

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (5 pages)	03/06/1996	b(7)(E), b(6)
002. speech	re: 1996 Campaign (3 pages)	03/05/1996	Personal Misfile
003. fax	re: Political (3 pages)	02/29/1996	Personal Misfile
004. fax	re: 1996 Campaign (1 page)	03/04/1996	Personal Misfile
005. fax	re: 1996 Campaign (1 page)	03/04/1996	Personal Misfile
006. speech	re: 1996 Campaign (5 pages)	03/01/1996	Personal Misfile
007. fax	re: bio [Personally Identifiable Information] [partial] (1 page)	03/04/1996	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12094

FOLDER TITLE:

HRC - Texas 3/5/96

2017-1164-S

rc2834

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
DRAFT #1

WASHINGTON, DC; CORPUS CHRISTI, TX; SAN ANTONIO, TX; UVALDE, TX;
SAN ANTONIO, TX; DALLAS, TX; BUFFALO, NY

Traveling Party:

HRC
Craighead
Press ???
WH Photo (TBD)

(b)(7)e

[001]

Corpus Christi, TX
Lead Advance:

Grace Garcia
Sheraton Corpus Christi Bayfront Hotel Room #2016
707 Shoreline Drive
Phone: 512-882-1700
Fax: 512-883-8084
1800SKY8888 **PIN#161-4680**
Cellular: 202-494-

Press Advance:
Site Advance:

Nathan Naylor
Jen Brown

Uvalde, TX
Lead Advance:

Ed Emerson
Holiday Inn Uvalde **Room #**
920 E. Main Street
Phone: 210-278-4511
Fax: 210-278-4511
Pager: tbd
Cellular: 202-757-9325

Press Advance:
Site Advance:

Andy Beattie
Tanya Lombard

Dallas, TX
Lead Advance:

Patrick Halley
The Stouffer Renaissance **Room #2806**
2222 Stemmons Freeway
Phone: 214-631-2222
Fax: 214-905-3814

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 2

1-800SKYPAGE **PIN#106-1114**
Cellular: 202-494-3468

Press Advance: **Rebecca McKenzie**
Site Advance: **Joe Carey**

Trip Scheduler: **Julie Hopper**
202-496-4835 **Phone**
202-496-1012 **Fax**
202-387-5811 **Home**
1-800-SKY8888 **PIN# 1614677**

PREV RON **The White House**

6:30 am



7:30 am

DEPART The White House South Portico
EN ROUTE Andrews Air Force Base
[Drive Time: 25 minutes]

7:55 am

ARRIVE Andrews Air Force Base
Phone: 301-981-2100
Fax: 301-981-4527

8:00 am (EDT)

WHEELS UP Washington, DC

FLIGHT TIME: 3 hours & 40 minutes (-1)

MANIFEST: HRC, WH Photo. (b)(7)e

FOOD: breakfast

10:40 am (CDT)

WHEELS DOWN Corpus Christi, TX

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 3

FBO: Naval Air Station

Phone: 512-939-2505

Fax: 512-

CLOSED PRESS/CLOSED PUBLIC ARRIVAL

NOTE: Grace Garcia will meet HRC at the airport.

Tarmac Greeters: tbd
(Approx. 20)

Contact: Ray Martinez 456-2934

10:55 am **DEPART** the airport
 EN ROUTE location
 [Drive Time: x minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: tbd

11:10 am **ARRIVE**
 Address

Greeters: tbd

11:15 am -
12:15 pm

EVENT
Room
Holding Room:
Phone: 512-
Fax: 512-
OPEN PRESS??

Lma. Ortiz (?)

PARTICIPANTS: Approx. Xx expected to attend
[See briefing book for further information]

FORMAT:

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 4

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Contact:

12:20 pm **DEPART** location
 EN ROUTE the airport
 [Drive Time: xx minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: tbd

12:35 pm **ARRIVE** the airport

12:40 pm **WHEELS UP** Corpus Christi, TX

FLIGHT TIME: 45 minutes

MANIFEST: HRC, Craighead, tbd, WH Photo, (b)(7)e

FOOD: lunch

Greeters: tbd

1:25 pm **WHEELS DOWN** San Antonio, TX
 FBO: Kelly Air Force Base

Phone: 210-925-6802

Fax: 210-

CLOSED PRESS/CLOSED PUBLIC ARRIVAL

1:35 pm **WHEELS UP** San Antonio, TX

FLIGHT TIME: 25 minutes

MANIFEST: HRC, xxxx, WH Photo, (b)(7)e

2:00 pm **WHEELS DOWN** Uvalde, TX
 Garner Field, Uvalde Flight Center

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 5

Phone: 210-278-4481

Fax: 210-

CLOSED PRESS/CLOSED PUBLIC ARRIVAL

NOTE Ed Emerson will meet HRC at the airport.

Greeters:

2:05 pm

DEPART The airport

EN ROUTE

[Drive Time: 10 minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: tbd

2:15 pm

ARRIVE

Greeters: Mayor

Superior Court Judge

NOTE: THIS EVENT IS OUTSIDE.

2:20 pm-

3:30 pm

SPEECH TO CITIZENS OF UVALDE

John Nance Garner Museum

Rain Site: Civic Auditorium

Holding Room:

Phone: 210

Fax: 210-

OPEN PRESS

PARTICIPANTS: XX expected to attend

[See briefing book for further info]

FORMAT: picnic/luncheon

Contact:

Truman - historical tie-in

300-400 people
Briscoe intros HRC
Gray Mauro wants us to come

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 6

3:35 pm **DEPART** location
 EN ROUTE tbd
 [Drive Time: 10 minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: tbd

3:45 pm **ARRIVE** the airport

3:50 pm **WHEELS UP** Uvalde, TX
 CLOSED PRESS/CLOSED PUBLIC ARRIVAL

FLIGHT TIME: 25 minutes

MANIFEST: HRC, xxxx, WH Photo, (b)(7)e

4:15 pm **WHEELS DOWN** San Antonio, TX

FLIGHT TIME: 55 minutes

MANIFEST: HRC, xxxx, WH Photo, (b)(7)e

4:25 pm **WHEELS UP** San Antonio, TX

FLIGHT TIME: 55 minutes

MANIFEST: HRC, xxxx, WH Photo, (b)(7)e

5:20 pm **WHEELS DOWN** Dallas, TX
 Dallas Love Field
 Dalfort Aviation
 Address
 Phone: 214-352-2634
 Fax: 214-
 CLOSED PRESS/CLOSED PUBLIC ARRIVAL

NOTE: Patrick Halley will meet HRC at the airport.

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, MARCH 6, 1996

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Greeters:

5:30 pm **DEPART** The airport
 EN ROUTE SMU School of Law
 [Drive Time: 15 minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: Dinner??????????????

5:45 pm **ARRIVE** SMU School of Law

Greeters: * Pres. R. Gerald Turner
 * Dean C. Paul Rogers III

6:00 pm-

6:15 pm

MEET AND GREET with Distinguished Guests

Promenade Rooms A & B

Holding Room: Kitchen's Mgrs Office

Phone: 214-768-4569

Fax: 214-768-4572

Staff Hold: Rm 307 214-768-4403

CLOSED PRESS -- OFFICIAL PHOTOS ONLY

FORMAT:

-- Photo receiving line

PARTICIPANTS: Approx. 50 expected to attend

[See briefing book for further info]

Contact: Dean Paul Rogers 214-768-2620 (o)
 Or Allisa Feller

6:15 pm-

7:15 pm

SMU LECTURE SERIES

Hughes-Trigg Ballroom

Attire: Business

OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 8

PARTICIPANTS: 650 expected to attend
[See briefing book for further info]

(b)(6)

(b)(6)

FORMAT:

- Pres. R. Gerald Turner gives welcoming remarks and intros
Dean Paul Rogers III
- Dean Paul Rogers III intros HRC
- HRC gives address
- Q & A from the audience????
- Dean Paul Rogers closes program and thanks Mrs. Clinton
- HRC exits stage right (work ropeline left to right)

Contact: Same as Above

open press

7:30 pm

DEPART Hughes-Trigg Student Center
EN ROUTE the airport
[Drive Time: 15 minutes]

MOTORCADE MANIFEST:

LIMO: HRC

STAFF VAN: Craighead, , WH Photo

GUEST VAN: tbd

7:50 pm

ARRIVE the airport

8:00 pm (CDT)

WHEELS UP Dallas, TX

FLIGHT TIME: 2 Hours & 30 Minutes (+1)

MANIFEST: HRC, Craighead, WH Photo, (b)(7)e

FOOD: Dinner

11:30 pm (EDT)

WHEELS DOWN Buffalo, NY
FBO: Aritat-Tiror Aviation Services

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MARCH 6, 1996
PAGE 9

50 North Airport Drive

Phone: 716-633-1000

Fax: 716-633-1543

CLOSED PRESS/CLOSED PUBLIC ARRIVAL

11:40 pm

DEPART the airport

EN ROUTE Hotel

[Drive Time: xx minutes]

12:00 am

ARRIVE Radisson Suites Downtown Buffalo

HRC RON

Radisson Suites Downtown Buffalo Hotel

601 Main Street

Phone: 716-854-4836

Fax: 716-

WEATHER FORECAST FOR CORPUS CHRISTI, TX:

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WEATHER FORECAST FOR UVALDE, TX:

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WEATHER FORECAST FOR DALLAS, TX:

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WEATHER FORECAST FOR BUFFALO, TX:

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draft/sc
March 4, 1996

FIRST LADY HILLARY RODHAM CLINTON
DISCUSSION AT DRISCOLL MIDDLE SCHOOL
CORPUS CHRISTI, TEXAS
MARCH 5, 1996

TALKING POINTS

[Acknowledgements: Principal Roland Quezada, Superintendent of Schools Abe Servera, parents, students, mentors]

- I am delighted to be in Corpus Christi and to visit a school in which parents, teachers, and the community have come together to invest in the education of children.
- One of the most important challenges facing our educational system is to strengthen the ties between schools and parents.
- As a nation, we are at a crucial point in deciding what we can expect from education, and what education can expect from us. You are creating a partnership in which everyone has taken responsibility for the future of your children.
- This sends a signal not only of your concern and commitment to your children, but also to your entire community.
- That is why I am so pleased to hear that so many in your community are getting involved in the schools -- from the professionals who mentor students, to businesses that provide learning incentives, to the many parents who volunteer their time as teacher assistants, hallway monitors and tutors.
- I understand that you have been discussing the possibility of a school uniform policy. The experience of many school districts such as Long Beach, California has shown that school uniforms help make schools safer and more disciplined, freeing teachers to focus on teaching and students to focus on learning.
- You are showing that many of the problems that confront our society can be solved ^{because you} because you are sharing information, pooling your resources, and you believe in your own ability to get the job done. You also have a principal who cares, teachers, parents and business and community leaders who are concerned and involved. ^{and} With your help, we can tap into the unfulfilled potential of parents, schools, and communities throughout our nation to do right by our children.

###

④ You are a model for
our nation of how

BIOGRAPHICAL SKETCH OF

DOLPH BRISCOE

Born in Uvalde, Texas, on April 23, 1923

Valedictorian, Senior Class, Uvalde High School, 1939

Graduate of the University of Texas in March, 1943

Served in C.B.I. Theatre during World War II

Married to former Betty Jane Slaughter

Three Children, Janey Briscoe Marmion, Dolph Briscoe, III
and Cele Briscoe Carpenter, Six Grandchildren

Represented Uvalde, Medina, Zavala, and Dimmit Counties, 8 years,
4 terms, in the Texas Legislature, 1949 to 1957

Reelected to each term without opposition

Coauthor of Colson-Briscoe Farm-to-Market Road Program

President, Texas & SW Cattle Raisers Association, 1960-1962

Chairman, National Livestock & Meat Board, 1967

Chairman, Southwest Animal Health Research Foundation-Screwworm
Eradication Program, 1963

President, South Texas Chamber of Commerce, 1968

President, Texas State Chamber of Commerce, 1969

Chairman, Mohair Council of America, 1970

Elected Governor of Texas, November, 1972, on a pledge of no new
or additional state taxes.

Served as Governor from January, 1973, to January, 1979,
during which time there were no new or additional state taxes.

Served as Campaign Chairman, United Way of San Antonio and Bexar
County in 1984, and President in 1985

Received Distinguished Alumni Award from the University of Texas
in 1986

Inducted into State Fair of Texas, Heritage Hall of Honor in 1994.

Inducted into Texas Business Hall of Fame, 1995.

Dolph Briscoe, Jr.
Page Two

Today serves as Chairman of Briscoe Ranch, Inc., First State Bank of Uvalde, Texas, and Security State Bank in Pearsall, Texas

Chairman, Fighting Back Program for United Way of San Antonio,

Agri Food Education Council,

The Natural Resource Foundation of Texas

Texas A & M University, College of Medicine, Advisory Council

Agricultural Leadership Council, TALL (Texas Agricultural Lifetime Leadership) Program

Agribusiness Committee, Greater San Antonio Chamber of Commerce

Co-chairman, with wife, Janey, University of Texas at San Antonio, Engineering and Bioscience Initiative

Member, M.D. Anderson, University Cancer Center, Board of Visitors

Member, Baptist Memorial Hospital Foundation Board, San Antonio, Texas, Foundation Board

4TH STORY of Level 5 printed in FULL format.

Copyright 1989 U.P.I.

August 19, 1989, Saturday, BC cycle

SECTION: Regional News

DISTRIBUTION: Texas

LENGTH: 329 words

HEADLINE: Newspaper: Briscoe planning another race for governor

DATELINE: HOUSTON

BODY:

Former Texas Gov. Dolph Briscoe plans to enter the race for the Democratic gubernatorial nomination in 1990, a newspaper reported Saturday.

The Houston Chronicle, quoting unnamed friends and associates of Briscoe in Austin, said Briscoe, 66, a multimillionaire rancher from Uvalde, is willing to spend his own money in the race. .

'Frankly, the thing that motivates him the most is his conviction that there's not anybody on the Democratic or Republican side that has the wherewithal to pull together an effective plan for economic development in Texas,' a Briscoe associate told the newspaper.

Briscoe served four terms in the Texas Legislature in the late 1940s and early 1950s. He was elected governor in 1972, when he defeated three Democratic challengers, and held office for six years.

Briscoe was unseated in the Democratic primary in 1978 by then-Attorney General John Hill. Hill lost the general election to current Gov. Bill Clements, who became the first Republican elected as Texas governor since Reconstruction.

Clements, who lost to Democrat Mark White in 1982 and defeated White to win a second term in 1986, who is not seeking re-election.

State Treasurer Ann Richards is the only current announced Democratic candidate for governor, but Attorney General Jim Mattox has indicated he plans to run.

White, who was appointed by Briscoe as secretary of state in 1973, said Friday he was still leaning towards running in 1990. White said Briscoe's decision would not affect his possible candidacy.

A Texas Poll conducted in April indicated Briscoe was rated favorably by 22 percent of Texans and unfavorably by 23 percent with 55 percent having no opinion.

Announced Republican candidates for governor are Midland businessman Clayton Williams, former Secretary of State Jack Rains of Houston and Texas Railroad

United Press International August 19, 1989, Saturday, BC cycle

Commissioner Kent Hance. Amarillo corporate tycoon T. Boone Pickens and Dallas attorney Tom Luce are also considering running.

LANGUAGE: ENGLISH

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. speech	re: 1996 Campaign (5 pages)	03/01/1996	Personal Misfile

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12094

FOLDER TITLE:

HRC - Texas 3/5/96

2017-1164-S
rc2834

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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Freedom of Information Act - [5 U.S.C. 552(b)]

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DRISCOLL MIDDLE SCHOOL 1 512 886 9890 P.02

Partnership Programs Driscoll Middle School

Adopt-A-School Programs- Businesses involved in CCISD schools in order to provide learning incentives for students to excel in school. For 10 years now, businesses have been involved. At Driscoll, businesses such as Koch Refining, KIII TV, Golden Corral, H.E. Butt Grocery, Corpus Christi Chapter of Texas Society of Certified Public Accountants, Law Offices of Chavez, Gonzales, Rodriguez, and Hoblit, and Del Mar College have participated as Adopt-A-School partners and as mentors.

Communities in Schools- a school based community supported agency, and The Texas Employment Commission in conjunction with CCISD have developed a partnership that seeks to assist students and parents deal effectively with personal and school problems. These individuals work closely with students to provide assistance on social services, homework tutoring, counseling, drug counseling and mentoring. They are located on campus and work closely with the school staff and administration in helping meet the personal needs of students so that they be more successful in school.

Mentor 2000- This program was started about 8 years ago at Crossley Special Emphasis School. Students were paired with mentors who were business professionals and private citizens. Funds were set aside for students to have upon graduation for college funds if they graduate. Mentorships have kept students excited about learning and relationships have taken place with these mentors. Special activities have been periodically planned to keep students in school.

Principal's Coffee- Principal started this program to go out into the community where parent involvement takes place at its best. Parents feel more comfortable having the principal come to their home on a very informal basis. New ideas, parental concerns, and areas of improvement are discussed with the principal.

CPA Mentors- The CC Chapter of the Texas Society of Certified Public Accountants and Driscoll Middle School have worked jointly in the mentor program. Volunteer CPS's have adopted a Driscoll Middle School student with whom they meet once a week during the student's lunch period. Areas of discussion can include personal problems, academic concerns, career interests, and any other area of mutual interest. Mentor CPS's take students on field trips, visits to CPA offices, local industry/business locations and trips to civic service organization - Rotary, CPA - luncheons when invited. Students are also treated to holiday parties and lunches at restaurants as rewards.

VIP-Volunteers in Public Schools- Parents have a location in the school where they volunteer their efforts in tutoring, teacher assistants, patrolling hallways, monitoring the campus, prepare teaching materials, and counsel students.

Parent Facilitator - Belinda Gamez

Title I Program - Plans and coordinates the parent involvement program and acts as a liaison between the school, home, and the community. Typical duties include working cooperatively with campus staff to coordinate instructional objectives between the home and the school. Other duties include coordinating and conducting parent training and promoting student achievement.

Family Enrichment Program - Alma Gallardo

Enables parents to have the opportunity to improve their skills in reading, language and mathematics. Also available to the parents are life survival skills, computer literacy, English as a Second Language and G.E.D. preparation. Parent sessions are offered on such topics as helping with homework, parent/teacher conferencing and positive role-modeling.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007. fax	re: bio [Personally Identifiable Information] [partial] (1 page)	03/04/1996	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12094

FOLDER TITLE:

HRC - Texas 3/5/96

2017-1164-S
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Roland Quezada

(b)(6)

[007]

*Schools: Prescott Elementary and Chula Vista Elementary
Cunningham Middle School
Moody High School
Del Mar Junior College
Corpus Christi State University now Texas A & M, Corpus Christi*

*Worked: Teacher at Lumar Elementary, 3 years
Assistant Principal, Casa Linda, 4 years
Principal, Gibson Elementary, 1 year
Principal, Driscoll Middle School, 1 year*

Activities: Reading, Fishing

*Immediate Family: Helen Quezada, wife, 9 years
Ryan Quezada, son, 7 years
Kaitlyn Quezada, daughter, 1 1/2 years*

*Family: Felix & Eva Quezada, parents
Mario & Javier Q., brothers
Diana Bayardo, sister
Blanca Morales, sister
Roxanne Quezada, sister*

6-5709

MANUAL ON SCHOOL UNIFORMS

President Clinton today signed a Directive instructing the Secretary of Education to distribute a new Manual on School Uniforms to each of the nation's 16,000 school districts.

The Manual, developed by the Department of Education in consultation with the Department of Justice, provides a central source of information about the school uniform initiatives that have been undertaken by various school districts throughout the nation. The Manual provides a road map on how to establish a school uniform policy.

Creating Safe and Disciplined Schools

Since 1993, the Clinton Administration has supported and implemented numerous initiatives to support local efforts to create safe and disciplined schools. Quality education is critical to America's future, but we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety.

In recent years, a number of local school districts -- including in Baltimore, Cincinnati, Dayton, Detroit, Los Angeles, Miami, Memphis, Milwaukee, Nashville, New Orleans, Phoenix, Seattle and St. Louis -- have determined that school uniforms should be part of an overall program to promote safety and discipline. As the President said in his State of the Union Address, "if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms."

Why have school districts chosen school uniforms?

The potential benefits of school uniforms include:

- decreasing violence and theft among students over designer clothing or sneakers;
- helping prevent gang members from wearing gang colors or insignia at school;
- instilling students with discipline and a sense of pride;
- helping students concentrate on their school work.

What is in the Manual?

- 1) **Benefits:** The Manual sets forth the benefits of school uniform programs.
- 2) **User's Guide:** The Manual provides a users' guide on how to implement a uniform program for schools that are interested in uniforms.
- 3) **Model Programs:** The Manual describes school uniform programs from various local school districts across the nation. The Manual is meant to give local parents, teachers and school officials examples they can use if they decide to make uniforms part of an overall program to promote school safety and discipline.

draft/sc
March 4, 1996

FIRST LADY HILLARY RODHAM CLINTON
DISCUSSION AT DRISCOLL MIDDLE SCHOOL
CORPUS CHRISTI, TEXAS
MARCH 5, 1996

TALKING POINTS

[Acknowledgements: Principal Roland Quezada^{era}, Superintendant of Schools Abe Servera, parents, students, mentors]

- I am delighted to be in Corpus Christi and to visit a school in which parents, teachers, and the community have come together to invest in the education of children.
- One of the most important challenges facing our educational system is to strengthen the ties between schools and parents.
- As a nation, we are at a crucial point ^{and} in deciding ~~not only~~ what we can expect from education, ~~but~~ what education can expect from us. You are creating a partnership in which everyone has taken responsibility for the future of your children.
- This sends a signal not only of your concern and commitment to your children, but also to your entire community.
- That is why I am so pleased to hear that so many in your community are getting involved in the schools -- from the professionals who mentor students, to businesses that provide learning incentives, to the many parents who volunteer their time as teacher assistants, hallway monitors and tutors.
- I understand that you have been discussing the possibility of a school uniform policy. The experience of many school districts such as Long Beach, California has shown that school uniforms help make schools safer and more disciplined, freeing teachers to focus on teaching and students to focus on learning.
- We can succeed in solving many of the problems that confront our society if we share information, pool our resources, and believe in our own ability to get the job done. The concern is there; the willingness is there. We need to tap into the unfulfilled potential of parents, schools, and communities to do right by our children.

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THE WHITE HOUSE

Office of the Press Secretary
(Long Beach, California)

For Immediate Release

February 24, 1996

REMARKS BY THE PRESIDENT
ON SCHOOL UNIFORM PROGRAM

Jackie Robinson Academy
Long Beach, California

11:03 A.M. PST

THE PRESIDENT: Thank you. Thank you very much. Thank you, Melissa Machit. Didn't she do a good job? Give her another hand. (Applause.) Mayor O'Neil; Superintendent Cohn; Chief Ellis; our host principal, Alexis Ruiz-Alessi, the principal of Jackie Robinson Academy, where we are now. (Applause.) To the president of the Board of Education Bobbie Smith -- (applause) -- to the JROTC groups from Wilson and Poly, thank you very much for being here. (Applause.) And to the Poly High School Band, thank you very much for playing so well. (Applause.)

Just before I came out here I had a little roundtable discussion about the school uniform policy with Melissa and another fine student names Maurice Troutman, and a number of -- (applause). I thought he was going to run for office someday. (Laughter.) He's already seeded the crowd. (Laughter.) And a number of teachers and parents and the chief and your Board president. I would like for all the people who were in our roundtable to stand and be recognized. They did such a good job of educating me about what was done. Thank you very much. (Applause.)

I'm glad to be back in Long Beach. It seems like only yesterday when I was here last. (Laughter.) I do have my pen on today, it's sort of my uniform. And I'm honored to be here. I came here today to applaud and support the efforts of this remarkable community.

Yesterday the Mayor and community leaders briefed me on the remarkable plan that this community has to revive itself and deal with the impact of the defense downsizing of the last several years. Today I'm here to support what over the long run may have an even more profound impact on the future of this community and our country. This remarkable progress

you have shown in your schools as a result of the school uniform policy -- making them safer, more disciplined and orderly, freeing teachers to focus on teaching and students to focus on their job of learning. You are returning their schools to their original purpose, and proving that public institutions can excel when they have high standards, high expectations for all children and a high purpose with a strategy at the grass-roots level supported by everybody in the community for carrying it out.

I have to tell you on a very personal note, as I told the panel, this has made my life at home even a little more difficult because for 10 years -- 10 years-- several times a year, before Long Beach finally took this ground-breaking step, the only person who ever talked to me about school uniforms was the First Lady. (Laughter.) And six or seven times a year we'd go to Chelsea's school and we'd go to this or that event at school, or we'd visit other public schools and she'd come home and say, you know, if we had a uniform policy it would make things better in these schools. I heard it over and over and over again. And thanks to you, I have to listen to, I told you so. (Laughter and applause.)

Being able to endure, "I told you so," is one of the essential requirements of a successful marriage -- (laughter) --and I must say I can't think of a time when I have enjoyed hearing it more. I applaud all of you.

I want to take a few moments today to talk about how what you have done here fits into the larger pattern of what I hope is going on in America and what I am trying to do and what we are trying to do to help you to spread this message throughout the United States.

When I became President I was convinced that our country had to go into the next century making significant changes if we wanted to ensure that the American Dream was available to everyone willing to work for it, without regard to their race or income or background. If we wanted to bring the American people together instead of seeing them continue to drift apart, and if we wanted to see our country remain the leading force in the world for peace and freedom and prosperity, we have worked very hard over the last three years on all those three objectives, and we see that while progress has been made which is very substantial, serious challenges remain -- challenges that can only be met if we do a better job of working together.

If you were to ask me what the single most significant lesson I have learned as your President in the last three years is, I would without hesitation answer, it is that when Americans work together we never lose, and when we are divided we defeat ourselves. (Applause.)

Today California newspapers reported 285,000 new jobs in this state in 1995 alone. We are moving this economy --almost 8 million new jobs, a 15-year high in homeownership, three years of record highs in new businesses formed. Businesses owned by women alone in the last three years have created more new jobs than the Fortune 500 have laid off. (Applause.) The combined rates of unemployment, inflation and home mortgage interest rates are the lowest

they've been in 27 years. We are moving forward.

But we know -- we know -- that a lot of Americans have not participated in this economic recovery. They haven't gotten a raise, or they live in the inner city or isolated rural areas where there aren't any new jobs, or they work for one of these big companies where sometimes when they're my age and ready to send their own children to college they've been downsized. So we have more challenges to meet until we can say to every American you're going to live in a more rapidly changing economy, but you will still be all right if you're willing to work for it.

If you look at our most fundamental institutions, many of the social problems we've had, the objective indicators clearly point out the fact that on balance our schools are doing a better job. You should know that the welfare rolls are down in this country, the poverty rolls are down in this country. Every state in the country has reported a decline in violent crime. This is all encouraging. That's the good news.

Everybody knows this country is still too violent, it's still too dangerous for children, there are still too many problems out there, there are still too many people trapped in a culture of dependence when they ought to be out working and being successful in supporting their families and contributing to their communities and country. So we have a lot to do.

Now, a lot of the things we have to do involve modernizing our systems. For example, we have reduced the size of your national government, we have gotten rid of thousands of pages of regulation, we've made it far less bureaucratic. It's the smallest government you've had in 30 years. But you don't want it to be weak; it's still strong enough to be there when you need it if there is an earthquake or a fire or a flood. It's still strong enough to be there to help companies change when they have to go from defense to civilian construction. And these are the kinds of things that we need to focus on. I want to give you a government that is less bureaucratic and smaller, but still able to help every person, every family, every neighborhood, every community make the most of their own lives. (Applause.)

And so all the institutions have to change, we have to modernize. In just a couple of weeks the Vice President and I will be out here to celebrate Net Day in California, the biggest next step in our campaign to make sure that by the year 2000 every single classroom and every single library in this country will be hooked up to the Internet -- 20 percent of California's schools will be hooked up this year. (Applause.)

But it's not all modern. Some of what we have to do is to get back to basic values and basic institutions. I see at least two members of the Congress out here, Congressman Horn and Congressman Martinez -- there may be others here. We know that there are things in Washington we cannot do that you have to do. We have to find ways to reassert the vitality of the basic institutions of this country, of the family, of the schools, of the neighborhood and the community.

In the schools, I have always had a very simple formula. I believe I have spent more

time in classrooms, more time listening to teachers and parents and students than any person who had the privilege to hold this office. And I believe that all children can learn. I think that we have to have high expectations. (Applause.)

I believe in high national standards. I believe in high technology, nationally spread. But I believe in grass-roots reform, giving kids a good head start, giving every person access to college and giving adults a lifetime chance to always, always get education when they need it for economic reasons. (Applause.) But let's not kid ourselves. None of this is going to work unless our schools work and unless our children feel safe and secure; unless the environments of education are disciplined and drug free.

We saw the tragic consequences of the time in which we live again just a few days ago with the terrible, painful agonizing senseless shooting of that fifth-grade teacher in front of his students in Los Angeles. We are praying -- I'm sure all of you will pray along with our family that Alfredo Perez will pull through, and that his wife, who is also a school teacher, will have the courage, the bravery to carry on, and that those students in that school who underwent that horrible experience will somehow find the courage to believe in their adults who are responsible for their lives, so that they can go and grow and learn again.

We know that most of our schools are safe, but we know that our country is not as safe as it ought to be. We know that every parent who walks a child to the bus stop and waves goodbye in the morning should never worry whether the child will come home safely. Every parent has a right to expect that their children will be safe in school. Every parent has a right to believe that the children are spending their time learning and teachers are able to spend the day teaching. (Applause.)

When we identify national problems that have to be solved by local communities using basic values, what I believe we should do at the national level is to help to define what we ought to do and let you decide how to do it. That's what we're here to celebrate today. (Applause.) We've tried to help promote school safety with the Gun-Free Schools Act. We are educating our children through you with the funds we provide about the dangers of drugs with the help of the Safe And Drug-Free Schools Act. We are tackling student drug use through our random drug testing programs that we have advocated for local school districts. We are getting tough on criminals when they are seriously violent by permitting the prosecution of hardened young criminals as adults. We are promoting greater parental involvement through our family partnership for learning at the Department of Education. We are supporting you and teaching our children the values of hard work, discipline, mutual respect through the introduction of character education programs all across America, again, at the initiative of local school districts, not from Washington. But when you want to do it we're there for you and we think you should do it. (Applause.)

And we have worked very hard in this country where so many people come from such diverse backgrounds and so many different faiths which they want to express in different ways, to say that the First Amendment's freedom of religion is the freedom from oppression, but it

doesn't make schools religion-free zones. There is a way people can pursue their values and their faith consistent with the First Amendment. We have tried to do all these things. (Applause.)

But I have to say, in the end it matters whether all of you are working together and whether your counterparts in every school district in America are working together. That's why I took some pains in the State of the Union address to urge that other school districts in our nation consider following the example of Long Beach on school uniforms. (Applause.)

One of the great hazards of our culture, with all of its wonderful opportunities, is that we can sometimes, as a friend of mine used to say, without meaning to teach our children to minor in the majors and major in the minors. It's important to be able to make a good living and it's important to be able to buy things that you'd like to have, but that's not the most important thing in life, and it's tragic when young people without a balanced upbringing, without grounded values, without a secure education, wind up believing that it's all right to kill somebody for a pair of sneakers or jewelry or a designer jacket.

In Detroit, a 15-year-old boy was shot recently for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student was robbed of his jewelry. Just this past December, near where I live now, in Oxon Hill, Maryland, a 17-year-old honor student was killed at a bus stop, just standing there -- caught in a cross-fire during the robbery of another student's designer jacket.

As parents, every one of us has been wrenched by these stories. We cannot stand idly by while our children are having their childhoods robbed from them and from us by people who place more value on the material things than even human life, not to mention human learning.

The Long Beach Unified School District and the parents here have not stood idly by. I want to again say, the entire United States of America is in your debt because you took the first step to show that elementary and middle school students could wear uniforms to class, reduce violence, reduce truancy, reduce disorder, and increase learning -- and, as was said more ably than me by my remarkable introducer, give a sense of unity and purpose and teamwork to the students and the schools that are in this school district. We are all in your debt in the United States. (Applause.)

After the first year of this program, fights between students and other students who bring guns to school were cut in half. Overall crime in the schools was cut by more than a third -- in one year. In addition to safety, learning improved, schoolwork became more important for students than showing off what they were wearing or resenting what someone else was wearing. And maybe most important of all over the long run, I think these uniforms do not stamp out individuality among our young people. Instead, they slowly teach our young people one of life's most important lessons -- that what really counts is what you are and what you can become on the inside, not what you are wearing on the outside. (Applause.)

And at least on that score, I think you can make a serious argument that this school uniform benefits the children of affluent families as much as it benefits the children of poor families, because that is a lesson all our children need to learn. (Applause.)

But in the end, we should remember it should be safety first. I was so moved in this panel listening to Melissa talk about unity, and then listening to young Maurice say, I can walk down the street now and because I have my uniform on those gangs know that I'm not a problem, I'm just a student; I don't have to look over my shoulder all the time.

It is wrong for a young person to look over his or her shoulder walking down the street of the United States of America. That is wrong. (Applause.) And you have helped to stop it. (Applause.)

And let me say finally about you, you did it, reflecting the lesson I said that was the most important I have learned: you did this together. This was not imposed on you. The parents decided to do it, working with the teachers, working with the school board, working with the police department, working with others. You worked this out together.

And I've learned about the differences from school to school. I've learned about the differences in permissible uniforms. I've learned all about this. It has really pleased me to understand just how much of a grass-roots endeavor this is. And that also is important.

I do want to say, though, that in all the years that I have spent in public schools, the thing that has frustrated me most is that nearly every problem in America has been solved by somebody somewhere in some school. But ideas don't travel very well. The most heartening thing to me, although I know it's been a headache for your superintendent, is that you've been deluged with phone calls. That's good. That means people say, I'm not too proud to learn from them.

You know, the founding fathers of this country set up state governments as the laboratories of democracy with the express intent that they would not be too proud to learn from one another. When I was a governor, whenever we were the first state to do something, I was always proud of that; but I used to tell our people, I'm even more proud when we're the second state to do something because that meant that we weren't too arrogant, hard-headed, and deaf to learn from what somebody else was doing right. (Applause.)

So we want to support what you have done here. And so we have taken on the job of finding out what works and how. And I want you to know that just before I came here today I signed a directive instructing the Secretary of Education to distribute this new manual on school uniforms to every one of the nation's 16,000 school districts so they will know how to do what you did. (Applause.)

The Department of Education worked with the Department of Justice and the Attorney General to develop this. It's a road map for the establishment of a policy for school uniforms for schools that want to use the tool. It provides a central source of information about successful

programs, yours and those that have followed that are making a difference all across America.

Let me be clear, this is not a national government mandate. This is not Washington telling any school or school district what to do. The decision about whether to adopt a uniform policy as a tool in an overall program to promote safety and improve learning is a local decision to be made entirely by parents, teachers, and local school officials. But at least now nobody will say, we didn't know about this, we couldn't imagine how to do it, and we're not sure it will work. If they read this, they will know it will work and they'll know about it and they'll understand how to do it. (Applause.)

In the meanwhile, let me leave you with these two thoughts: Please don't grow weary in pursuing this goal. We can never rest until violence against our children is the exception, not the rule; until we are horrified -- until we are genuinely surprised when we hear about something bad happening to a child. We can never rest until we have more of our children wearing the colors of school uniforms than the colors of gangs. We cannot rest until that is true. (Applause.)

And please, each and every one of you in your own way, be willing to reach out to your friends and neighbors, and anyone with whom you come in contact across this great state and across our beloved country, to tell people the story of how this works. People are desperately looking for ways to restore integrity and meaning and purpose and direction and success to our schools all across America. You have shown that it can be done. Share your knowledge, share your passion, share your conviction. And remember what I said: Whenever we are defeated, we defeat ourselves; if we are divided, we can't win, but when we're together, America never loses.

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

END

11:28 A.M. PST