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(Carbondale, Illinois)

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September 11, 1995

REMARKS BY THE PRESIDENT
TO THE COMMUNITY OF SOUTHERN ILLINOIS UNIVERSITY

South Illinois University
Carbondale, Illinois

11:58 A.M. CDT

THE PRESIDENT: Thank you, Jason. Thank you, Ted Sanders. I want to thank Senator Paul Simon and Senator Carol Moseley-Braun for being here and Representatives Jerry Costello, Glenn Poshard and Dick Durbin, the SIU Carbondale President John Guyon, and I want to welcome all of the colleges and universities that are connected to us by satellite all around the country. Mayor Dillard, I thank you for being here, and I want to compliment the Saluki Marching Band and the pep band. Thank you for your music. Great job. (Applause.)

I also -- I know that we have a lot of schoolchildren here, but I've got an especially large number of invitations from one middle school that marched here as a group, the Lincoln Middle School. There they are over there. Thank you very much. (Applause.) I also want to thank all the National Service AmeriCorps members who are here and who are working in Southern Illinois. (Applause.)

Ladies and gentlemen, I am glad to be back here at SIU, a place which has a very warm place in my heart. I spoke here in 1991 just before I declared as a candidate for President of the United States. It was a memorable evening. I've been back here since then. This is the first time I've been as President, and I am very, very glad to be back here. I've had a wonderful day, and I thank you for making me feel so welcome. (Applause.)

I came here today to talk to you about the future of education in America, the role of the student aid programs in that future, and the decisions that will be made about the national budget in the next 60 to 90 days that will affect your future and the future of all Americans.

One hundred and thirty-seven years ago this week in Jonesboro, just down the road here about 20 miles, Abraham Lincoln and Stephen Douglas held one of their famous debates. According to a newspaper report at the time, interest in the event was not what it should have been. When the candidates arrived in town, they were met, and I quote, by "two yoke of steers and a Stephen Douglas banner hanging bottom-upwards." (Laughter.)

Well, I didn't see any cattle on my way in, and all of the banners I've seen today are rightside-up, and there seems to be a good deal of interest. So I thank you for that, and I'm glad to see you. (Applause.)

It's appropriate that we're here talking about the student loan issue because, as I'm sure all of you know, about halfway between here and Jonesboro is Senator Paul Simon's hometown of Makanda. (Applause.) Senator Simon is retiring from the Senate this year, but I want everybody in this audience to know that more than anyone else in the United States Congress, he was instrumental in supporting our efforts to pass the Direct Loan Program in 1993, and no one has done more to make the dream of a college education a reality for all American students than

MORE

Paul Simon of Illinois. (Applause.)

The Lincoln-Douglas debates were historic because they occurred at an historic time over an historic issue. The issue then was slavery and whether our country would remain united or be divided, and everyone knew the whole future of the country depended on how it was resolved.

Today at the dawn of a new century, we are in the midst of another period of historic change. The issue today is the end of the Cold War and traditional industrial society and the growth of the global economy, the Information and the Technology Age and whether we can preserve the American Dream for all Americans in this new world. And the whole future of the country depends upon how we answer that great issue, just as it did in 1858.

How do we keep the American Dream alive in a world where jobs and capital, technology and ideas can travel across borders as fast as the satellite signal that right now is beaming this speech to colleges and universities all around this country? How do we make sure in this age of information where what you can learn depends on what you can earn -- determines what you can earn? How can we make sure that there's really opportunity for all people in this country without regard to where they live or what their racial or economic background is?

How can we make sure that your country gives you the chance to make the most of your own life, a gift that was given to me and most other people my age that helped us to make the most of our own lives?

This is a period of intense change, with a lot of wonderful things going on. I honestly believe that the young people in this audience will grow up into an America that will have its best days. I think the future is still going to be better than the past, but if, only if we meet the challenges of this time.

Let's face it, folks, these changes that are going on are awfully good for people who have an education, people who can be in the forefront of the change. They're pretty tough on millions and millions and millions of hard-working families that are being discarded by big companies as they downsize, forgotten by economic units for which they worked for 10, 20, sometimes 30 years; people who don't have a very good education and can no longer get the kind of jobs they used to, or if they get a job never, ever, ever seem to get a raise. Not so good for the million Americans who are working every year who lose their health insurance.

Why? Because all these changes are uprooting people, uprooting companies, uprooting ties that used to bind. We know -- we know -- that unless we can better educate our people, too many of them will be left behind in the global economy of the 21st century. We know, today, that for 20 years most Americans earning hourly wages have been working harder and harder for the same or lower wages -- for 20 years. And we know that if we want to preserve the American Dream for all of you, we have got to turn that around. (Applause.) And we know how to do it.

At the end of World War II when the G.I.s came home 50 years ago, the G.I. Bill gave people who fought in the war a chance to go to college and the chance to buy their own home. And it made us the strongest economic power in the world by educating our people. In the 1950s, when we got into a race with the then-Soviet Union into space, national defense education loans and

other investments in higher education gave a whole new generation of Americans a chance to go to college and broaden their horizons. And it made a real difference.

I was the first person in my family to go to college. I had scholarships and loans, a job in college, and six jobs in law school. I paid all my loans back, but if it hadn't been for those loans, I might never have been given the opportunities that brought me to the point where I am today. And I am grateful to the people in my country who gave me that chance. (Applause.)

Now, when I became President, my goal was to get this economy ready for the 21st century and to open opportunity for you, to create more jobs and to set the conditions which will allow us to raise incomes and raise the stability of American families. And in 1993, we passed an economic program that reduced the deficit from \$290 billion a year to \$160 billion, that cut taxes on the lowest income of our working people and made 90 percent of our small businesses eligible for lower taxes and that invested more money in education, research and development and the technologies of the future to create more high-wage jobs.

And in two and a half years, we've got 7 million more jobs, 2.5 million more homeowners, nearly 2 million more small businesses. But average incomes have still not gone up. You cannot turn around 20 years of trends in two years. But I am telling you, folks, there is no way to do it unless we continue to increase the number of Americans of all ages who are going on to colleges, from the community colleges to the four-year colleges, to the graduate schools of America. (Applause.)

Listen to this: In 1980, a worker with a college education earned 36 percent more than a worker with only a high school degree -- 1980. Today, 15 years later, that 36 percent gap has grown to 74 percent. The difference in earnings between high school graduates and college graduates has more than doubled in only 15 years. Every year of higher education today increases earnings by 6 to 12 percent, and in many cases, guarantees the right to get a job in the first place -- something which is increasingly rare for people who don't have a good education.

The unmistakable fault line in America over who makes it and who doesn't today, more than ever before, is education. So as we go back to school and the Congress goes back to work, the question is, will your country continue to help those who want to help themselves? Will your country do what it ought to do now -- which is what it did for me when I was your age? Will your country meet the challenges of the 21st century, or will we cut off our nose to spite our face by cutting back on educational aid at the time when we need to invest more in it? (Applause.)

Let me be clear on this. In this great debate to balance the budget, I am on the side of balancing the budget. Our country has no business running a permanent deficit. We never had a permanent deficit before 1981. We quadrupled the debt of the country in the 12 years before I became president. We have taken the deficit down from \$290 billion a year down to \$160 billion a year in only three years. It is important that we continue to work to balance the budget. (Applause.)

It is important because if we can get a balanced budget, we can spend less of your taxes on debt and we can spend more of it on education, the environment and the elderly. It is important because if we have less debt, people in private business will be able to borrow money at lower interest rates to create more jobs. It's important to balance the budget. But you want to do it to strengthen the economy and strengthen the incomes of the American people. Therefore, I say we should not balance the budget by cutting education because we do not have to cut education to balance the budget. (Applause.)

We have worked hard in the last two and a half years

to expand scholarships like Pell Grants for deserving students, and we have worked very, very hard on the Direct Loan initiative. I see the students from Indiana University out here holding up their sign. This year I learned at this campus, you went to the Direct Loan Program and 11,000 students got direct college loans. And they didn't have to spend so many hours filling out forms or a day waiting in line for the loan at the bursar's office this year because the program works. (Applause.)

The Direct Loan Program gets rid of red tape, bypasses banks and middlemen, sends the student loan directly to the school where the student gets it in a hurry. I talked to a student just a few moments ago who told me that the difference in this year and last year was a difference of four months and one week in getting the student loan. This program is better for the students, better for the schools, and, believe it or not, it costs the taxpayers less money. It has been a good investment for America, and I thank, especially, Paul Simon and all these other members of Congress for supporting the Direct Loan Program. (Applause.)

For many of you, perhaps the most important feature of the Direct Loan Program is that you can now pay back your loans as a percentage of the income of the job you have when you leave college. This is very important -- because a lot of people go to school to get jobs that will not make them wealthy, but that will be very important for society.

They want to be teachers or nurses or social workers or do something else profoundly important to our country. And they borrow so money that is so great that if they had to make the loan payment back on traditional terms, they couldn't do it. But if they can make the loan payment back as a percentage of their income, then there will never be a disincentive to go to school. There will never be a disincentive to staying in school. No one will ever have to drop out of school just because they think their loans are getting too big. We should keep the Direct Loan Program and keep the scholarship programs going. (Applause.)

I also favor retaining the policy that does not charge students for interest on their loans while they're in school, and gives a six-month grace period after school before you begin making those repayments. You have to have a job before you can repay the loans. (Applause.)

But make no mistake: With the opportunity of the loan comes the responsibility to repay it. I was appalled when I became President and I realized the size of the college loans default. I was absolutely appalled that there were that many people that would take money from their government for a college education and not repay it. And I am proud to say we have cut the loan default rate in half in our administration, and we're going to cut it some more. (Applause.)

I just want to mention a couple of other things. One of my proudest moments as President was having the opportunity to sign the bill that created AmeriCorps, our national service initiative. (Applause.) AmeriCorps is giving thousands and thousands of young people the chance to earn and save up money for college while serving their communities.

In Carbondale, we have AmeriCorps members working in the local elementary schools -- 20,000 this year, up to 50,000 next year could be serving their country if the Congress will continue to fund the AmeriCorps program. It is a great investment, and it's making America stronger. (Applause.)

There are two other proposals that I have made that I hope this coming Congress will adopt. Since there will be a tax cut, the question is: What are we going to cut taxes for, and who will get it? I favor as my number one priority giving a tax deduction to hard-working American families for the cost of education after high school, for their children or for themselves. (Applause.)

The second proposal that I have asked the Congress to adopt is one which would basically reflect the new reality of unemployment in our country. Thirty years ago when a person went on unemployment, the chances were eight in 10 that person would be called back to the same job, that unemployment was a matter of the business cycle, and the unemployment check, therefore, just tided people over until they were called back to the same job.

Today, just 30 years later, the chances are when you're laid off, eight in 10, that you won't be called back to the old job, and you've got to find a new one. Therefore, I have recommended that the Congress consolidate about 70 separate training programs in the government and just create a fund that will give a voucher to an unemployed American for \$2,600 a year for up to two years to take to the nearest community college or other community education institution to get the training that he or she needs to get back in the work force and on the road to progress. (Applause.)

Under all these reforms I've just mentioned, if we stick with them by the year 2002, as many as 20 million more Americans will be able to get less expensive and more flexible college loans. We will be able to award over 3 million more Pell Grant scholarships. And if we maintain our commitment, we're on target to increase the number of Americans who are going to college by over one million by the end of this decade; and we need it -- all of us need it for the strength of the United States. (Applause.) That means better jobs, higher incomes, a stronger America.

All this progress is now threatened by the budget debate now going on in Congress. The congressional majority proposes to balance the budget a little faster than I do, and to give a tax cut much larger than the one I propose. Much of it goes to people who are already doing very well and don't really need the money.

To do this, they have been willing to cut education and training by \$36 billion below the present budget, which is \$76 billion less than I propose to spend while we balance the budget, too. They've proposed to get rid of AmeriCorps. They've proposed to get rid of the Direct Lending Program and go back to the old system which was more cumbersome, which will cost the students more money, which will lead to fewer people taking advantage of the loan program which will mean more headaches to the colleges and universities, but the banks will make their money back. That's all that will happen.

They propose to make changes in the interest payments on college loans so that the cost of college loans could be raised by as much as \$3,000 for undergraduates and over \$9,000 for graduate students. I'm not even talking now about the risks to the education programs that help kids get ready for college. Under these proposals, there will be 50,000 fewer children in the Head Start program. All the public schools in our country that are participating in our Goals 2000 program will lose their money. The Safe and Drug-Free Schools Program will be denied to millions and millions of American children.

Two million American children would face roadblocks on the road to college between now and the end of this decade and the beginning of the next century if the American children would face roadblocks on the road to college between now and the end of this decade, the beginning of the next century, if the proposals of the Republican Congress become the law of the land. That is penny-wise and pound-foolish. We shouldn't cut education to balance the budget. We don't have to do it, and we shouldn't do it. (Applause.)

Folks, before I came out here, I spent a fascinating hour or so talking to 11 students from the various states that are represented here -- from Indiana and Kentucky and Tennessee; and I met some people from Missouri here earlier, as well as from Illinois -- students, people who are starting their own lives. They're behind me today. Every one of them could not have pursued his or her education without the benefit of student financial aid.

I'd like to ask the people who were with me before I came out here to stand up and be recognized. Would you all stand up? (Applause.) They range in age from 21 to 51. One is a community college student; one is in graduate school. They go to public and private universities. They have different life stories. One has worked her way off welfare and into a position in college leadership. One was an Upward Bound student who is going to be very upward bound, who will become a doctor.

All these people are America. They are what this is all about -- not the organized forces that lobby in Washington. These 11 people -- I am doing my best to represent them and their future in your capital. That is what this is all about -- your future. (Applause.)

I only wish that every American -- every American -- could have heard these 11 people tell their stories, talk about the loan programs, the scholarship programs; talk about how our direct loan program works; talk about what it means to have hope and a new life, and to be working like crazy to make that life; understand that we're not talking about welfare here; we're not talking about giving people something they don't need; we're not talking about giving anybody something for nothing -- we're talking about helping people to make the most of their own lives.

And if you don't believe that it will hurt America to walk away from student financial aid, let me just ask you to consider this: In the last four years, in the state of California, the state that was hit hardest by the recession, because they lost so many defense-related jobs, higher education was cut by 19 percent. And over a two-year period, enrollment dropped by over 10 percent. We need to be increasing enrollment in this country, not decreasing it. We need more people in all of these community colleges and colleges and universities in all these programs that critical to our future -- not fewer people.

The American Dream depends upon our ability to not only create new jobs, but to raise wages and enable our people to compete and win in the global economy of the 21st century. I have been in factory, after factory, after factory since I've been President. We are the now the most productive economy in the world. It is wrong for our economy to be growing and the American people's incomes to be stuck. And education is the way out. I am determined to see that you get it. (Applause.)

Let me just say this in closing. Education in my lifetime has never been a partisan issue. When I asked the Congress to create the National Service Program, Democrats and

Republicans supported it. When I asked the Congress to expand Head Start, Democrats and Republicans supported it. When I asked the Congress to invest in all of these other educational programs, just two years ago, Democrats and Republicans supported it. Never before has this been a partisan issue.

Do not be fooled by the smokescreen of balancing the budget. We are all for balancing the budget. You do not have to balance the budget by cutting college aid. You do not have to balance the budget by shortcutting the future of America. (Applause.) We can do better than that. (Applause.) Help me. Stand up. Write your members of Congress. Tell them to balance the budget and increase investment in education and America's future. (Applause.)

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

END

12:25 P.M. CDT

MORE

sc/draft
September 29

FIRST LADY HILLARY RODHAM CLINTON
VASSAR COLLEGE
POUGHKEEPSIE, NY
OCTOBER 1, 1995

[Acknowledgements: President Fran Fergusson; Tolga Erim [TOLE-gah EH-rehm], President of Vassar Students Association; Peggy Richardson, IRS Commissioner and Vassar alum]

I am delighted to be here at Vassar today. I feel especially at home here, not just because of your very warm and generous welcome, but also because Fran Fergusson, your President is a fellow Wellesley graduate.

I just came from Eleanor Roosevelt's cottage, Val Kill, a few minutes down the road from here. ~~It was a great honor to receive an award from the Eleanor Roosevelt Center at Val-Kill.~~

And after
~~I have been First Lady for about two and one-half years, and~~
in this position,
one thing I have discovered ~~during my tenure~~ is: everywhere I go, Eleanor Roosevelt has been there before me. From the Child Welfare League in New York City, to India and Pakistan, to ~~visit~~
the Nelsons' dinner, to coming to this campus, which she frequently did
~~writing a newspaper column, to visiting Vassar College, Eleanor~~
NWS Roosevelt has ~~done it all~~. *Covered every base.*

The things Eleanor Roosevelt stood for and fought for over her entire lifetime -- human rights, equality, and peace -- matter so much today. She believed that the best investment a country can make is in its people, *and that message*
is one that has added weight it has would we live in today.

That Mrs 12
Canad about.
Today in our country, we are debating many of these issues. We might use different terminology, but the ideas are the same. The decisions that will be made in the next few months over the budget will determine the future of our country. One of those decisions is the kind of role education plays -- and will play -- in our democratic society.

century and a new
millennium
At the dawn of a new ~~century~~, we are in the midst of an historic change. Our traditional industrial society is rapidly being replaced by the growth of the global economy and our increasing dependence on information and technology. As we enter this era, we have to ask ourselves: How do we keep the American Dream alive in this new world?

The changes in our economy and our society are exciting, and for the most part offer great opportunities. But let's be clear. The people who have an education in this country are the ones who will benefit. In 1980, a worker with a college education earned 36% more than a worker without one. Today, that 36% difference has grown to 74%. That percentage has more than doubled in 15 years. Increasingly, the difference between someone who makes it in our society and someone who doesn't is education.

We are all for balancing the budget. But, as the President often says, there is a right way and a wrong way to go about it. Over the past two and one half years, from working to expand scholarships such as Pell Grants, to fighting for the Direct Loan

program, to creating Americorps, the President has put education at the top of his agenda.

With the reforms the President is fighting for, by the year 2002, as many as 20 million more Americans will be able to get less expensive and more flexible college loans. We will be able to award 3 million more Pell Grant scholarships. And if we maintain our commitment, we will increase the number of Americans who are going to college by over one million by the year 2000.

All of this is threatened in the current budget debate in Congress. In order to balance the budget and at the same time give a tax cut to some of the wealthiest in our ^{country} ~~society~~, the ~~congressional majority~~ ^{There is a move afoot /} is proposing to cut education and training, to ~~withhold~~ ^{deny} opportunity to millions of Americans eager to fulfill their potential.

Funding for education and training is not about giving people something they don't need; it's not about giving people something for nothing; what it is about is helping people make the most of their own lives. The American Dream depends upon our ability to not only create new jobs, but to enable Americans to compete and win in the 21st century.

When you think about how important education is for the citizens of this country, you can magnify that 100 times in developing countries. Throughout the world, education and the investment in human potential is essential to human progress.

So many of the things we believe are essential
to a democratic society -- such
as education -- were the focus
of discussion at this conference.

~~Where the idea of investing in human potential & human rights was~~

I recently returned from the U.N.'s Fourth World Conference on Women in Beijing, China. The goal of the conference was to help bring new respect and dignity to women and girls -- and in so doing, to ^{bring strength & stability to} families as well. Delegates from all over the world came together to ~~draw attention to the issues that matter to women and their families:~~ ^{talk about} access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and to participate fully in the political life of their countries.

Women comprise more than half the world's population. Women are 70% of the world's poor, and two-thirds of those who are not taught to read and write. We take care of the world's children, we run the households, ^{we run companies, and even run some countries,} And many women combine those responsibilities and demands with jobs outside the home.

It is easy to see why investing in the lives of women and girls is one of the soundest investments a society can make. For example, we have seen in countries throughout the world the dramatic results that occur when literacy improves among girls and women. Whole towns, whole cities, whole regions are lifted from poverty.

These issues are often labelled dismissively as "soft," -- women's issues -- marginal to economic and social progress. But in fact, the conference helped show the world that investing in the potential of human beings is just as important to economic progress as investing in the marketplace.

helped remind people everywhere
The women's conference ~~affirmed the idea~~ that women's rights are human rights -- and human rights are women's rights. That is not just rhetoric. What it means is that women must be given the chance to take control of their own lives and to have a say in their own destinies. And that concept resonates for women here in the United States as well as for women in sub-Saharan Africa. *And it doesn't just matter to women. It also ~~not~~ matters to men, and to our*

~~It means all women have the right to be safe from violence.~~

~~It means all women have the right to make decisions related to their sexual and reproductive lives -- and that means freedom from government coercion in all aspects of family planning.~~

~~It means all women have the right to contribute their fullest potential to their families, society and the economy.~~

~~It means all women must be afforded the access to health care throughout their lives and the chance to pursue an education. And it means women's work must be valued appropriately, whether in or out of the home.~~

I'm sure there are many people who wonder why any of this is relevant to women -- or men -- here in the United States. The first reason is that in today's increasingly interdependent and global economy, we have a great stake in the prosperity and stability of the rest of the world. If women -- who comprise over half the world's population -- are poor, illiterate, or

denied opportunities to fulfill their God-given potential, global peace and prosperity will remain out of reach.

The second reason these issues matter is because the life experiences of women around the world directly affect the stability and solidity of families. When women and girls flourish, families flourish. And when families flourish, society flourishes.

Finally, as different as women are from country to country, there is more that unites us and our families than divides us. Wherever we live, whatever our station in life, we share common interests and concerns. Women worry about their ability to provide for their families; the status of health care for themselves and their children; the quality or availability of schooling for their children; and their own potential for career advancement.

Clearly, our nation is far ahead of most when it comes to these issues. That is why it was so important for Americans to be in Beijing for this conference. *And I think our presence helped make the conference the success that it was.*

As Congress and our country debate how to balance the budget in the upcoming days and weeks, I hope we will all keep in mind some of the ideals ^{*that Mrs Roosevelt embodied -- and that she*} ~~that emerged from~~ the Women's Conference. *affirmed.* Ours is a nation that has always invested in its people. Now is not the time to gut or eliminate programs such as Americorps,

Goals 2000, Direct Loans, and Pell Grants. It is not the way to balance the budget; it is not the way to meet the 21st century; and it is not the American way.

Good luck and God bless you.

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Many Happy Returns!

Remarks

by

**Margaret Milner Richardson '65
Commissioner of Internal Revenue
at the
Vassar College Reunion
Poughkeepsie, New York
June 9, 1995**

I am delighted to have the opportunity to speak to this reunion of Vassar alumnae and alumni. It truly is a thrill to be here. And I can honestly say that thirty years ago I never imagined I would be standing here tonight addressing this august group.

When I accepted this honor, my classmate Weezie Duncan asked me to give her the title of my speech. "Many Happy Returns" was irresistible. After all, returns are a very important part of my job. We process more than 200 million of them a year. But reunions represent another type of return. Vassar graduates return happily to campus as often as we can.

What Weezie did not tell me when she asked me to speak was that I would be graded on my speech by the audience. But I should have known that it would be hard to be at Vassar without being graded! One of my classmates said this would be the first lecture she ever attended at Vassar where she wasn't sitting on the back row. She also noted that if she had known I was going to be Commissioner of Internal Revenue one day, she might have even been nicer to me when we were here.

Reunions are a time for reflection and taking stock. So I have spent a lot of time in recent weeks thinking about what I should say tonight. Since I arrived late this afternoon, I've seen a lot of friends (note I did not say "old") and photographs from our student days. Seeing how wonderful everyone looks has made me wonder whether, if instead of spending so much time on what I would say, I would have been better off concentrating on eating less and exercising more to get ready for this weekend.

My four years at Vassar were an important influence in my life. The education I received here has always served me well. And, like many of you, I've spent many years since trying to repay that favor.

My "formal" Vassar career began in the fall of 1961, but I fell in love with the school and the mid-Hudson Valley long before that. My family and I lived at West Point for a few years when I was growing up. As a very young girl, I remember visiting at Vassar and having attractive and intelligent Vassar women come to visit us.

Deciding on where to go to college wasn't a difficult decision for me. Vassar was the obvious choice.

The world was very different when my class applied to Vassar in the fall of 1960. John F. Kennedy had just been elected President. Americans asked not what their country could do for them, but what they could do for their country. Anything and everything was possible.

The challenges were great, but none of them were insurmountable. There seemed to be too much inequality in America and too much poverty in the world. The environment was getting dirtier -- our logical target was the Hudson River-- and our cities were becoming less civil.

We thought we could change the world, but we did not realize that change wouldn't come cheaply or easily. Intellectually, we knew that different problems required different solutions, but we saw government as a versatile tool that could be used to produce solutions to all problems.

Public service was held in high esteem and was attracting the best and brightest of our generation. College students were confident they could make a difference. The Peace Corps and VISTA could not accommodate all the young people who wanted to sign up.

I often say that I went to Vassar so long ago it was still a women's college. The real significance of that, I now realize, was the opportunity to be tested intellectually in an environment that placed no limits on my potential. That was an important lesson.

My classmates and I attended "prerevolutionary" Vassar. (Let me assure the younger members of this audience that I'm not talking about the American Revolution, but rather two more recent eruptions -- the campus revolution and the women's revolution.) Both were barely visible on the horizon when I was a student. But we were sensitive to the early vibrations of these movements. My classmates and contemporaries were often torn between following in our mothers' footsteps and forging new career paths. Many of us married right after college graduation. Others went on to graduate school or to jobs. And a few of us continued our education by going to law school.

My Vassar training served me well at this next stop. The lesson that excellence has no gender has proven invaluable. Women lawyers of my generation became unintentional pioneers -- building a bridge between the world of our mothers whose office was often in the home and that of our daughters who are totally at home in the office.

My legal career began with a judicial clerkship, and I then moved to the Chief Counsel's Office at the Internal Revenue Service. Back then, it never crossed my mind that someday I would have the top job at the IRS. It's not a job that little girls grow up fantasizing about attaining -- little boys, either, for that matter! In fact, I was grateful just to have found a job, since many firms and businesses were reluctant to hire women lawyers at all.

Even at the IRS certain positions were off limits because I was a woman. For example, no jobs involving Capitol Hill -- too dangerous for a woman. But times have changed. As Commissioner, I find myself on the Hill at all hours and testifying before Congress regularly. So I've learned the hard way about how truly dangerous the Capitol Hill neighborhood can be. Not in the same way I was originally warned about, however.

I left the IRS for private practice in 1977, when my daughter was still a baby. As was typical then -- and now -- a disproportionate amount of family responsibility fell on the mother. Those of us who had demanding jobs and took our parental responsibilities seriously were called "supermoms." At the time, though, it just seemed like we were working two demanding and satisfying jobs.

My daughter has just finished her first year of college. And while she isn't going to Vassar, she has been carefully tutored in the Vassar message that gender is never an impediment.

Her college world is very different than mine was. She faces fewer limits, but unfortunately the lure of public service has lost its luster. Unfortunately, because if we don't have good public servants, we won't have good public service.

People today complain a lot about "the government," but at times they seem to be sending a mixed message. Some say they want less government, sometimes only local government. (I recently held a town meeting with some taxpayers in a small town and one stood up and said: "You've got to understand. Out here we don't like big government. We only like local government. So please don't close the local IRS office!")

Some people continue to believe that the government can solve all their problems. Some believe that government not only cannot solve all our problems, but that it actually created many of them. But I suspect that what most people really want is better government. They're often frustrated with the complexity they encounter in their contacts with the government. I think that many people would still like to see government solve problems, but they have declining confidence in its ability to do so.

President Clinton and Vice President Gore are leading an effort to reinvent the federal government so it will work better and cost less. They believe that government

can and must be more efficient, and they are absolutely right in demanding that it do so. Earlier today, I had the opportunity to join the President and Vice President as they reported on some of the progress the IRS is making in its efforts to provide better customer service to taxpayers. Two of the things they reported on -- expanding cooperation with state tax authorities and simplifying the wage reporting system -- will reduce the burden of complying with the tax laws, both state and federal. The proposal to simplify the wage reporting system alone will be estimated to reduce the costs to private businesses by \$1.5 billion by the year 2000. Joint fed-state electronic filing of tax returns, which 1.5 million taxpayers did this filing season in 29 states, will further reduce the hassle of filing returns.

In addition to providing better customer service, the IRS has also reaffirmed our commitment to improving compliance. The voluntary compliance level is about 83 percent of what the government is owed. We believe we can do better.

Each one percent increase in the compliance level will give the government more than seven billion additional dollars a year. Even in Washington terms, that's not an insignificant amount of money! Our efforts can yield real money with no change in the tax law or tax rates to make this happen.

The idea of reinventing government may not be as glamorous as putting a man on the moon, but it is absolutely essential. We won't be able to achieve other popular goals until the machinery of government is overhauled and running more smoothly.

We at the Internal Revenue hate excessive paperwork as much as taxpayers do. In fact, we know that we'll ultimately drown in paper if we don't eliminate much of what we get today. Right now the IRS processes about two billion pieces of paper a year. That's too much!

But we also want to make our procedures both more efficient and easier for our customers, the taxpayers of America. (You may not think of yourself as our customers, but we do.) Like any other business, we want to make our customers happy. But we cannot take our eye off the bottom line which, in our case, means collecting the taxes that are due. (Sometimes that means our customers won't be as happy as we'd like them to be!) My sense is that most Americans are ready to pay taxes if they believe that they are being fairly treated and that the monies collected are being effectively spent.

The IRS is in the financial services business just like a bank, credit card company, or an insurance company. We must work hard to collect all the money that's owed us, but we must also do so politely, efficiently and with the proper regard for taxpayers' rights. While we still have a way to go, I think we've changed attitudes and are presenting a new, friendlier face to the world. My dream is to some day stand

before an audience like this (maybe our 35th reunion?) and say, "I'm from the IRS, and I'm here to help you" without anyone laughing. At least not out loud.

I'm going to continue trying to make my corner of the government more user friendly. But there are limits to what I can do.

The public often fails to distinguish between the elected officials who determine policy and the appointed officials and civil servants who carry it out. When people complain to federal workers about policies they believe are foolish or wrong-headed, they are attacking the messenger.

We're working hard to simplify tax forms, but we can't write simpler tax laws. That power properly belongs to the people's elected representatives.

At Vassar, we were challenged to develop analytical skills, required to use critical thinking to test long held precepts, taught to use original sources for research, and, perhaps most important, trained to write well and to communicate confidently. We also learned that education never stops and that change is inevitable.

During the past two years as Commissioner, I have been constantly confronted by change. My Vassar education gave me those critical thinking skills that help in making the decisions about which changes to embrace and which to reject. I am also required to absorb massive amounts of material in very short periods of time. For that, the study skills we -- or at least I -- honed during "reading week" (cram week to some) have been invaluable. When you run a government agency these days, it seems like finals are scheduled almost daily. My Vassar education has also given me both the confidence that I have skills adequate to this job and the perspective to actually enjoy it.

With 115,000 employees, offices all over the country and in 12 foreign countries, a budget of almost \$8 billion, and gross receipts of \$1.3 trillion, I head an organization that is larger than all but a handful corporations. It is better than some of them. My goal is to make it as good as the best. There's no reason why government agencies should feel inferior to private firms. And there's no excuse for such agencies to be inferior.

But change is expensive. In the private sector, as many of you know first hand, you have to spend money to make money. It is sometimes difficult to convince Congress that this lesson applies to government as well. Although Congress sometimes seems to be intent on spending less on nearly everything -- frequently in the very appropriate name of deficit reduction -- a more selective approach to spending cuts would be a more prudent and business-like way to balance the budget. The IRS is the government's "profit center," and for every dollar invested in

compliance, we can return five dollars. Spending the money to modernize our 1960's technology -- yes I said 1960's! -- will also yield a significant return on that investment.

These days, we're seeing an increasingly intense debate about whether our entire tax system should be changed. There are a lot of radical proposals on the table today, but none of them eliminates the need for an agency to collect taxes, despite what some would have you believe. Many of the proposals being discussed today would require an agency that is every bit as nimble and sophisticated, perhaps more so, as the IRS of tomorrow we're trying so hard to create.

Much of the discussion about reforming the tax system focuses on the complexity (or perceived complexity) of the current system and about concerns that some people are not paying their proper share or perhaps not paying at all.

Those of us educated at Vassar need to approach those discussions with the critical analytical skills we learned here. But equally important -- the message I hope you leave here tonight with -- is that we need to learn the facts and then participate in those debates and discussions.

A flat tax or a national sales tax or a consumption tax -- are they really simpler than what we have today? It will be very difficult, for instance, to make our tax system any simpler for the majority of Americans who don't currently itemize deductions -- that's 72 percent of individual taxpayers -- or who are already paying a 15 percent flat rate. We have to begin to understand who in our population faces a complex system now and why. Otherwise, we could risk spending a major amount of time trying to solve some minor problems.

If radical changes to the tax system are made, we have to think carefully about how the transition from the old system to the new one will be carried out. However much people may complain about today's income tax system, they are accustomed to it and have made some basic economic decisions -- like whether to buy a home or even planned gifts to Vassar -- with tax implications in mind. I doubt that it will be possible to quickly and abruptly adopt a new system. At the same time, we must recognize that any transition period will inevitably -- if temporarily -- give us a tax system significantly more complex than the one we're all dealing with today.

Finally, even Congress does not have the power to repeal the law of unintended consequences. Acting in haste often creates unanticipated problems. Those of us who are children of the sixties are particularly aware of how difficult and unpredictable change can be. It is historically appropriate for Americans to embrace change, but we should not do so uncritically.

Change and challenge are the two recurring themes in life. They are certainly part of my work at the IRS. Vassar prepared me well to deal with both.

People often ask me why I would want to be Commissioner of Internal Revenue. For those Vassar graduates who aspire or aspired to be writers, the answer may come more easily. Reader's Digest reports that my annual letter to taxpayers makes me the most widely read author in America -- not bad for a political science major!

But the real reason I took this job is because of the values I learned growing up which were reinforced at Vassar -- the desire to make a difference. The Internal Revenue Service touches the lives of almost everyone in this country (some a little more than others). If we can change the way we do business at the IRS, we can go a long way toward convincing people that government truly can work better.

It has been a challenge. I hope I'm making a difference. I'm confident that many of you find yourselves in comparable positions, doing things that hopefully make a difference.

As part of this reunion, our class was asked to reflect on what it felt like to reach the half century mark. Our collective responses prove that all of us have lived through many changes in the past 30 years. Some of the changes people report are a bit surprising. But what's most impressive is how little our values have changed over the years.

Our post-Vassar lives suggest that our launch was a successful one. We're all proud of our personal successes, but we're also grateful to the many people and institutions who helped along the way. That's why what we learned at Vassar continues to be so important to all of us.

As I finish, I would like to return to the point where we began and leave you with one final thought -- Many Happy Returns! Both to Vassar and to the IRS.

1994-5 Highlights at Vassar

*Pres = Wellesley Alum
ER came here frequently*

I. Academic Achievement

--Class of 1995: 556 graduated; 112 received general honors; 169 received departmental honors; 91 received both; 63 received academic prizes; 27 received Vassar College fellowships; 38 received fellowships and assistantships from other institutions; 55 were elected to Phi Beta Kappa.

--Tasha Gill, Jessica Lawrence, and Eric McGlinchey, class of '95, were awarded Thomas J. Watson fellowships for study and travel outside the U.S.

--Renee Chan, Shamar Bibbins, Adria Lawrence, and Lynn Hickernell, all class of '95, and alumnus Pascal St. Gerard '92 were awarded Fulbright grants.

--Emily Mundorff and Brenda Gumbs, both class of '96, were awarded Barry M. Goldwater Scholarships.

--Maple Razsa '96 was elected a 1995 Truman Scholar for graduate work in preparation for public service.

--Melissa McPherson '95 received a St. Andrew's Society Scholarship for study in Scotland.

--Kia Coleman '97 received a Woodrow Wilson National Fellowship for preparation for a career in foreign service.

II. Athletic Achievement

--The Vassar cycling team won the 1995 Division Two Eastern Collegiate Cycling Conference.

--Brent Starks '97 was voted MVP in Division III volleyball for the second year in a row.

--The Vassar men's volleyball team won the Eastern Intercollegiate Volleyball Association Division III title.

--The Vassar men's soccer team won the Division III Eastern Collegiate Athletic Conference New York/New Jersey Region Championship.

--Shireen Kaufman '95, four-time first team All-American squash player, placed third at the national singles championship

III. Curriculum/Campus

--1995 marks the 25th anniversary of coeducation at Vassar.
(60 % women/40% men)

--1996 is the 25th anniversary of the college's Program in Africana Studies.

--In 1995, Vassar launched a new major in film.

--A new field station for Vassar's Program in Environmental Science opened on the Vassar Farm in 1995.

--Groundbreaking for a new, two-domed observatory is scheduled for late fall; the observatory will house a new 32-inch telescope, one of the two largest in New York State.

IV. Student Activism/Outreach

--This month, students launched the 8th annual Step Beyond event, a series of service-oriented activities designed to strengthen ties between the College and the local community. Last year, Step Beyond raised \$3,300 for Dutchess Outreach, and 220 students volunteered to work for various community organizations.

--In February, Vassar hosted the Seven Colleges Conference, an annual gathering of student activists from current and former all-women's colleges once known as the "Seven Sisters." This year's topic was the future of the U.S. welfare system and the effects of welfare reform on women.

--In March, Vassar students took to the streets on the "National Day of Student Protest Against the Contract for America."

--Vassar students developed and helped to implement a plan that allocates the unused portion of their meal plan to the Lunch Box, a local charity that feeds about 225 people a day.

V. Campus "Hot Spots"

- the Retreat (campus deli)
- the Kiosk (coffee bar)
- the Cafe
- the Mug (campus pub)
- the Acrop (all-night diner)
- the Dutch (nearby bar-and-grill)
- the Aula (non-alcoholic dance club)
- ACDC (dining hall)
- College Center (student center)
- the ICC (Intercultural Center)
- the Coal Bin Theater (student-run performance space)
- TAs (Terrace Apartments)
- THs (Townhouse Apartments)
- Sunset Lake (idyllic spot)
- Shakespeare Garden (formal garden)

INCREASING ACCESS TO HIGHER EDUCATION VS. LIMITING ACCESS TO HIGHER EDUCATION *JUST THE FACTS*

FACT: President Clinton's budget proposal **INCREASES** funding for education, training and aid to students and families by \$40 billion while balancing the budget in 10 years. The Republican proposals **CUT** education and training by \$36 billion – including \$10 billion in loan benefits to students.

PELL GRANTS

FACT: President Clinton proposes increasing the award level to \$2,620 in FY 1996, and \$3,128 by FY 2002. Republicans would raise the maximum award \$100 to \$2440.

FACT: President Clinton's budget proposes assisting 380,000 more students in 1996 than the House Republicans, and 114,000 more students than the Senate. The House would also raise the minimum award from \$400 to \$600, a change that would deny Grants to almost 200,000 deserving students.

FACT: President Clinton proposes increasing annual Pell Grant funding by \$3.4 billion by 2002, awarding 4.2 million more grants over seven years than under the House proposal. The House would lower eligibility ceilings so that fewer working families can qualify.

DIRECT LENDING -- STUDENT LOAN REFORM

FACT: The President's Direct Lending Program is already saving taxpayers \$6.8 billion, lowering interest rates for students, making loans simpler and faster, and allowing flexible repayment plans. House Republicans would eliminate the program. Senate Republicans are proposing to cap participation in the program at 30 percent and claim savings from their proposal by cutting funds for administering both direct and guaranteed loan programs by \$700 million over 7 years. Further, they have engaged in budget trickery -- ordering the Congressional Budget Office to include the administrative costs of Direct Lending but not of guaranteed loans so that Direct Lending will appear more expensive than the current system.

NATIONAL SERVICE -- AMERICORPS

FACT: President Clinton has proposed increasing funding by \$349 million next year, providing nearly 50,000 community service and college aid opportunities. Republicans have voted to eliminate the program denying college aid and service opportunities to hundreds of thousands of young Americans.

STUDENT LOANS -- ACCESS TO HIGHER EDUCATION

FACT: President Clinton supports retaining federal interest subsidies for a six month grace period. For the student borrowing the max of \$17,125 for 4 years, Republican plans to eliminate the grace period would raise the cost of their education by as much as \$706.

FACT: President Clinton does NOT support any additional costs to students or their families. Senate Republicans, however, are proposing a new 2 percent fee on all schools' annual loan volume – a \$4.4 billion increase in the cost of higher education over seven years which reality dictates will raise costs for students.

FACT: President Clinton does NOT support any additional costs to parents helping to send their children to college. The Republicans have proposed increasing the interest rate on PLUS (parent) loans from 3.25% to 4%, while also raising the cap on interest rates from 9% to 10%.

**INVESTING IN THE FUTURE OF AMERICA VS.
CUTTING EDUCATION AND TRAINING
JUST THE FACTS
September 22, 1995**

In a speech today at the O'Farrell Community School in San Diego, President Clinton reiterated his commitment to education and his willingness to fight any Republican plan that denies young people an opportunity to get the quality education they need and deserve. Much as they are doing with higher education, Republicans are proposing to balance the budget and provide unnecessary tax cuts by retreating from a historically bipartisan commitment to elementary and secondary education. Below are the facts:

FACT: President Clinton wants to invest in the future of Americans by INCREASING funding for improving education, training, and financial aid to students by \$40 billion while balancing the budget in 10 years. The Republican proposals CUT education and training by \$36 billion – denying education and training opportunities to millions of students and increasing costs to families.

GOALS 2000 --- EDUCATION QUALITY

FACT: President Clinton proposes to increase funding to \$750 million in FY 1996, enabling local communities and states to improve their schools and raise standards of academic achievement and discipline for more than 8 million children in 17,000 schools next year. House Republicans have approved a bill that would eliminate Goals 2000 – the nation's most important school reform initiative, developed and passed with bipartisan support.

IMPROVING BASIC AND ADVANCED SKILLS --- TITLE ONE

FACT: President Clinton proposes to increase funding by \$300 million in 1996, which will serve as many as 300,000 more children, in our poorest communities, to learn core subjects. The House Republicans want to reduce funding by \$1.1 billion in FY 1996, which would deny needed learning opportunities to 1.1 million children.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

FACT: President Clinton proposed \$500 million per year to provide safer and more drug-free learning environments for 39 million children in 14,575 out of 15,000 school districts. Republicans want to dismantle the program used by school districts to keep crime, violence, and drugs out of schools and away from students, depriving 23 million students of services next year.

SUMMER JOBS FOR YOUTH

FACT: President Clinton budget proposes funding for up to 600,000 jobs for young people during the summer of 1996. Republicans plan to eliminate the program, which would deny job opportunities for almost 4 million youths over the next 7 years.

HEAD START

FACT: President Clinton proposes that the FY 1996 funding be increased by \$400 million and that 32,000 new Head Start slots be added for children in 1996. The Republican plan would fund Head Start at \$500 million less than the President's request and if program quality were to be maintained at such a reduced level, the action would deny services to more than 45,000 children.

**PRESIDENT WILLIAM J. CLINTON
OP-ED FOR COLLEGE NEWSPAPERS
SEPTEMBER 11, 1995**

Dear Student,

This is a busy time for you. But while you are choosing classes and making the decisions that will help you build a good life for yourself, the Congressional majority is working to make drastic cuts in education -- in your student loans, in national service, and even in your scholarships. And the cuts will jeopardize the future you and your generation are working toward.

I want you to know that I oppose these cuts. I will do everything in my power to fight them and to see to it that the dream of higher education remains real for all Americans. I will do this not only by defending the opportunities of those of you who are already in college, but by opening the doors further to make sure that even greater numbers of deserving Americans have the chance to stand where you stand today.

For the first time in a long time, leaders from both parties are resolved that we must balance the federal budget. From the day I took office, I've been committed to this goal -- to getting rid of the budget deficit that quadrupled our national debt in the 12 years before I came to Washington. So far, we have made great progress. In three years, we have cut the deficit nearly in half, from \$290 billion to \$160 billion.

Now we are ready to eliminate the deficit entirely. On this, the Congressional majority and I see eye to eye.

But just how we get rid of the deficit is another matter. The majority in Congress wants to balance the budget in seven years, and do it while giving an unnecessarily large tax cut. But in order to do these things, the Congressional majority would make enormous cuts in education.

My balanced budget plan would take more years than Congress' to eliminate the deficit, but that's a small price to pay to keep your scholarships, your student loans, and national service safe and well. It would also preserve our ability to protect the environment and the integrity of Medicare for our older citizens.

Balancing the budget is about more than numbers. It's about our values and our future. Education has always been the currency of the American Dream. When I was your age, it was assumed -- based on our long history -- that each generation would have a better life than the preceding one. More than anything else, a good education is the way we pass this vision on to those who come after us.

The facts speak for themselves. Earnings for those with no post-secondary education have fallen substantially in the last 15 years. The only people for whom earnings have increased steadily are people exactly like you -- those Americans with more education. Every year of higher education increases your earnings by six to 12 percent. Those years also mean a stronger overall economy and richer lives for those who have them.

Balancing the budget will be good for our economy and your future if it's done right. But simply balancing the budget won't do us much good in the long term if your generation does not have the education it needs to meet the challenges of the next century.

Just think over what the Congressional majority's plan, if it went through, would do to you, your classmates, and any of the one out of two college students who receives federal aid. It would:

- Raise the cost of student loans by \$10 billion over seven years by charging you interest on your loan while you are in school. This would increase the cost of a college education by as much as \$3,100 for undergraduates and \$9,400 for graduate students.
- Deny up to 360,000 low-income students desperately needed Pell Grants in 1996.
- Shut down Americorps, our national service initiative, which gives thousands of young people the chance to earn and save money for college while serving their country.

By contrast, my balanced budget plan builds on the national consensus that we must help people help themselves, through the power of education. It eliminates both of our deficits: our budget deficit and our education deficit. My plan cuts wasteful spending by more than \$1 trillion, but it also increases investments in education by \$40 billion over the next seven years.

Think over how my balanced budget plan would help guarantee your future and all the hard work you're about to put into it. It will:

- Increase funding for Pell Grants by \$3.4 billion. Almost one million more students would benefit from the scholarships. And we would raise the top award to \$3,128 by the year 2002.
- Expand Americorps to let even more young Americans serve their communities and go to college.
- Protect our direct-lending program, which makes student loans more affordable, with more repayment options, and saves taxpayers, parents, and students billions of dollars.

I just returned from Pearl Harbor, where I took part in ceremonies marking the 50th anniversary of the end of the Second World War. In the late 1940s, when the veterans we honored left their loved ones to go off and serve their country, they were the age most of you are now.

When they came home, the country recognized their service and their potential, and it responded with the G.I. Bill, which guaranteed a college education to every returning veteran. Those who served weren't given a handout, and they didn't want one. They were given the opportunity they needed to take responsibility for their lives.

Your generation has its own battles to wage. You face the choice of doing something right and difficult -- or something easy and wrong.

In taking on the responsibility of educating yourselves, you have chosen the right and difficult path. You did the work you had to do to get into college. You may be working now to pay your way. And your family may have worked long hours and made great sacrifices to help you get where you are today.

You deserve the nation's support. And your future success will likely repay our common investment. I do not accept the arguments of those who condemn irresponsibility in young Americans and then seek to deny the nation's helping hand to the millions of you who are doing the right things.

I hope you'll support my efforts to protect education and balance the budget. The fight for education is the fight for your future. In my life -- and in the lives of countless Americans -- education has meant the difference between the impossible and the possible. It should be true in your lives, too. With your help, we'll keep it that way.

FAX COVER SHEET
OFFICE OF THE DEPUTY ASSISTANT TO THE PRESIDENT FOR ECONOMIC POLICY
SECOND FLOOR, WEST WING
THE WHITE HOUSE *
WASHINGTON, DC 20500
(202) 456-5804
(202) 456-2878 FAX

TO: SABRYNA

ORGANIZATION: _____

FROM: GENE SPERLING/ DAN TABERSKIDATE: 09/29NUMBER OF PAGES (including cover sheet): 4

COMMENTS:

Hope This helps. Call if you
need anything else.
-Dan

The document accompanying this facsimile transmittal sheet is intended only for the use of the individual or entity to whom it is addressed. This message contains information which may be privileged, confidential or exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any disclosure, dissemination, copying or distribution, or the taking of any action in reliance on the contents of this communication is strictly prohibited. If you have received this information in error, please notify us immediately at (202) 456-5804.

MEMORANDUM

To: Deb
Fr: Sabrina
Re: Vassar questions
Da: September 25, 1995

Before you call, we should do a Nexis search to see if anything has come up in the news in the past year or so.
Contact: Susan Dekrey (914) 437-7400.

- Demographic breakdown of students: male/female ratio, ethnic mix, financial status, etc.
- Local color -- some popular student hangouts -- eateries, coffee shops, pizza places, etc.
- Activities school is proud of: sports teams that did well, academic competitions, music, drama achievements, etc.
- Student groups that are doing worthwhile things with the community -- public service.
- Any potential landmines, ie -- racial, gender problems, student/faculty conflict over hiring, curriculum, etc. that we should be aware of (This we can check out first w/ a Nexis search).
- Can we get: a couple recent copies of student newspaper -- mailed to: Sabrina Corlette, The White House, Office of the First Lady, 193 OEOB, Washington, D.C. 20500.
- Let them know that you and/or Brenda Costello will probably be calling again with more questions as date approaches.

\$ contact Peggy Richardson

IRS Commissioner/Vassar alum
622-5738

will be travelling w/ HEC

THE WHITE HOUSE
WASHINGTON

OFFICE OF SCHEDULING FOR THE FIRST LADY

DATE: ~~8~~ 9-18-95

ORGANIZATION/EVENT	Vassar
DATE	10/1
LOCATION	Vassar College
EVENT DESCRIPTION	Speech to students + community
WH STAFF CONTACT	Sara Gole / Patti Solis
STATUS	ACCEPT ☒ REJECT ☐ PENDING ☐ VIDEO ☐ MESSAGE ☐
NOTES	Contact: Susan DeKrey 914-437-7400 - outdoor amphitheatre + possible site want to include student body + community - 3500

452
5973

VASSAR COLLEGE
POUGHKEEPSIE • NEW YORK 12601
Department of Political Science
July 1, 1995

cc Patti & L.J.

914
437
7000

Hillary Rodham Clinton
The White House
Washington, D.C. 20500

Maybe
Vassar-

Dear Hillary,

The photos of our visit together arrived early this week, and absolutely delighted me, and gave my children, Kate and Anthony, tremendous pleasure. Thank you so much for the time and trouble of sending this lovely remembrance to us; I was deeply touched by your gracious inscription, and feel honored to be among your friends.

No sooner had the photographs arrived, than the local paper announced that you would visit Val-Kill on October 1 to receive Eleanor Roosevelt's Val-Kill Medal. I enclose the clipping. I cannot tell you how pleased I am that you will visit Val-Kill. It is a beautiful site, and the Val-Kill organization has been tremendously important in giving Eleanor Roosevelt the recognition she deserves in her own right, and not simply as Franklin's wife. (If you sense that I am "boosting" Val-Kill over the FDR Library, you are right.)

When the news of your visit to Val-Kill was announced, I immediately called the Vassar President's Office, to see if they had heard whether you would also be able to visit Vassar College. Fran Fergusson, the President, has been in touch with Pam Sassetti, but has not heard whether or not you will be able to accept the invitation to visit the college. As you know, you were Vassar's first choice for commencement speaker this June, and you would receive a jubilant welcome and a forum to address any of a range of topics from cultural values to education to women's or children's rights. Vassar and Val-Kill are very close geographically (a drive of about fifteen minutes), and people at the two places would work very comfortably together to create a coordinated visit. I believe the medal ceremony is in the early afternoon, which would make it possible for you to speak at the college later and still return to Washington on Sunday evening. Eleanor Roosevelt often visited Vassar, and I hope you will be able to do so. Please let me know if I can do anything to facilitate any part of your visit to the mid-Hudson Valley, including, if you like, showing Chelsea the campus.

Jan Piercy will be staying here Friday and Saturday of the same weekend as your visit (she is to give a lecture, and will stay on to visit her niece, who is a senior at Vassar). Perhaps she will stay over Sunday, and we can have a ten-minute reunion.

Again, my most sincere thanks for your kindness in sending the photographs. I am so very glad you could see your way to visiting Val-Kill, and I do hope you will give Vassar the pleasure and honor of receiving you as well.

With every best wish,

Molly
Mary L. (Molly) Shanley

THE WHITE HOUSE

June 8, 1995

Ms. Mary L. Shanley
Department of Political Science
Vassar College
Poughkeepsie, New York 12601

Dear Molly:

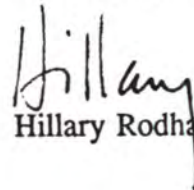
Thank you for your letter. It was good to be with you recently.

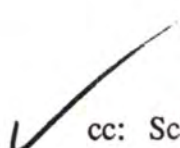
I appreciate your invitation to visit Vassar in October when there is also the possibility I will be nearby at Val-Kill. My scheduling office has both requests now under consideration. When my schedule for October is finalized, someone from that office will be back in touch with you.

Thank you for the kind offer for Chelsea to have a tour of the campus by your daughter. I'm sure she would enjoy that very much if it can be worked out.

With best wishes, I am

Sincerely yours,


Hillary Rodham Clinton

 cc: Scheduling

VASSAR COLLEGE
POUGHKEEPSIE • NEW YORK 12601
Department of Political Science
June 1, 1995

Hillary Rodham Clinton
The White House
Washington, D.C. 20500

Dear Hillary,

It was a great pleasure to see you last Thursday; I can't remember when I have enjoyed a talk more. I really had not expected you to read my article, but had sent it on because I have often thought of you as I was at work on these family law issues. It was very gratifying to see how keen your interest in and knowledge of this subject remain even as you take on more and more areas of concern and expertise. Your encouragement will spur me to new levels of activity.

I was quite excited by your willingness to entertain the possibility of a visit to Vassar College and to Eleanor Roosevelt's Val-Kill. Not about to let such an opportunity slip, as soon as I returned to Poughkeepsie I spoke to Pat Duane Lichtenberg and members of the board at Val-Kill who informed me that they have invited you to accept the Eleanor Roosevelt's Val-Kill medal at a ceremony on October 8. I hope that this award may provide you with a forum to address those issues of peace, social justice and human and women's rights that you and Eleanor Roosevelt have both made the center of your public lives. A visit by you to Val-Kill would also provide tremendous and tangible support to those working to preserve that site and to gain continued recognition for Mrs. Roosevelt's distinct contributions to American public life.

A visit to Vassar would be a "natural" if you were to visit Val-Kill. We are just down the road (about a fifteen minute drive) and the college would welcome you with great enthusiasm. You could strike themes evoking Eleanor Roosevelt and the U.N. if you chose, or you could speak to educational issues. In fact, Hillary, you could speak about anything you wanted and you would receive a jubilant reception. I took the liberty of mentioning my conversation with you to Vassar's president, Frances Fergusson, who last year invited you to be Vassar's commencement speaker. As you know she is also a Wellesley alumna, class of 1965, and would work closely with people at Val-Kill to ensure a visit that would honor you and Eleanor Roosevelt alike.

I hope you will be able to visit us, and that I can welcome you to the mid-Hudson Valley as graciously as you have welcomed me to the White House. Let me know any way I can be of service, and in the meantime I'll keep writing about families and children in ways that I hope advance the values we both care about deeply.

With esteem and affection,

Molly

Mary L. (Molly) Shanley

P.S. I loved hearing about Chelsea and the history prize (and the topic!). If she were to accompany you, my daughter Kate could show her the campus.

VASSAR FACTS

Character: Independent, residential college of the liberal arts, founded in 1861 by Matthew Vassar. The college has been coeducational since 1969.

Students: 2,250 students; approximately 60% graduated from public high schools, 40% from private schools (both independent and religious). Students of color constitute 23% of the student body (9% Asian-American, 7% African-American, 6% Latino, 1% Native American). International students, from 30 countries, compose 7% of the student body.

Faculty: More than 200 faculty members, virtually all holding the doctorate or equivalent terminal degree. All classes are taught by faculty members. The student-faculty ratio is 11:1; average class size, 17. More than 80% of the faculty live on campus or in the immediate neighborhood; one or two faculty members (with their families) live in each residence hall as House Fellows.

Curriculum: Academic experience centered on the student-chosen major. Major requirements range from 10 to 17 courses and allow for freedom of choice within a carefully designed structure. Students may concentrate in a single discipline, an interdepartmental or multidisciplinary program, or an independent major. Students must demonstrate language proficiency and pass at least one course that demands quantitative analysis. All freshmen are required to choose a writing-intensive course. Vassar offers more than 20 such courses in a variety of disciplines.

Departments and Programs: Courses in: Anthropology, Art, Biology, Chemistry, Classics, Computer Science, Drama and Film, Economics, Education, English, French, Geology and Geography, German, Hispanic Studies, History, Italian, Mathematics, Music, Philosophy, Physical Education and Dance, Physics and Astronomy, Political Science, Psychology, Religion, Russian, Sociology. Interdepartmental programs: Biochemistry, Biopsychology, Geography-Anthropology, Latin American Studies, Medieval and Renaissance

Studies, Victorian Studies. Multidisciplinary programs: Africana Studies; American Culture; Asian Studies; Cognitive Science; International Studies; Science, Technology and Society; Urban Studies; Women's Studies.

Off-Campus Programs: Domestic and international study programs through the Twelve College Exchange (a consortium of Northeastern liberal-arts colleges) or Junior Year Abroad; exchanges also available at a group of traditionally Black colleges. Vassar sponsors programs in England, Germany, Ireland, and Spain; students may also join preapproved programs offered by other colleges. Juniors have studied at more than 100 sites in Africa, Asia, Australia, Europe, and the Americas. Through the Field Work program, Vassar students earn academic credit for real-world experiences.

Outcomes: Immediately after graduation, 65% enter workforce, 35% begin graduate study. Within five years of graduation, the majority of Vassar graduates go on to advanced study. Graduates are accepted regularly at America's most prestigious schools of law, medicine, business, and education. Vassar is a leader in producing Ph.D. candidates (especially in scientific fields). The Office of Career Development provides counseling—and connections with hundreds of top employers nationwide.

Libraries: On-campus library with almost one million volumes, 4,000 periodicals, and 350,000 microforms—and easy access to Internet, Bitnet, and interlibrary loan. Campus resources also include the extensive collections of the art and music departments.

Computing Facilities: Microcomputers available throughout campus—in every residence hall as well as in the library, the academic buildings, the College Center, and the new computer center (opened in 1993). All sites are connected by a fiber-optic network, which reaches into every student room and allows easy electronic communication across campus. Via Bitnet and Internet, the network connects Vassar with resources worldwide.

Campus: Maintained as an arboretum, with more than 200 varieties of trees on 1,000 acres. The campus hub, Main Building, is a National Historic Monument housing administrative offices, meeting spaces, and student

rooms; it connects to the College Center, with a snack bar, cafe, student pub, art gallery, bookstore, and computer store. The central campus includes classroom buildings, residence halls, the library, three science buildings, the observatory, the computer center, The Frances Lehman Loeb Art Center, the studio art facility, the music building, and three theaters.

Campus Life: Guaranteed housing; 98% of students live on campus. Extracurricular activities include dance, theatre, and improv comedy; student government; Outdoor Club; WVKR-FM radio; a volunteer network; debate; classical, jazz, gospel, and rock groups; more than a dozen student publications; and a broad spectrum of ethnic, religious, and political groups. A pub and nonalcoholic dance club showcase local talent; nationally known speakers, writers, and performers appear on campus throughout the year.

Athletics: Campus features playing fields and two athletic facilities. The college fields 20 varsity teams: 10 for men, 10 for women (baseball is exclusive to men, as is field hockey to women; both sexes compete in basketball, cross-country, fencing, lacrosse, soccer, squash, swimming and diving, tennis, and volleyball). Club sports (including crew, riding, rugby, sailing, skiing, and track) and intramural leagues are also offered.

Location: Poughkeepsie, New York, on the Hudson River, 75 miles north of New York City, in a population area of about 100,000. Vassar is in a residential area three miles from the city center.

Costs, 1994/95:

Tuition	\$18,920
Room and Board	5,950
Fees	465
Total	\$25,335

Financial Aid: Awarded to about 60% of Vassar students. Aid is awarded exclusively on the basis of need, as determined by Vassar's own application and the Financial Aid Form (FAF) of the College Scholarship Service. The college aims to meet the full need of all domestic matriculants, although its ability to do so depends on the number and needs of students admitted.

Admission: Highly selective. The primary criterion is academic ability, as demonstrated by performance in high school; almost 90% of matriculated students ranked in the top quarter of their high school classes. Also considered is aptitude as demonstrated by standardized tests (required: the SAT-I and three SAT-II subject tests or the ACT). Personal strengths, motivations, and potential—as evidenced in essays, recommendations, and out-of-class involvements—are also weighed.

Campus visits are welcomed; tours and information sessions are offered weekdays year-round and on most fall Saturdays. Informational interviews on campus and overnight stays are available seasonally; interviews with graduates across the country are also available.

Contact:

Office of Admission
Box 10
Vassar College
Poughkeepsie, New York 12601
(914) 437-7300
(800) 827-7270
FAX: (914) 437-7063

Vassar College does not discriminate on the basis of sex, race, color, handicap, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other programs administered by the college.



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3RD STORY of Level 1 printed in FULL format.

Copyright 1995 The New York Times Company
The New York Times

September 10, 1995, Sunday, Late Edition - Final

SECTION: Section 1; Page 52; Column 1; Metropolitan Desk

LENGTH: 387 words

HEADLINE: Appeals Court Backs Vassar In Scientist's Tenure Dispute

BYLINE: By JAMES C. McKINLEY Jr.

BODY:

Overturing a lower court ruling that became a rallying point for women in academia, a Federal appeals court in Manhattan has held that Vassar College did not discriminate in denying tenure to an assistant professor of biology who took an eight-year break from the laboratory to care for her family.

A three-judge panel of the Court of Appeals for the Second Circuit ruled unanimously on Thursday that the lower court misinterpreted statistics and other evidence that the teacher, Dr. Cynthia J. Fisher, had presented to show that Vassar had kept married women out of the ranks of its tenured scientists for 30 years.

In a 73-page decision written by Judge Dennis G. Jacobs, the appeals panel said there was no hard evidence that the college had discriminated against Dr. Fisher, now 63, who arrived at Vassar in 1977, when it denied her tenure in 1985.

On Friday, a few minutes after she was informed in a letter that she must clear out of her laboratory and leave the Vassar campus in Poughkeepsie, Dr. Fisher said of the ruling: "What it is saying is, if you expect to have a successful professional career, you better not have children. To me it's horrifying that such a decision could go through and it's horrifying how many women are going to be hurt."

Declaring that the professor's complaint was "built on gerrymandered data and a series of statistical fallacies," the appeals panel reversed Judge Constance Baker Motley of Federal District Court in Manhattan, dismissing the suit and erasing a \$626,000 award for damages.

Judge Jacobs wrote not only that the lower court had misconstrued nearly every piece of evidence in the case but also that the college had a right to take Dr. Fisher's hiatus from academia into account when weighing her promotion.

Vassar has acknowledged that Dr. Fisher's eight-year absence from the lab -- which occurred before she worked at the college -- was a factor in the tenure vote.

Dr. Fisher's peers in the biology department said they had denied her tenure because of serious questions about her independence as a scholar, her commitment to research and her mastery of the field. In her suit, however, Dr. Fisher

The New York Times, September 10, 1995

charged that she had been ousted because she was an older, married woman who had dared to take time away from scholarship for her children.

GRAPHIC: Photo: Cynthia J. Fisher, at the time she won her original lawsuit last year. (Adam Fernandez/The New York Times)

LANGUAGE: ENGLISH

LOAD-DATE: September 10, 1995

4TH STORY of Level 1 printed in FULL format.

Copyright 1995, The Commercial Appeal
The Commercial Appeal (Memphis)

July 20, 1995, Thursday, Final Edition

SECTION: NEIGHBORS (Thursday Only), Pg. 2EM, Streetscapes

LENGTH: 190 words

HEADLINE: VASSAR ROAD

BYLINE: Ann Meeks

BODY:

This road takes its name from Vassar College, the first women's college with the equipment and resources commensurate with those of men's colleges.

Vassar was founded in 1861 in Poughkeepsie, N.Y., by Matthew Vassar. He was born in East Tuddingham, England, in 1792 and came to the United States as a child. He established a very successful brewery in Poughkeepsie and amassed a large fortune. He also owned a whaling dock in Poughkeepsie and was part owner of a whaling fleet.

Vassar became interested in providing educational opportunities for women and donated a large sum of money to found Vassar College. This sparked interest throughout the world in higher education for women.

Vassar College became coeducational in 1969. It is a private liberal arts college, offering courses in languages, literature, arts, physical sciences and social sciences. College buildings on the 1,000-acre campus include a library of more than 700,000 volumes, residence facilities for men and women and a teaching art gallery.

Vassar Road runs south off Rutgers Road and extends beyond Alcy Road.

LOAD-DATE: July 21, 1995

20TH STORY of Level 1 printed in FULL format.

Copyright 1995 Daily News, L.P.
Daily News (New York)

September 10, 1995, Sunday

SECTION: News; Pg. 27

LENGTH: 565 words

HEADLINE: CITY COLLEGES MISS HONOR ROLL

BYLINE: By DAVE SALTONSTALL

BODY:

New York City may have the best museums, the best theater, the best hot dogs, the best of almost everything.

But the Big Apple's colleges and universities don't have much to crow about, at least when compared with other schools in cities like Boston, New Haven and gasp sleepy little towns like Amherst, Mass., and Swarthmore, Pa.

That's one conclusion of this year's U.S. News & World Report annual survey, America's Best Colleges, which doesn't count a single New York school within its top 10 national universities or liberal arts colleges.

The survey, the largest, most comprehensive of its kind, has information on more than 1,400 four-year colleges. It is scheduled to hit the newsstands tomorrow.

Even stalwart Columbia University, ranked ninth among national universities by the magazine last year, failed to make the grade. It slipped this year to 15th in the listing.

In response, the university on Friday released a terse statement that blamed their fall on the greater weight the magazine gave this year to graduation rates in judging a school's overall quality.

"Great research universities tend not to change abruptly from one year to the next; alterations in the survey's methodology . . . are responsible," read the statement from Fred Knubel, the university's director of public information.

Topping the U.S. News list for the third consecutive year was Harvard University, followed by Princeton and Yale in a tie for second and California's Stanford in fourth.

The top liberal arts college this year was Amherst College in Massachusetts, followed by Pennsylvania's Swarthmore College and Williams College in Massachusetts, which tied for second.

Vassar College in upstate Poughkeepsie weighed in at 13th, making it the top national liberal arts college in the state.

Happily, there were some New York standouts in the smaller, speciality categories ranked by the magazine, which judged four-year institutions on everything from their student-to-faculty ratios to their reputations among

192ND STORY of Level 1 printed in KWIC format.

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Reuters Daybook

May 26, 1995, Friday, BC cycle

LENGTH: 1962 words

HEADLINE: THE REUTER DIARY OF GOVERNMENT AGENCIES

BODY:

... delivers the commencement address at the
University of California-Davis.

June 17: Kunin delivers the commencement address at Sinclair
Community College in Dayton, Ohio.

OFFICIAL ACTIVITY May 28: Secretary Energy O'Leary delivers the commencement
address at Vassar College in Poughkeepsie, N.Y.

ENVIRONMENTAL PROTECTION AGENCY

OFFICIAL ACTIVITY

Not immediately available.

FEDERAL AVIATION ADMINISTRATION

OFFICIAL ACTIVITY

Not immediately available.

MEETINGS

Not immediately available.

FEDERAL COMMUNICATIONS COMMISSION

OFFICIAL ACTIVITY

June 2: ...

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The Miscellany News

The Newspaper of Vassar College



Poughkeepsie, N.Y. • Founded 1866

VOLUME CXXIV, NUMBER 3

SEPTEMBER 22, 1995

Vassar Rises in Rank

By STEPHANIE BOSCO
Assistant News Editor

Vassar students and administrators received the *U.S. News and World Report's* special 1996 Annual Guide to "America's Best Colleges," which was published last week, with mixed reviews. The magazine's special Sept. 18 issue featured separate rankings of the nation's best liberal arts colleges, universities, and schools for engineering, business, and art. Although Vassar was ranked 13th in the liberal arts category, up three places from last year, some question the accuracy and usefulness of these rankings.

Labeling the report the "annual outrage," College President Frances Fergusson said, "Unfortunately Americans like lists and so many people pay attention to these rankings. We are therefore happy to go up three places, but we believe firmly that these rankings are profoundly faulty."

Of the 161 schools in the "Best National Liberal Arts Colleges," Vassar appeared in the "Top 25" portion of the list. Other schools in the upper tier included Seven Sisters schools Wellesley, Bryn Mawr, and Smith. Amherst, Swarthmore, Williams, Bowdoin, and Haverford were ranked one through five respectively.

The rankings were constructed based on information provided by the colleges. The six attributes weighed were academic reputation, selectivity, faculty resources, financial resources, retention, and alumni satisfaction. The data provided was converted into number ranks and given a certain weight. Alumni satisfaction counted for five percent, retention and reputation for 25 percent each, financial resources for ten percent, faculty resources for 20 percent, and selectivity for 15 percent. The six ranked scores were then totaled, with the schools with the few-

est weighted points appearing at the top of the list.

Specific statistics were also provided for each school. The magazine reported that Vassar has a middle range of SAT/ACT scores of 1140-1320 for enrolled students, and that 58 percent of enrolled freshmen were in the top ten percent of their class. Also listed was an acceptance rate of 50 percent and yield (percentage of those accepted who actually enrolled) of 32 percent. Vassar's faculty to student ratio was listed as ten to one, the education expenditure per student at 17,687 dollars, the freshman retention rate at 92 percent, graduation rate of 87 percent, and an alumni giving rate of 45 percent.

Interim Director of Admission Richard Moll and Fergusson agree with the *U.S. News and World Report's* methodology used to formulate the rankings, but feel there is a lack in uniformity in the way some colleges report their data.

"Vassar has always reported honestly, accurately, and conservatively. We have seen for years several colleges which we know have far less success than us in admissions appearing above us on the list," explained Fergusson.

Moll and Fergusson noted several areas in which schools have reported information inaccurately. For example the *Wall Street Journal* found discrepancies in the information certain schools were providing about selectivity. Those schools did not include the SAT scores and ranks of "special population" such as athletes or students of color, and some included TOEFL scores in their formulas.

Certain schools also appear to have a high yield because of the number of students they accept under their early decision programs. "If you admit one-third or more of your class

see page four



Mike Marrella/The Miscellany News

Run-off elections for certain positions were held on Wednesday in the College Center.

Elections Give Voice to Class of '99

By CAROLINE COOPER
Staff Writer

The recent fall elections filled a wide range of positions on campus and gave voice and representation to the class of 1999.

Twenty-five people were elected to various titles, ranging from VSA Executive Board to class of '99 dorm representatives. Many students lobbied for voter attention with colorful posters around the College, though results proved a considerable percentage of the student body did not vote.

Emily Weisgrau '96, now on the Student Advisory Committee on Tenure, expressed a common concern to that effect. "Voting is such a positive and easy way to voice an opinion, I wish more people had voted."

According to VSA Vice-President Josiah Trager '97, the election process went relatively smoothly, though the situation proved more difficult for freshmen who were running with very limited knowledge of

the student body. Freshmen not knowing many others gave way to slogans such as, "Vote for Julie. If you knew her, you'd like her too."

Class of '99 Noyes Dorm Representative Jon Goldberg had mixed sentiments on the election process. "I didn't think it would be a popularity contest, but judging by the low overall number of votes, it looked like anyone who didn't live on the candidate's floor didn't vote for them. I'm glad I won, but I feel kind of scummy about why I won."

On the contrary, Annie Thottam, class of '99 Josselyn dorm representative, stated, "I enjoyed the elections because they were set up in such a non-biased manner. I just went up and down each floor in my dorm and campaigned."

Those elected have a number of plans for the year, and look forward to action with bated breath. Aliya Haider, class of '99 Court of Appeals representative said, "I'm very excited to be a part of the Vassar judiciary system. Considering I am a first year student, I will spend the

beginning of the year learning more about the Court of Appeals and Vassar's honor code system."

Others have a more charted course for the year, such as Kerry Monahan, now secretary for the class of '96. "Plans are already in the works for a multitude of senior events." Monahan is also interested in instituting a class council, and urges anyone interested to speak with a class of '96 class officer.

Weisgrau, the arts and language representative to S.A.C., has many ideas for her time on the committee and hopes to re-examine major counseling on campus. "In the long run, I want to see major's committees serve as informal sources for new majors, prospective majors and prospective Vassar students who may have an interest in a given department and want to speak to people who know first hand about requirements, professors and activities," she said.

Though the elections went well, and all results are final, the ethics of

see page four

Alumna Receives Republican Mayoral Nod

By EVAN GREENSTEIN
Staff Writer

Editor's Note: This article is the first in a series about the mayoral election.

Democratic and Republican stalwarts went to the polls Sept. 12 to choose nominees to face off in the November general election.

Colette Lafuente '63 received the Republican nod for mayor upon trouncing her opponent, Kipp Pells, by a margin of almost five to one. Earlier in the year, she received the Republican endorsement, which made her primary campaigning much easier. On the Democratic side, Sheila Newman was narrowly renominated for a second term after being snubbed by her party, who earlier this year had endorsed Fred Knapp for the nomination. She defeated Judy Green '72 and Knapp. On Nov. 7, City of Poughkeepsie residents will cast their votes for

mayor among Newman, Lafuente, and independent candidate Anthony Falanga.

In a reaction to the upcoming mayoral election, Poughkeepsie Republican Chairman Peter McGinnis, stated, "In a city with 5000 registered Democrats and 3000 registered Republicans, it is inevitable that our candidate will be the underdog." He expressed confidence, though, that Lafuente would win the election because she represents a fresh voice and an excellent alternative to the status quo.

Lafuente was a philosophy major with a minor in political science. The person who she feels most strongly influenced her in college was her constitutional law professor, C. Gordon Post. Upon graduating from Vassar, Lafuente conducted post-graduate work at Cornell. During her time in Ithaca, Lafuente observed that many of the professors

at the University were strongly involved in community affairs. "Many of the professors that had certain expertise in fields that could help the city did exactly that. For example, if there was a professor of economics, he would involve himself with some aspect of the city involving economics and offer his assistance. I think that this directly helped to make Ithaca a better place to live, and a better city overall. I strongly believe that we can do this in Poughkeepsie by involving more Vassar professors in community affairs. When a town has an excellent college, such as Vassar, within it, it becomes necessary for the college to help the people of the city and vice versa."

Lafuente first entered politics in 1975 as a city alderman from the fourth ward. "I decided to run for the city council because at the time, city officials were conducting a re-evaluation of Poughkeepsie properties and

I wanted to make sure that my voice was heard." In 1981, she ran for the Dutchess County Legislature, where she is presently serving. From 1984 to 1987, Lafuente was the majority leader of the Republican caucus.

Lafuente said she is running for mayor because, "The city is losing its ability to finance city services. In order to curb this financial crisis, we must start by looking at places along the river where we can create taxable properties. After this, we must look at the waste in government and see where things can be cut. This city has seen no economic growth for the past few years, and I plan to change that. Finally, we must deal with the ever present problem of crime and drugs. I plan to hire more cops for the city to combat this."

Under the city's new charter, passed in 1993 and effective as of

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