poor, immigrants, and people of color -- are ineducable brutes who don't deserve a first-rate university. This pervasive attitude was not lost on students. One who took the microphone at the rally pointed out that the state is building prisons while cutting education. "They're saying we belong in jail, not in college," she said.

Responses to the demonstration from the mayor and governor -- responses that went virtually unchallenged in the press -- expressed blatant contempt for CUNY students, for the principle of public higher education, and even for the democratic act of protest. "Instead of protesting," Giuliani suggested, students should "go find a job for the day," as if two-thirds of the students at CUNY senior colleges don't already work 20 to 40 hours a week. He dismissed the projected \$1000 tuition increase as "a few hundred dollars," unaware, perhaps, that for the 91 per cent of students at Hostos College who live beneath the poverty line, the difference is colossal.

If Giuliani was offering a tough-on-thugs response to student protest, Pataki revealed the same ideology in the language of top-down management. He chided professors for "cancell(ing) classes so students could participate in protest rallies" when in fact, says Queens College professor and faculty activist Barbara Bowen, "Professors who attended the rally and agreed to student requests to be excused for the rally scheduled make-up sessions. Many of them -- teachers of political science, urban studies, journalism, sociology, history -- built analytical assignments around the protest."

The Village Voice, April 04, 1995

The governor proposed that SUNY and CUNY could save the state some \$60 million if they increased their student-faculty ratio, added an hour to faculty teaching loads, and eliminated sabbaticals. But that would account for only a portion of the \$158 million the governor has proposed cutting from CUNY senior colleges and, more important, would diminish the quality of the education and research the universities offer. "Pataki used misleading and mystifying numbers," says Bowen. "The idea that faculty only work when they're in the classroom is ludicrous; every hour in class represents an average of five hours of preparation and grading."

What's more, the governor's insistence that faculty do not require time to conduct research promotes the idea that public institutions need not be first-rate universities, and that their students need not be exposed to the production of new knowledge. Thus the portrayal of faculty as a lazy elite that's not pulling its weight meshes with the portrayal of CUNY students as a bunch of semiliterate hoodlums. Both support the vision of CUNY as a second-rate service school, the most poor and immigrant students have any right to expect.

This assumption conveniently renders irrelevant the fact that New York ranks 47th in the U.S. in state spending on public education, and that Pataki's proposed 25 per cent cut is much higher than that sustained by any public education system in the country -- facts that none of the dailies reported last week.

Indeed, the media colluded in the portrayal of CUNY as a waste of taxpayer dollars. All the dailies -- and the mayor -- made much of student placards that had Giuliani's name spelled wrong. (Curious that none of them pointed out such errors a few years ago when police officers rallied with misspelled signs supporting Giuliani's candidacy. And never mind that the mayor probably couldn't spell most of the names on CUNY's rosters.) Selecting this placard, journalists left out of the story the abundance of creative and compelling signs, such as one showing Munch's screamer surrounded by the legend, "No Art, No Culture." And how much easier it is to make fun of a misspelled name than to find someone to translate placards that say "Educari ius est non beneficium."

Some went even further in denying student capabilities by portraying student participation in the rally as a duty enforced by faculty. Despite many news reports and Giuliani's remarks, the faculty did not "lead" the protest--though the march of 3000 professors dressed in caps and gowns across Brooklyn Bridge was a powerful, dignified image of resistance that did not make it into any of the dailies. The rally was the result of weeks of organizing by hundreds of CUNY students. And for the vast majority who came on Thursday -- many engaging in political protest for the first time -- the violent media version of the day bore little resemblance to their experience. Having left before the cops let loose, they took part in an event that was peaceful, effective, empowering.

Students described how in preparing for the rally, kids who wouldn't sit together at lunch would join in to make signs; how during prerally marches from their campuses to City Hall, people honked horns in support and waved from office buildings. The rally was one of the most multiracial and multiethnic that the city has seen -- as diverse as CUNY itself. Indeed, characterizing the march as faculty-led was Giuliani and Pataki's way of denying what they don't dare acknowledge: the birth of a forceful, remarkably grassroots student movement.

The Village Voice, April 04, 1995

CUNY students will take part in a national day of student actions on March 29, and, on April 4, the CUNY Coalition Against the Cuts--in conjunction with heavyweights like Local 1199--will return to City Hall to reattempt the march to Wall Street.

GRAPHIC: Photo 1 credit: ANDREW LICHTENSTEIN. Photos 2 & 3 caption: Pictures not taken: 3000 faculty marched across the Brooklyn Bridge; for most, the rally was a peaceful success.; credit: PHOTOGRAPHS BY LINDA ROSIER.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: April 03, 1995

(9) Colleges and Universities

Entries in this chapter are arranged alphabetically by institution name. See the User's Guide at the front of the directory for additional information.

★7018★ Agnes Scott College

Decatur, GA 30030

Phone: (404)371-6280

Founded: 1889. Description: Presbyterian four-year college. Degree(s) Offered: BA.

★7019★ Alverno College

3401 S. 39th St.

Milwaukee, WI 53215-4020

Phone: (414)382-6000

Sr. Joel Read, President

Founded: 1887. Description: Independent women's institution. Degree(s) Offered: AA, BA, BS.

★7020★ Aquinas Junior College—Milton

303 Adams St.

Milton, MA 02186

Phone: (617)696-3100

Dorothy Mulcahy-Oppenheim, President

Founded: 1956. Description: Roman Catholic junior college. Degree(s) Offered: AS.

★7021★ Aquinas Junior College—Newton

15 Walnut Pk.

Newton, MA 02158

Phone: (617)969-4400

Sr. Marian Batho, President

Founded: 1961. Description: Roman Catholic junior college. Degree(s) Offered: AS.

★7022★ Barnard College

606 W. 120th St.

New York, NY 10027

Phone: (212)854-2021

Ms. Ellen V. Futter, President

Founded: 1889. Description: Independent four-year women's college. Degree(s) Offered: BA.

★7023★ Bay Path College

588 Longmeadow St.

Longmeadow, MA 01106

Phone: (413)567-0621

Dr. Jeanette T. Wright, President

Founded: 1897. Description: Independent junior college. Degree(s) Offered: AS.

★7024★ Bennett College

900 E. Washington St.

Greensboro, NC 27401-3239

Phone: (919)370-8607

Dr. Gloria R. Scott, President

Founded: 1873. Description: United Methodist women's college. Degree(s) Offered: BA, BS.

★7025★ Blue Mountain College

Box 338

Blue Mountain, MS 38610

Phone: (601)685-4771

Dr. E. Harold Fisher, President

Founded: 1873. Description: Southern Baptist primarily women's institution. Degree(s) Offered: BA, BS, BM, BSEd.

★7026★ Brenau College

204 Boulevard

Gainesville, GA 30501

Phone: (404)534-6299

Dr. John S. Burd, President

Founded: 1878. Description: Independent college. Degree(s) Offered: Academic & Professional.

★7027★ Bryn Mawr College

Bryn Mawr, PA 19010

Phone: (215)526-5000

Dr. Mary Patterson McPherson, President

Founded: 1885. Description: Independent primarily women's institution. Degree(s) Offered: Academic & Professional.

★7028★ Carlow College

3333 Fifth Ave.

Pittsburgh, PA 15213-3109

Phone: (412)578-6000

Grace Ann Geibel, R.S.M., President

Founded: 1929. Description: Roman Catholic primarily women's college. Degree(s) Offered: BA, BS, BSN, MA.

★7029★ Cedar Crest College

100 College Dr.

Allentown, PA 18104-6196

Phone: (215)437-4471

Dr. Dorothy Gulbenkian Blaney, President

Founded: 1867. Description: United Church of Christ primarily women's college. Degree(s) Offered: BA, BS.

★7030★ Chatham College

Woodland Rd.

Pittsburgh, PA 15232

Phone: (412)365-1100

Dr. Esther L. Barazzone, President

Founded: 1869. Description: Independent four-year women's college. Degree(s) Offered: BA, BS.

★7031★ Chestnut Hill College

9601 Germantown Ave.

Philadelphia, PA 19118

Phone: (215)248-7000

Sr. Matthew Anita MacDonald, President

Founded: 1924. Description: Roman Catholic comprehensive primarily women's institution. Degree(s) Offered: AA, AS, BA, BS, MA, MS.

★7032★ College of New Rochelle

New Rochelle, NY 10801

Phone: (914)632-5300

Sr. Dorothy Ann Kelly, O.S.U., President

Founded: 1904. Description: Independent primarily women's college. Degree(s) Offered: BA, BS, BSN, BFA, MA, MS.

★7033★ College of Notre Dame of Maryland

4701 N. Charles St.

Baltimore, MD 21210

Phone: (301)435-0100

Sr. Kathleen Feeley, President

Founded: 1873. Description: Independent Roman Catholic women's institution. Degree(s) Offered: BA, BS, MA.

★7034★ College of Saint Benedict

St. Joseph, MN 56374

Phone: (612)363-5505

Sr. Colman O'Connell, President

Founded: 1887. Description: Independent Roman Catholic women's college. Degree(s) Offered: BA, BS.

★7035★ College of Saint Catherine

2004 Randolph Ave.

St. Paul, MN 55105

Phone: (612)690-6000

Dr. Anita M. Pampusch, President

Founded: 1905. Description: Roman Catholic women's college. Degree(s) Offered: BA, MA.

**Women's Information Directory
(9) Colleges and Universities**

★7036★ College

★7036★ College of Saint Elizabeth
Convent Station, NJ 07961
Phone: (201)539-1600
Sr. Jacqueline Burns, President
Founded: 1899. **Description:** Roman Catholic primarily women's college. **Degree(s) Offered:** BA, BS, BSN.

★7037★ College of Saint Mary
1901 S. 72nd St.
Omaha, NE 68124
Phone: (402)399-2438
Dr. Kenneth Nielsen, President
Founded: 1923. **Description:** Roman Catholic women's college. **Degree(s) Offered:** BA, BS, AA, AS.

★7038★ Columbia College
Columbia College Dr.
Columbia, SC 29203
Phone: (803)786-3012
Dr. Peter T. Mitchell, President
Founded: 1854. **Description:** United Methodist comprehensive women's institution. **Degree(s) Offered:** BA, BFA, BMus, MM, MEd.

★7039★ Converse College
580 E. Main St.
Spartanburg, SC 29301
Phone: (803)596-9000
Dr. Ellen Wood Hall, President
Founded: 1889. **Description:** Independent women's institution. **Degree(s) Offered:** Academic & Professional.

★7040★ Cottey College
1000 West Austin
Nevada, MO 64772-1000
Phone: (417)667-8181
Dr. Helen R. Washburn, President
Founded: 1884. **Description:** Independent junior college. **Degree(s) Offered:** AA.

★7041★ Douglass College
Rutgers University
New Brunswick, NJ 08903
Phone: (908)932-9721
Dr. Mary S. Hartman, Dean
Founded: 1918. **Description:** State-supported four-year women's institution. **Degree(s) Offered:** BA, BS.

★7042★ Elms College
291 Springfield St.
Chicopee, MA 01013-2839
Phone: (413)594-2761
Sr. Mary A. Dooley, S.S.J., President
Founded: 1928. **Description:** Roman Catholic women's college. **Degree(s) Offered:** BA, BS, BSN, MA.

★7043★ Emmanuel College
400 The Fenway
Boston, MA 02115
Phone: (617)735-9825
Sr. Janet Eisner, S.N.D., President
Founded: 1919. **Description:** Roman Catholic women's college. **Degree(s) Offered:** AA, BA, BS, BFA, MA.

★7044★ Endicott College
376 Hale St.
Beverly, MA 01915
Phone: (508)927-0585
Mr. Richard E. Wylie, President
Founded: 1939. **Description:** Independent junior college. **Degree(s) Offered:** AA, AS.

★7045★ Fisher Junior College
118 Beacon St.
Boston, MA 02116
Phone: (617)262-3240
Dr. Scott Fisher, President
Founded: 1903. **Description:** Independent junior college. **Degree(s) Offered:** AA, AS.

★7046★ Georgian Court College
900 Lakewood Ave.
Lakewood, NJ 08701-2697
Phone: (201)364-2200
Sr. Barbara Williams, R.S.M., President
Founded: 1908. **Description:** Roman Catholic primarily women's institution. **Degree(s) Offered:** BA, BS, MA.

★7047★ Harcum Junior College
Morris & Montgomery Aves.
Bryn Mawr, PA 19010-3476
Phone: (215)526-6050
Dr. Norma F. Furst, President
Founded: 1915. **Description:** Independent junior college. **Degree(s) Offered:** AA, AS.

★7048★ Hartford College for Women
1265 Asylum Ave.
Hartford, CT 06105
Phone: (203)236-1215
Dr. Jane Barstow, Dean
Founded: 1939. **Description:** Independent women's college. **Degree(s) Offered:** AA.

★7049★ Hollins College
Hollins College, VA 24020
Phone: (703)362-6321
Dr. Jane Margaret O'Brien, President
Founded: 1842. **Description:** Independent women's institution. **Degree(s) Offered:** BA, MA, MALS.

★7050★ Hood College
Rosemont Ave.
Frederick, MD 21701
Phone: (301)663-3131
Dr. Martha E. Church, President
Founded: 1893. **Description:** Independent primarily women's institution. **Degree(s) Offered:** Academic & Professional.

★7051★ Immaculata College
Immaculata, PA 19345-0901
Phone: (215)647-4400
Sr. Marian William, President
Founded: 1920. **Description:** Roman Catholic primarily women's institution. **Degree(s) Offered:** AA, BA, BS, BMus, MA.

★7052★ Judson College
PO Box 120
Marion, AL 36756
Phone: (205)683-6161
Dr. David E. Potts, President
Founded: 1838. **Description:** Independent Southern Baptist four-year women's college. **Degree(s) Offered:** BA, BS.

★7053★ Lasell College
Newton, MA 02166
Phone: (617)243-2221
Dr. Thomas E.J. de Witt, President
Founded: 1851. **Description:** Independent junior college. **Degree(s) Offered:** AA, AS.

★7054★ Lesley College
29 Everett St.
Cambridge, MA 02138-2790
Phone: (617)349-8500
Ms. Margaret A. McKenna, Esq., President
Founded: 1909. **Description:** Independent comprehensive women's college. **Degree(s) Offered:** Academic & Professional.

★7055★ Marian Court Junior College
35 Littles Point Rd.
Swampscott, MA 01907-2896
Phone: (617)595-6768
Sr. Joanne Bibeau, President
Founded: 1964. **Description:** Roman Catholic junior college.

★7056★ Mary Baldwin College
Staunton, VA 24401
Phone: (703)887-7000
Dr. Cynthia H. Tyson, President
Founded: 1842. **Description:** Independent Presbyterian four-year women's college. **Degree(s) Offered:** BA, BS, BFA.

★7057★ Marymount College
Tarrytown, NY 10591
Phone: (914)631-3200
Sr. Brigid Driscoll, RSHM, President
Founded: 1907. **Description:** Independent women's college. **Degree(s) Offered:** BA, BS.

★7058★ Marymount Manhattan College
221 E. 71st St.
New York, NY 10021
Phone: (212)517-0400
Dr. Regina Peruggi, President
Founded: 1936. **Description:** Independent primarily women's college. **Degree(s) Offered:** BA, BLS, BFA.

★7059★ Meredith College
Raleigh, NC 27607-5298
Phone: (919)829-8600
Dr. John E. Weems, President
Founded: 1891. **Description:** Southern Baptist-affiliated women's institution. **Degree(s) Offered:** BA, BS, BMus, MA, MS.

Women's Information Directory
(9) Colleges and Universities

Seton ★7083★

★7060★ Midway College
Midway, KY 40347-9731
Phone: (606)846-5310
Dr. Robert R. Botkin, President
Founded: 1847. **Description:** Disciples of Christ four-year women's institution. **Degree(s) Offered:** AA, BA, BSN.

★7061★ Mills College
5000 MacArthur Blvd.
Oakland, CA 94613
Phone: (415)430-2255
Dr. Janet Holmgren McKay, President
Founded: 1852. **Description:** Independent comprehensive women's institution. **Degree(s) Offered:** Academic & Professional.

★7062★ Mississippi University for Women
PO Box W-1602
Columbus, MS 39701
Phone: (601)329-7100
Dr. Clyda S. Rent, President
Founded: 1884. **Description:** State-supported primarily women's institution. **Degree(s) Offered:** ASN, BA, BS, MSN.

★7063★ Moore College of Art and Design
20th & The Parkway
Philadelphia, PA 19103
Phone: (215)568-4515
Dr. Mary-Linda Merriam, President
Founded: 1844. **Description:** Independent four-year women's college. **Degree(s) Offered:** BFA.

★7064★ Mount Holyoke College
South Hadley, MA 01075-1496
Phone: (413)538-2000
Dr. Elizabeth T. Kennan, President
Founded: 1837. **Description:** Independent four-year women's institution. **Degree(s) Offered:** BA, BS.

★7065★ Mount Mary College
2900 N. Menomonee River Pkwy.
Milwaukee, WI 53222
Phone: (414)258-4810
Sr. Ruth Hollenbach, SSND, President
Founded: 1913. **Description:** Roman Catholic women's college. **Degree(s) Offered:** BA, BS, MA.

★7066★ Mount St. Mary's College
12001 Chalon Rd.
Los Angeles, CA 90049
Phone: (213)476-2237
Sr. Karen M. Kennelly, President
Founded: 1925. **Description:** Independent Roman Catholic comprehensive primarily women's institution. **Degree(s) Offered:** Academic & Professional.

★7067★ Mount Vernon College
2100 Foxhall Rd. NW
Washington, DC 20007
Phone: (202)625-4600
Dr. Lucy Ann Geiselman, President
Founded: 1875. **Description:** Independent four-year college. **Degree(s) Offered:** AA, BA.

★7068★ Newcomb College
Tulane University
New Orleans, LA 70118
Phone: (504)865-5421
Dr. Ann H. Die, Dean
Founded: 1886. **Description:** Independent college. **Degree(s) Offered:** BS, BA, BFA.

★7069★ Notre Dame College of Ohio
4545 College Rd.
Cleveland, OH 44121
Sr. Maria Loehr, S.N.D., President
Founded: 1922. **Description:** Roman Catholic women's college. **Degree(s) Offered:** BA, BS, AA, AS.

★7070★ Peace College
15 E. Peace St.
Raleigh, NC 27604
Phone: (919)832-2881
Dr. Garrett Briggs, President
Founded: 1857. **Description:** Presbyterian junior college. **Degree(s) Offered:** AA, AAMus, ASBus.

★7071★ Pine Manor College
400 Heath St.
Chestnut Hill, MA 02167
Phone: (617)731-7000
Mrs. Rosemary G. Ashby, President
Founded: 1911. **Description:** Independent four-year women's institution. **Degree(s) Offered:** AA, BA.

★7072★ Radcliffe College
10 Garden St.
Cambridge, MA 02138
Phone: (617)495-8601
Dr. Linda S. Wilson, President
Founded: 1879. **Description:** Independent co-educational institution. **Degree(s) Offered:** AB, BS.

★7073★ Randolph-Macon Woman's College
2500 Rivermont Ave.
Lynchburg, VA 24503
Phone: (804)846-7392
Mrs. Linda Koch Lorimer, President
Founded: 1891. **Description:** United Methodist four-year women's college. **Degree(s) Offered:** BA, BS.

★7074★ Regis College
235 Wellesley St.
Weston, MA 02193
Phone: (617)893-1820
Sr. Therese Higgins, C.S.J., President
Founded: 1927. **Description:** Independent Roman Catholic women's college. **Degree(s) Offered:** BA, BS.

★7075★ Rosemont College
Rosemont, PA 19010
Phone: (215)527-0200
Ms. Ofelia Garcia, President
Founded: 1921. **Description:** Roman Catholic four-year women's college. **Degree(s) Offered:** BA, BS, BFA, MEd.

★7076★ Russell Sage College
45 Ferry St.
Troy, NY 12180
Phone: (518)270-2000
Dr. Sara S. Chapman, President
Founded: 1916. **Description:** Independent women's college. **Degree(s) Offered:** Academic & professional.

★7077★ Saint Joseph College
1678 Asylum Ave.
West Hartford, CT 06117
Phone: (203)232-4571
Ms. Winifred E. Coleman, President
Founded: 1932. **Description:** Independent Roman Catholic comprehensive women's institution. **Degree(s) Offered:** Academic & Professional.

★7078★ Saint Mary-of-the-Woods College
St. Mary-of-the-Woods, IN 47876
Phone: (812)535-5151
Sr. Barbara Doherty, S.P., President
Founded: 1840. **Description:** Independent Roman Catholic women's college. **Degree(s) Offered:** AA, BA, BS, BSW, MA.

★7079★ Saint Mary's College
Notre Dame, IN 46556
Phone: (219)284-4000
Dr. William A. Hickey, President
Founded: 1844. **Description:** Independent Roman Catholic four-year women's college. **Degree(s) Offered:** BA, BS, BBA, BFA, BMus.

★7080★ Saint Mary's College
900 Hillsborough
Raleigh, NC 27603-1689
Phone: (919)828-2521
Dr. Clauston Jenkins, President
Founded: 1842. **Description:** Episcopal junior college. **Degree(s) Offered:** AA.

★7081★ Salem College
Winston-Salem, NC 27108
Phone: (919)721-2600
Dr. Julianne Still Thrift, President
Founded: 1772. **Description:** Independent Moravian women's institution. **Degree(s) Offered:** BA, BS, BM, MA.

★7082★ Scripps College
1030 Columbia Ave.
Claremont, CA 91711-3948
Phone: (714)621-8000
Mrs. Nancy Y. Bekavac, President
Founded: 1926. **Description:** Independent four-year women's college. **Degree(s) Offered:** BA.

★7083★ Seton Hill College
Greensburg, PA 15601
Phone: (412)834-2200
Dr. JoAnne W. Boyle, President
Founded: 1883. **Description:** Roman Catholic four-year women's institution. **Degree(s) Offered:** BA, BFA, BMus, BS.

★7084★ Simmons College

300 The Fenway
Boston, MA 02115
Phone: (617)738-2000
Dr. William J. Holmes, President

Founded: 1899. **Description:** Independent women's institution. **Degree(s) Offered:** Academic & Professional.

★7085★ Smith College

College Hall
Northampton, MA 01063
Phone: (413)584-2700
Mary Maples Dunn, President

Founded: 1871. **Description:** Independent women's college. **Degree(s) Offered:** Academic & Professional.

★7086★ Southern Seminary Junior College

Buena Vista, VA 24416
Phone: (703)261-6181
Dr. Joyce O. Davis, President

Founded: 1867. **Description:** Independent junior college.

★7087★ Spelman College

350 Spelman Ln. SW
Atlanta, GA 30314
Phone: (404)681-3643
Dr. Robert K. Ackerman, President

Founded: 1836. **Description:** Independent college. **Degree(s) Offered:** BA, BS.

★7088★ Stephens College

1200 E. Broadway
Columbia, MO 65215-0001
Phone: (314)442-2211
Dr. Patsy H. Sampson, President

Founded: 1833. **Description:** Independent, primarily women's college. **Degree(s) Offered:** BA, BS, BFA.

★7089★ Sweet Briar College

Sweet Briar, VA 24595
Phone: (804)381-6100
Dr. Barbara Ann Hill, President

Founded: 1901. **Description:** Independent four-year women's institution. **Degree(s) Offered:** BA.

★7090★ Texas Woman's University

Box 23925 TWU Station
Denton, TX 76204
Phone: (817)898-3201
Dr. Shirley S. Chater, President

Founded: 1901. **Description:** State-supported primarily women's university. **Degree(s) Offered:** Academic & Professional.

★7091★ Trinity College

125 Michigan Ave., NE
Washington, DC 20017-1094
Phone: (202)939-5000
Ms. Patricia A. McGuire, President

Founded: 1897. **Description:** Roman Catholic four-year college. **Degree(s) Offered:** Academic & Professional.

★7092★ Trinity College of Vermont

208 Colchester Ave.
Burlington, VT 05401
Phone: (802)658-0337
Sr. Janice E. Ryan, President

Founded: 1925. **Description:** Roman Catholic primarily women's institution. **Degree(s) Offered:** AA, AS, BA, BS.

★7093★ Ursuline College

2550 Lander Rd.
Pepper Pike, OH 44124
Phone: (216)449-4200
Dr. Anne Marie Diederich, O.S.U., President

Founded: 1871. **Description:** Roman Catholic primarily women's institution. **Degree(s) Offered:** AA, AS, BA, BSN, MA.

★7094★ Wellesley College

Wellesley, MA 02181-8201
Phone: (617)235-0320
Dr. Nannerl O. Keohane, President

Founded: 1870. **Description:** Independent women's institution.

★7095★ Wells College

Aurora, NY 13026-0500
Phone: (315)364-3370
Dr. Robert A. Plane, President

Founded: 1868. **Description:** Independent women's institution. **Degree(s) Offered:** BA.

★7096★ Wesleyan College

4760 Forsyth Rd.
Macon, GA 31297-4299
Phone: (912)477-1110
Dr. Robert K. Ackerman, President

Founded: 1836. **Description:** Independent United Methodist four-year women's college. **Degree(s) Offered:** BA, BS, BFA, BMus, Med-Tech.

★7097★ Westhampton College

University of Richmond
Richmond, VA 23173-1903
Phone: (804)289-8468
Dr. Patricia C. Harwood, Dean

Founded: 1830. **Description:** Southern Baptist four-year college.

★7098★ William Smith College

Smith Hall
Geneva, NY 14456
Phone: (315)789-5500
Ms. Rebecca MacMillan Fox, Dean

Founded: 1908. **Description:** Independent women's college. **Degree(s) Offered:** BA, BS.

★7099★ William Woods College

200 W. 12th St.
Fulton, MO 65251
Phone: (314)642-2251
Dr. Jahnae H. Barnett, President

Founded: 1870. **Description:** Disciples of Christ four-year women's institution. **Degree(s) Offered:** BA, BFA.

★7100★ Wilson College

1015 Philadelphia Ave.
Chambersburg, PA 17201-1285
Phone: (717)264-4141
Dr. Gwendolyn E. Jensen, President

Founded: 1869. **Description:** Presbyterian four-year primarily women's college. **Degree(s) Offered:** AA, BA, BS.

★7101★ Wood School

8 E. 40th St.
New York, NY 10016
Phone: (212)686-9040
Mrs. Rosemary H. Duggan, President

Founded: 1879. **Description:** Junior college.

MEMORANDUM

To: Lissa
From: Sabrina
Re: Commencement schools
Date: April 17, 1995

Alice Deal Junior High School

A public school located in northwest Washington, Alice Deal has a reputation for academic success and parental involvement. One of the more diverse schools in the District, Deal is over 50% black, 23% white, 20% Latino, and 5% Asian (*Washington Post*, 1/19/93). It serves as a magnet for many middle and low income city residents because of its high standardized test scores (above the national average). Thirty percent of Deal students receive free or reduced-price lunches (*Washington Post*, 10/1/91), but many affluent and middle class families send their children there as well.

Deal has been in the news in the past few years for a variety of reasons. In 1991, President Bush visited the school, touting it as the embodiment of the high standards he wanted the nation's schools to achieve. He also praised its racial and cultural diversity (*Washington Post*, 10/1/91). More recently (1993), Alice Deal was mentioned as an alternative to Sidwell Friends for Chelsea Clinton. Many liberals criticized the Clintons for sending their daughter to private school.

Other facts: Alice Deal has been praised for its conflict resolution workshops and classes for students (*Washington Post*, 2/15/93). It is also the only public school in the D.C. area with a fencing team, and the alma mater of Bill Nye, "Science Guy" (I could try to track down some other famous alums if you're interested).

John Hershey High School

I couldn't find much on this one. However, Catherine Basrak, a senior, was named winner last year of the National Concerto Competition, the nation's only competition for young classical artists in grades nine through twelve.

University of Minnesota

Nexis was not particularly helpful here, there were just too many stories for it to process. A quick scan of recent articles didn't turn up anything interesting except that U Minnesota is a big and often successful hockey school (except for the NCAA title

game against Harvard in 1989!)

Brooklyn College

A CUNY school that serves approximately 15,000 city kids, Brooklyn is reeling from current and proposed cuts to higher education in New York. Students from Brooklyn, Medgar Evars College, Kingsborough Community College and New York City Technical College protested proposed cuts in an early March rally in Albany. They claim the governor's proposed budget cuts to CUNY of \$203 million would force a \$1000 increase in tuition, an increase many cannot afford. A majority of the students are blue collar. Two thirds work 20 to 40 hours a week to finance their education. A second rally in late March caused a stir because of alleged violence between the police and demonstrators (*Newsday*, 3/7/95, *The Village Voice*, 4/4/95).

This winter, Brooklyn College Professor Teofilo Ruiz was named by the Carnegie Foundation one of four U.S. Professors of the Year from a list of 500 submitted by colleges and universities across the nation. A Cuban exile who worked his way through college in the U.S. by working in a factory and driving a cab, Professor Ruiz now teaches courses on the Middle Ages, and exhorts his students to "seize the day."

San Francisco State University

As you requested, I did not research this school, but I do have some news stories about the Malcolm X mural and the recent controversy over the elimination of the football team, if you're interested.

1ST STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1994

March 15, 1994, Tuesday, BC cycle

SECTION: Regional News

DISTRIBUTION: Michigan

JOHN HERSHEY H.S.

LENGTH: 223 words

HEADLINE: PR: Basrak: BAZ'-rak; Xin Xin: SEEN-SEEN) Illinois girl wins national concerto crown

DATELINE: INTERLOCHEN, Mich., March 15

BODY:

A 16-year-old violist who started her music studies at age 3 was named winner Wednesday of the National Concerto Competition.

Catherine Basrak of Arlington Heights, Ill., will receive \$10,000 in scholarships and a chance to perform solo with the Detroit Symphony Orchestra.

Basrak was picked from a field of 28 U.S. and Canadian students who played for judges at the Interlochen Center for the Arts in Interlochen. The center hosted the 14th annual contest, the nation's only competition for young classical artists in grades nine through 12.

Four other finalists each will receive \$5,000 scholarships. They are hornist Jennifer Montone, 17, of Burke, Va.; violinist Jospeh Lin, 15, of Bardonia, N.Y.; and pianist Xin Xin, of Edmonton, Canada.

The finals concert was the culmination of five days of intense competition. Each musician performed three pieces before a panel of music critics, artists and instructors from conservatories nationwide.

Basrak, who practices about four hours a day, regained the concerto crown for the U.S. Last year the winner was a Canadian boy who plays violin.

Basrak is a junior at John Hershey High School and spent most of her life studying the violin. She switched to the viola about a year ago.

General Motors and Seventeen magazine are the corporate sponsors for the competition.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 16, 1994

Cabinet Commencements -- By Date

Event Date	Event	City	State	Assigned To	Confirmed
04/28/95					
05/01/95	University of California, Berkeley Charter Day Speech	Berkeley	CA	Donna Shalala	Confirmed
	Florida International University Commencement	Miami	FL	Federico Peña	Confirmed
	University of Virginia Law School Commencement	Charlottesville	VA	Janet Reno	Confirmed
05/06/95					
05/09/95	Indiana University Law School Commencement Speech	Bloomington	IN	Janet Reno	Confirmed
	University of California, Berkeley Commencement	Berkeley	CA	Robert Reich	Confirmed
	Central State University Honor Program Commencement	Wilburforce	OH	Janet Reno	Confirmed
05/12/95					
	University of Memphis Commencement	Memphis	TN	Mickey Kantor	Confirmed
	Penn State University Commencement Speech	University Station	PA	William Perry	Confirmed
05/13/95					
	Keene State College (University System of New Hampshire) Commencement	Keene	NH	Robert Rubin	Pending
	Colby Sawyer College Commencement	New London	NH	Carol Browner	Confirmed
	Illinois State University Commencement	Normal	IL	Daniel Glickman	Confirmed
	University of Iowa Commencement	Iowa City	IA	Alice Rivlin	Confirmed
	University of Puget Sound Commencement	Tacoma	WA	Leon Panetta	Confirmed
	University of Akron Commencement	Akron	OH	Phil Lader	Confirmed
05/14/95					
	Pomona College Commencement Speech	Claremont	CA	Bruce Babbitt	Confirmed
	Syracuse University Commencement Speech	Syracuse	NY	Donna Shalala	Confirmed
05/16/95					
05/17/95	Barnard College Commencement Speech	New York	NY	Madeleine Albright	Confirmed
05/18/95	Columbia College Commencement Speech	New York	NY	Madeleine Albright	Confirmed
05/19/95	Rutgers University Commencement Speech	Rutgers	NJ	Donna Shalala	Confirmed
	Louisiana State University (LSU) Commencement Speech	Baton Rouge	LA	John Dalton	Confirmed
	Pepperdine University Law School Commencement	Pepperdine	CA	Ron Brown	Confirmed
	Mt. Sinai Medical School Commencement Speech	New York	NY	Robert Rubin	Confirmed
	University of MD Baltimore Commencement Speech	Baltimore	MD	Donna Shalala	Confirmed
05/20/95					
	Santa Clara University School of Law Commencement	Santa Clara	CA	Janet Reno	Confirmed
	University of Pennsylvania Ivy Days	Philadelphia	PA	Daniel Glickman	Confirmed

Cabinet Commencements -- By Date

Event Date	Event	City	State	Assigned To	Confirmed
05/21/95	Pacific University Commencement	Forest Grove	OR	Daniel Glickman	Pending
	Gettysburg College Commencement Address	Gettysburg	PA	Richard Riley	Confirmed
	UCLA Law School Commencement Speech	Los Angeles	CA	Janet Reno	Confirmed
	Cleveland State Law School Commencement	Cleveland	OH	Donna Shalala	Confirmed
05/22/95					
	Lesley College Commencement Speech	Boston	MA	Donna Shalala	Confirmed
05/23/95					
	Stevens Institute of Technology Commencement	Hoboken	NJ	Bill White	Pending
05/28/95					
	Vassar College Commencement Address	Poughkeepsie	NY	Hazel O'Leary	Confirmed
	University of Massachusetts Amherst Commencement	Amherst	MA	Federico Peña	Confirmed
05/31/95					
	College of San Mateo Commencement	San Mateo	CA	Roger Johnson	Confirmed
06/01/95					
	CUNY Graduate Program Commencement	New York	NY	Donna Shalala	Confirmed
06/02/95					
	Wellesley University Commencement Speech	Wellesley	MA	Madeleine Albright	Confirmed
06/09/95					
	Ohio State University Commencement	Columbus	OH	Robert Reich	Confirmed
06/10/95					
	Ohio University Commencement	Athens	OH	Richard Riley	Confirmed
06/11/95					
	University of Cincinnati Commencement	Cincinnati	OH	Mickey Kantor	Confirmed
	College of Life Long Learning Commencement	Concord	NH	Mary Jo Bane	Pending
	Depaul University Commencement Speech	Chicago	IL	Donna Shalala	Confirmed
06/16/95					
	Oakland Technical High School Commencement Address	Oakland	CA	Richard Riley	Confirmed
	Stanford University Commencement Speech	Palo Alto	CA	William Perry	Confirmed
06/17/95					
	Northwestern University Commencement	Evanston	IL		Pending
	Youngstown State University Commencement	Youngstown	OH	Phil Lader	
	University Of California Davis Commencement Speech	Davis	CA	Richard Riley	Confirmed
	University of California San Diego Commencement Speech	San Diego	CA	Frank Newman	Confirmed

COMMENCEMENT MTO w/ SPEECHWRITERS

4/12/95

POTUS

Possible themes - MSU

Renewal of American democracy

Political Reform

Played off VE Day celebration

Air Force Academy

Idea of service?
or

Military Readiness / Strength

America must be strong - renew sense

of and instruments of democracy

Dartmouth

American Dream speech

Elaine Tyler May
Stephanie Koontz

105TH STORY of Level 1 printed in FULL format.

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January 29, 1995, Sunday, Bulldog Edition

SECTION: Part A; Page 29; Column 1; Advance Desk

LENGTH: 1149 words

BROOKLYN
COLLEGE

HEADLINE: CUBAN-BORN PROFESSOR WINS TOP HONOR FOR BEING CLASS ACT TO STUDENTS;
EDUCATION: THE BROOKLYN, N.Y., MENTOR USES DRAMATIC TECHNIQUES TO INSPIRE HIS
CLASSES WITH THE VALUE OF LEARNING.

BYLINE: By JOHN BARBOUR, ASSOCIATED PRESS

DATELINE: NEW YORK

BODY:

Carpe diem. Seize the day. The Horatian ode drifts through the classroom of Prof. Teofilo Ruiz to remind all that life is short, fame is fleeting. We could all die tomorrow.

Now the Carnegie Foundation has recognized both his scholarship and his success as a teacher by naming Ruiz one of its four U.S. Professors of the Year from a list of 500 submitted by colleges and universities across the nation.

That's even more remarkable because his school is Brooklyn College, City University of New York, haven for 15,000 city kids. Unlike the academy in the movie "The Dead Poets Society," it has no bucolic setting.

It is an island in a maze of traffic-clogged streets where security is a prime concern. The students, mostly blue-collar, mostly Italian, Jewish, Asian and West Indian, go home at night.

Ruiz can relate to them. He is a Cuban exile who worked his way through college in the United States in a factory and driving a cab.

His students are anything but the disciplined, well dressed young men of the Dead Poets academy, but there is something of Robin Williams in Ruiz as he strides about the classroom, admonishing, cajoling, challenging.

There is no dress code here, just baseball caps worn every which way, blue jeans, sweat shirts, sneakers, a few girls in dresses, some all-weather jackets still zippered against the wintry air outside.

Most of Ruiz's class of 50 arrive early to the smallish lecture room with its too-often-painted, cream-color walls and its smudged blackboard at one end.

For most of them, these daily excursions into academe are the only intellectual light in their lives.

"I think I have a very good eye for people who have talent and ability," Ruiz says. "And we have students like that at Brooklyn who are incredibly gifted but who do not know they are gifted. They say, 'I do very well here because I'm at Brooklyn, but would I do as well at Princeton or Michigan?' "

Los Angeles Times, January 29, 1995

"And my answer to that is, you would do better. Everything would be working well. It makes you better."

Why does Ruiz try to persuade some students to venture to the big universities, the big intimidating environment out there?

"I encourage them to get out of Brooklyn," says Ruiz, who got his bachelor's degree at City College, a master's at New York University and a doctorate at Princeton. "I don't mean there is anything wrong with the city, but they must get out of the commuter school. The problem is, there will never be any intellectual or emotional challenge at home."

In the summer, Ruiz teaches a six-credit-hour course, and once a week he takes his class into Manhattan for lunch and to visit museums and Shakespeare in the Park. "It is a class on Utopia in Western history from Plato to 'Brave New World.' "

He points out to his students that "there are better places, and the better the place, the more support they are going to get financially and the better the possibilities of getting a job."

Ruiz came to this school with the benefit of having had good teachers and finely honed abilities to learn. His scholastic forte was in Castile, Cuba, where his family still has roots. His father, an attorney ("he could have been a philosophy professor better than a lawyer"), established his young family outside Havana, across the way from the Ernest Hemingway farm where young Teo played and swam in the pool.

Although Teo was from a middle-class family and went to a private school, he supported the revolutionary movement to overthrow Cuban dictator Fulgencio Batista. At age 17 he got a job helping produce anti-Batista propaganda. But when Fidel Castro came to power in 1959, he felt betrayed. "A group of us resigned from the movement. But, of course, you can't resign."

Shortly before the abortive Bay of Pigs invasion by Cuban exiles supported by the CIA, there was a sabotage scare, and Ruiz was thrown into prison for a while. In the confusion that swept the island, he was released and came to the United States. He made his way from Miami to New York, working at Continental Can Co. and driving a taxi to pay for his education.

Now, as an educator himself, he has established his own style.

He dubbed one course on counterculture in the Middle Ages through the early modern period "Mystics, Alchemists and Witches." On the first day of class he came into the darkened lecture hall wearing a long robe and delivering incantations by candle light.

It certainly got their attention.

Ruiz does it to break the ice in introductory classes where no one knows him.

"The first thing I might do is write on the board Professor Steven Demowitz, because I have no idea who Steven Demowitz is or anyone else."

Los Angeles Times, January 29, 1995

Or he might say this is the world of James Joyce. Or the world of Cervantes, and begin lecturing in Spanish or French. And half the class gets up and leaves and he has to go into the hall and yell for them to come back. And when they do, he says: "First lesson, don't believe everything you hear."

Even in the serious side of the class, as he patrols the crowded aisles, he lets no otherwise accepted fact go by. There is no conventional wisdom here. No politically correct statement will go unchallenged.

In one class on witches (a tool to introduce students to the comparative notions of good and evil as a social evolution), he becomes the devil's advocate against contrary points of view. It keeps the students participating in his ambling, good-humored style.

From the first day, Ruiz is on a first-name basis with everyone. There is no title of professor doctor allowed. He is Teo.

"I am 51 years old, my knees hurt, I am extremely confused, so don't come to me for answers," he says. "I think that teaching is a subversive activity. We have a responsibility to cover a topic and material, but I am more interested in the questioning of values, of questioning accepted truths, whatever they are."

He says he was telling his students *carpe diem*, seize the moment and seize the day, 10 years before the "The Dead Poets' Society" movie came out.

He tells them, "Look, you are never going to be 18 or 19 again, you're never going to be 21 again. When you are 51, your knees are going to hurt. So live life intensely. If you are going to do it, do it completely."

On grades, every student has his own personal learning curve.

"Mostly it's because a large number of our students are going absolutely nowhere," he says. "For them, it's not a competitive world where a grade here and there will make a difference in going to a great and wonderful graduate school or law school. But they will know in one or two their work was not comparable with another 'A.'" He answers by saying it is because that person did the best he or she could do. They had to work for it, he says.

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HEADLINE: Brooklyn in Albany;
Students Rip CUNY Cuts;
Protesters fear higher tuition Protesters fear higher tuition;
will force them to quit school

BODY:

Michele Parente. STAFF WRITER

HUNDREDS OF borough college students were part of a crowd more than 5,000 strong that demonstrated last week against Gov. George Pataki's proposed cuts to higher education.

Students from Brooklyn College, Medgar Evers College, Kingsborough Community College and New York City Technical College were among the protesters who braved frigid temperatures and falling snow during a four-hour protest on the steps of the state Capitol.

Hoisting placards and raising clenched fists as they chanted "Shame! Shame!" and "Restore the Cuts," the students participated in perhaps the largest demonstration to date against Pataki's cuts.

Under the governor's proposed budget, the City University of New York faces \$ 203 million in cuts, which CUNY officials estimate could force a \$ 1,000 increase in tuition, now \$ 2,450 a year for senior colleges and \$ 2,100 for community colleges.

Officials also have warned that the cuts could mean laying off 1,000 full-time professors, and canceling 10,000 class sections.

The students, who traveled to Albany from around the state in more than 40 buses, expressed anger that they might have to drop out because of likely tuition increases, deep cuts in the Tuition Assistance Program and the elimination of financial aid programs for low-income students.

"I'm trying to better myself to become a distinguished, educated working man and have a positive effect on society. But how can I if I can't afford to go to school?" said Luis Calle, 20, a radiology student at New York City Technical College in Downtown Brooklyn.

"Pataki and [Mayor Rudolph] Giuliani are denying me the American Dream."

Calle said he was aghast at Giuliani's endorsement of Pataki's cuts in higher education and the mayor's recent statement that the cuts might also help students build character and civic responsibility.

*BROOKLYN
COLLEGE*

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"He talks about responsibility - that's why we are here today," Calle said.

The students were addressed by several state legislators, who vowed to fight the cuts.

"This is not fiscal austerity; this is a budget geared to chasing people out of college, and that's a wrong-headed policy," said Assemb. Edward Sullivan (D-Manhattan), chairman of the Assembly Committee on Higher Education.

Brooklyn Democratic Assemb. Rhoda Jacobs told students they reminded her of when she was a student at Brooklyn College, demonstrating for her beliefs.

"Don't think it's just an issue of tuition cuts," Jacobs said. "It's about a governor who wants to tear up the social contract that says government is of the people and for the people."

Pataki said he heard the noisy demonstration and was "equally concerned about their getting a very good higher education." But he stayed firmly committed to his budget plan.

Students and educational advocates had hoped Pataki would be moved enough by the outpouring of anger to scale back some of his planned cuts.

But late last week, when Pataki released his 30-day amendments - further cuts or restorations to his Feb. 1 fiscal plan - higher education was nowhere to be found.

Zenia Mucha, the governor's director of communications, said, "If this state does not get its financial house in order, we will not be able to maintain any university system whatsoever."

Strange Doings. Though it looks as if it's finally over, the process of putting the death penalty back on the state's law books has taken several strange turns over the last few weeks.

Chief among the things that took on a surreal quality were the agreements that would fall apart soon after they were made.

Of particular interest was a vote last Tuesday in the Assembly Codes Committee, the first stop for Assembly Speaker Sheldon Silver's version of the bill.

The way things were going last week, the vote tally made perfect sense: All committee Republicans voted against the death penalty bill (claiming it was too weak), and all committee Democrats opposed to capital punishment voted in favor of it (out of party loyalty, they said).

Included in the latter group were borough Assems. Clarence Norman and James Brennan.

"It's irrational and bizarre, and I wish the process would come to a conclusion," Brennan stold New York Newsday after the vote.

Both Norman and Brennan vowed to vote against that bill when it reached the Assembly floor - but Silver (D-Manhattan) had to call off the vote, due to

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lack of support.

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