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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. speech	re: Political (4 pages)	04/12/1996	Personal Misfile
002. speech	re: 1996 Campaign (3 pages)	03/05/1996	Personal Misfile

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12073

FOLDER TITLE:

HRC - California Democratic Convention (Education) 4/13/96

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RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

CALIFORNIA (EDUCATION)

2,500 attending convention on educ/high-tech
Educators; PTA;

POTUS/

Discrimination hurts everybody.

Aff.
Action

The purpose of affirmative action is to give our nation
a way to finally address the systemic exclusion of
individuals of talent on the basis . . .

>irony - those who call for an end to aff action -
tied to staying middle class
college loans

Aff action must be consistent w/ our highest
ideals of personal responsibility & merit.
& to prepare all Americans for the next century.
Not perfect (neither is democracy)
mend it but don't end it

Open w/ stump

Mike Cohen

Educ'n as great equalizer

401-
3070

Can't have a nation of rich & poor, haves & have-nots,
^{little school houses - the main}
→ land grant universities
→ tradition expanded & kept alive thru GI bill; Head Start;
college loans

Reversing or mis commitment would spell disaster -
Countries around the world - educ'n is the ticket
We have to retool how it is a ticket -
early opportunities to job try etc.

GOALS
2000

As I travel all over, I can't see the pos. impact of goals 2000
as parents, teachers, & administrators come together to
figure out the best strategies for educating their children
Hoped that parents, teachers, & school. -- and more of all
the students -- will be able to benefit from it.

<Sch to work v. hot out there >

~~WBA~~
real life skills to get good jobs →

TO: HRC
FROM: Lissa Muscatine 
RE: Remarks for Saturday
DATE: April 12, 1996

This draft is extremely long, in large part because I've included a lot of the Administration's initiatives on education, just in case you want this much detail. I've also given you the basic outline of the President's seven challenges.

A few things to be aware of:

The text that is underlined in the middle of page 3 is a reference to affirmative action, without mentioning it directly, which is what John Emerson suggested. If you decide to say more, you ought to stick to the "mend it, don't end it" argument.

The text that is underlined at the bottom of page 4 is how you should talk about Goals 2000, according to Riley's people.

There are two paragraphs on page five that are underlined. Both refer to specific anecdotes in California that the audience will appreciate your mentioning.

Just so you know: John suggested mentioning the veto of the partial birth legislation. I left it out because I wasn't convinced it was a good idea to include it.

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE CALIFORNIA DEMOCRATIC PARTY CONVENTION
LOS ANGELES, CALIFORNIA
APRIL 13, 1996**

[Acknowledgments: Art Torres, Bill Press, and Senator Barbara Boxer, who will introduce you. NOTE: Senator Feinstein will be in the audience, as will many members of Congress and state elected officials]

It is a pleasure to be here today and to join all of you who work so hard on behalf of the Democratic Party -- and who believe so deeply in our nation's electoral process.

I only wish I were here under happier circumstances. In recent months, California has lost two of its greatest champions -- Governor Pat Brown and Jim Wood. In the past week, our nation has mourned the tragic losses of some of our dearest friends and noblest public servants.

Many of you knew Ron Brown. Some of you knew the devoted staff members and business leaders who were traveling with him. But even if you didn't know any of them, I hope you will be guided during this convention -- and in the months ahead -- by the same ideals of fairness, opportunity, responsibility and personal dignity that guided them on that mission to Bosnia.

Just a few weeks ago, my daughter and I were in Bosnia and we saw first-hand what can happen to a nation after four years of violence and ethnic hatred. We saw homes pockmarked by bombs, homes without roofs, entire villages without any signs of life. I had the chance to talk with community leaders from throughout the country who described, in horrifying detail, what life is like when violence is everywhere around you.

Yet even in the midst of such devastation, we saw glimmers of hope. Flying over one village, we could see clotheslines hanging out with freshly washed clothes. Families were beginning to return to their roots. They were beginning to rebuild.

These modest signs of progress are only possible because of the brave men and women of the United States military who have been working in Bosnia for the past three months as part of NATO's peace-keeping mission. Not only are they helping to rebuild the country's infrastructure, they are helping to rebuild the human spirit that has been shattered by years of violence and hatred.

They are showing the Bosnians that people of different races, religions, and ethnic backgrounds can bridge divides and

work together in a common enterprise. Those American soldiers are a living, breathing example of democracy at work.

What Bosnia reminds us is that, on the eve of the 21st century, no nation can exist in a vacuum. In a fast-paced, high-tech global village, we are all dependent and interdependent, whether we like it or not.

So the question for us as Americans is: How, at a time of unprecedented global opportunities and uncertainties, can we remain the strongest force for peace, democracy and stability in the world? What can we do as a country to strengthen the foundations of our own democratic society?

I believe these questions are at the heart of the next election. How we answer them will speak volumes about who we are as a people, what we stand for and what we believe in as a nation. And it will help determine what kind of America we want to leave for our children and grandchildren.

When my husband ran for President four years ago, he talked about "putting people first." It wasn't just a catchy slogan. It reflected his profound belief that people are our nation's greatest resource -- a resource too often devalued or wasted to the detriment of the country as a whole.

Investing in people -- investing in the great potential of America and Americans -- remains a guiding principle of my husband's presidency, his Administration and of the Democratic Party.

And there is no question that this approach to solving our problems and maximizing our opportunities is paying off: We have seen the lowest combined rate of unemployment and inflation in 27 years. We have seen the creation of over 7.8 million new jobs in the last three years, including over a million in basic industries like construction and automobiles, which is a dramatic turn-around after a decade of losses.

We live today in an age of possibility. More people from all walks of life should have more options to fulfill their dreams and build good lives for themselves and their families than ever before in history.

But that can only be assured if we work together to invest in people -- especially in children and families. We can't just talk about family values. We have to espouse policies that value families.

CHILDREN AND FAMILIES

In his State of the Union address, the President issued

seven challenges for the nation. The first was to cherish our children and keep our families together.

Children represent our best hope for the future. And while parents bear primarily responsibility for the children they bring into the world, every person and every institution in our society bears some responsibility for whether our children will become healthy, happy and productive adults. Teachers, religious leaders, businesses, the media, civic groups, and government all have a role to play.

EDUCATION

The President's second challenge was to renew our schools for a new century and throw open the doors of college like never before.

Education is the key to opportunity. It is not just a means of acquiring knowledge and skills, but a vehicle for learning how to be a citizen of the world. That is why the President continues to fight for programs that support lifelong learning -- whether it is Head Start for toddlers or job training that enables adults to learn the skills they need to compete in the new global economy.

And that is why he believes that, if we want to prepare our people for the next century, we must make sure that no American who is qualified for higher learning is denied that opportunity because of systemic or historic forms of discrimination.

We shouldn't be making it harder for Americans to get an education. We should be making it easier for Americans to get an education.

Opening the doors of education: Scholarships and tax deductions

The President has called for the creation of the largest-ever merit based scholarship program that would reward the top five percent of high school graduates with grants for college.

He has renewed his call for a tax deduction of up to \$10,000 for the cost of tuition and training. Over 17 million students stand to benefit from this proposal.

He has created a new student loan program that makes it easier to borrow and repay students loans, saving taxpayers money and cutting the student loan default rate.

He has called for increasing the number and maximum award of

Pell Grants and he continues to fight Republican challenges to the AmeriCorps program, which enables 25,000 volunteers to earn college money by serving their local communities.

Technology Literacy

Anyone who doubts the importance of making our children technologically literate should consider how quickly our global economy is diverging. Increasingly, those who are educated -- those who can manipulate language and symbols -- will succeed. Those who cannot will be left farther behind. And we cannot afford to have a generation of Americans left on the economic margins.

Earlier this year, the President also announced a \$2 billion, five-year Technology Literacy Challenge fund that will help states, localities and private companies provide our children with greater opportunities to learn the skills they need to thrive in the next century.

School-to-Work Initiatives

The President is extremely proud of his Administration's commitment to initiatives that help prepare young people with the skills and knowledge they need for the world of work. Too often, kids in high school see no connection between what they are learning in the class room and what they need to know on the job. Through school-to-work initiatives, high schools, businesses and community colleges are developing strategies to help young people find direction and be assured of future job security.

Goals 2000

Renewing our schools for the next century is not just a matter of how much we invest in education, but what expectations and standards we set for elementary and secondary schools as well.

As I have traveled around the country, I have seen the positive impact that Goals 2000 has had, as parents, teachers, and administrators come together to determine the best strategies for educating their children.

I hope that parents, teachers, schools -- and most of all, students -- here in California will be able to benefit from Goals 2000 funding in the months ahead.

Charter Schools/ Parental and community involvement

Earlier this year, I had the opportunity to visit an elementary school not far from here called the Vaughn Learning Center. It is a charter school in one of the most economically

depressed areas of the San Fernando Valley. About 90 percent of the students are Hispanic, and about 10 percent are African American. The principal is Chinese. The vice-principal is Cuban.

When I arrived there I saw kids in uniforms, busily at work on computers. I met with parents who volunteer as tutors, or who come to the school themselves for job counseling and other services.

Instead of giving up on its children, this community, despite having very few resources, rallied around its children. The school has become an anchor for the people living there. And it is a model that ought to be replicated in every community in America.

ECONOMIC SECURITY

The third challenge is to help every responsible American to achieve economic security.

-- The G.I. Bill for America's Workers

-- Raise the minimum wage -- this is one of the most important things we can do to help the working people of America. I want to thank all of you in this room who have worked so hard - gathering signatures and going door-to-door -- to ensure that the minimum wage initiative will be on the ballot in California in the fall.

-- Preserve the Earned Income Tax Credit

-- Protect retirement security

-- Protect Medicare and Medicaid

CRIME

The fourth challenge is to take our streets back from crime and gangs and drugs. When a dedicated, caring fifth-grade teacher is killed by a stray bullet that comes through the window while he is helping his students in the library, something is terribly wrong with our society. [NOTE: This happened in South-Central Los Angeles in February.]

-- The President continues to fight any attempt to repeal the Brady Bill or the Assault Weapons Ban

-- We are making progress with community policing initiatives

-- We are mounting a new assault on drugs at home and abroad

ENVIRONMENT

The fifth challenge is to preserve and protect our environment. Because of a generation of bipartisan effort, our air and water are cleaner today, and as a result, our children are safer.

MAINTAIN OUR LEADERSHIP IN THE WORLD

The sixth challenge is make sure our country remains the world leader that it is. Thanks to American leadership, more people than ever before are living in peace around the globe. From Haiti to Northern Ireland, from the Middle East to Bosnia, our nation is leading the world to peace and freedom, and helping the seeds of democracy bloom.

MAKE DEMOCRACY WORK

The seventh challenge is to reinvent our government and make our democracy work more productively and efficiently. We need real political reform, real campaign finance reform, and we must continue to build on the successes of Vice President Gore.

CONCLUSION

This is the vision that the President has outlined for the American people. It is, I believe, a very different vision from the one being offered by the Republican Party.

Do we want a society divided by income, race, or gender, or one that lives up to its time-honored principles of inclusion, compassion and community? Do we want a society of haves and have-nots -- a society where the middle-class is replaced by extremes of rich and poor?

Do we believe in investing in our greatest resource -- our people?

Do we want to have clean air and clean airwaves; fair wages and fulfilling work; good health and good schools in the 21st century?

Do we want the American Dream to be within reach of anyone willing to work hard and take responsibility?

California has always been a land of pioneers. It was built by people from all parts of the continent and all corners of the globe who shared a common faith in democracy and the American Dream. Californians have invigorated our culture and led our country with new ideas, new methods, and new strategies for keeping the American Dream alive.

Now, at this time of such hope and promise, and of such challenge and unpredictability, the nation continues to look to you for leadership. There is so much we can do if we pull together as one American family.

Thank you for sharing your energy, your vision, your ideas, and for your commitment to giving every American a stake in our country's future.

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**FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE COUNCIL ON FOREIGN RELATIONS
MARCH 19, 1996
NEW YORK CITY**

I welcome this opportunity to talk about women and development, an issue that I believe is one of the most compelling, yet most overlooked, in the foreign policy arena.

My ideas on this subject are rooted both in personal observations and experiences in this country and overseas, and in the growing body of research and literature about social development.

If, like some, you are wondering how I've been spending my time lately, let me assure you that I've been getting around. In the past three years, I've had the opportunity to travel to Copenhagen for the U.N. World Summit on Social Development; to South Asia, Europe and the New Independent States; to Beijing and Mongolia; and to Central and South America.

I've met with women in South Africa who helped lead the struggle to end apartheid; new mothers in Jojakarta, Indonesia, who gather in their village each week to learn about family planning; doctors and nurses in Belarus and Ukraine who are trying to keep alive children in the aftermath of Chernobyl; and leading women of the Western Hemisphere who are working together to promote literacy and better health care for the children of their countries.

In a few days, I will be heading off for Bosnia, Turkey and Greece. I'd like to take this opportunity to share some of my observations with you from these trips.

Please accept my comments in this spirit; I am not here as a foreign policy spokesman for the White House or the Clinton Administration, but as a person who cares deeply about our nation's engagement in the world and who sees investing in women as a realistic, practical and moral approach -- a way to fuse American interests and ideals.

I have long subscribed to the belief that investments in people, particularly women and children, are just as essential to the prosperity of our national family and global community as investments in open markets and trade. But it wasn't until my daughter and I spent two weeks in South Asia last spring that the enormous political, economic and social dividends of this kind of investment became clearer to me.

One of our first stops was Ahmedabad [AH-mudda-bahd], a textile center in western India. On the edge of town is a women's bank, founded by a disciple of Gandhi named Ela Bhatt [eela bott]. The bank had one room. The teller's counter was an old kitchen table. Bank clerks recorded all transactions by hand, on yellow sheets of paper bound in volumes that looked like worn-out telephone books.

I was there for only a few hours. But in that time I saw women who had walked 12 to 15 hours from remote villages to take out loans -- some as small as \$1 -- to invest in dairy cows, plows, or goods they could sell at market.

Women run the bank. Only women are allowed to make deposits and borrow money. Today this bank has assets of more than \$3 million. Its loan repayment rate -- nearly 100 percent -- would be the envy of most commercial banks. It has 60,000 members -- all women, many of them among the poorest, least educated and most ostracized in India.

Against enormous political, social and economic odds, these women have joined together in a trade union and cooperative, called the Self-Employed Women's Association, or SEWA [say-wah], that provides them with job training, microcredit and mutual support. One after another, these women told me how access to credit has given them confidence in themselves and their futures. Through SEWA they have been able to increase their earning power and transform their lives, as well as the lives of their families and communities. Local government, police and commerce all have felt SEWA's influence.

This is but one example I have seen of how grass-roots enterprises targeted at women are reshaping local and regional landscapes around the world.

Many of these projects receive some support from the United States Agency for International Development. After seeing our foreign aid dollars at work on several continents, I am more convinced than ever that a small investment of American aid can be a catalyst for untangling the web of poverty, illiteracy, inadequate health care and cultural hostility that today prevent women and girls from becoming full and equal partners in many societies.

I am also very proud to report that under the Clinton Administration, the development banks have more than doubled their investments in social development.

These investments are not a one-way street. We Americans have borrowed from the SEWA model, for example, as well as from other microcredit enterprises, including Dr. Mohammed Yunus' Grameen Bank in Bangladesh and one called FINCA in a poor barrio

in Managua, Nicaragua, both of which I have had the privilege of visiting.

[In Denver, a program called Mi Casa helps women, many of whom have been on welfare, get the encouragement and the credit they need to become self-sufficient. I will never forget what one woman told me when I visited Mi Casa last year: "Many great ideas die in the parking lots of banks", she said, meaning that too often women don't even get in the door before they are turned away.]

Even in an economy as complicated as ours, microcredit appears to help American women lift themselves out of poverty, just as it does in other parts of the world. For that reason, we are encouraging more microcredit activities in the United States. Our Small Business Administration is making more loans than ever to women. Through the Community Development Financial Institutions Fund, we are establishing a new Presidential awards program to honor outstanding micro-lending organizations.

Whether we are making these investments at home or abroad, I am increasingly convinced that they are very much in our national interest and in support of the values we hope will take root around the world.

Let me give you another example -- how our support of family planning programs helps stabilize populations and reduce abortions in the developing world.

At the moment, roughly 100 million women cannot get or are not using family planning services because they are poor, uneducated or don't have access to care.

Some 20 million will seek unsafe abortions -- some will die, some will be disabled for life. A growing number of unwanted pregnancies are occurring among young women, barely beyond childhood themselves. For these girls and women, unwanted or unintended pregnancies mean less opportunities for schooling, jobs, and good health.

If you don't want women to have abortions, then supporting family planning programs, particularly in overpopulated developing nations, is a must.

In Salvador da Bahia in Brazil, I visited a maternity hospital that also cares for women who have tried to induce abortions themselves, a tragically common occurrence there.

I saw classrooms throughout the hospital displaying charts and diagrams of the most basic reproductive information. The hospital also provides family planning services. The Minister of Health told me that he hoped to extend this USAID-supported

program to rural areas in the region. Even here, in a predominantly Catholic country, there is growing recognition that family planning saves lives.

I'm not suggesting that U.S. foreign aid is a panacea for women or for the developing world. Nor am I starry-eyed enough to believe that every just cause in the world is ours to embrace.

But I am suggesting that as long as discrimination and inequities remain so commonplace around the world -- as long as women are valued less, fed less, fed last, overworked, underpaid, not schooled and subjected to violence in and out of their homes -- the potential of the human family to create a stable, peaceful, and ultimately prosperous world will not be realized. And clearly, world stability, peace and growing prosperity are in our national interest.

If, as a nation, we care about opening up foreign markets for American goods and services; if we care about making our country secure in the face of new post-Cold War threats; if we care about enlarging the world's community of democracies, then we must address the conditions and circumstances of the world's women.

If we do not, and instead retreat on our international commitments and social investments, the forces of strife and division are likely to gain strength. Without a developing world that is in fact progressing, the global economy will be retarded, those hostile to American interests and values will find fertile ground and threats to our security will increase.

Women comprise more than half the world's population. They are 70 percent of the world's poor and two-thirds of those who are not taught to read and write.

In too many places, they are dying from diseases that should have been prevented or treated...they are watching their children suffer from malnutrition caused by poverty and economic deprivation...they are denied the right to go to school, sometimes by their own fathers and brothers...they are forced into prostitution or indentured servitude. And in too many places, women are barred from the bank lending office and from the ballot box.

Yet women are the primary caretakers for most of the world's children and elderly. Throughout the world, families rely on women -- for emotional support, for labor in the home, and increasingly for outside income. And I would argue that, as the pressures of consumption and technology place greater burdens on family life in virtually every country on the planet, women will be relied on even more to sustain and protect the family unit.

Investing in women and ensuring that they have access to the tools of opportunity -- education, health care, credit, legal protections and political freedoms -- is particularly urgent today. The new global economy is rapidly diverging. And we know that those who are educated, who are able to manipulate language and symbols, will succeed. Those who are not, will be left even farther behind. Given the demographics I have just described, tens of millions of women are in great danger of being further marginalized in the years ahead.

The single most important investment any developing nation can make today is in the education of girls and women. What we are discovering, in country after country, is that education is not just a means of acquiring knowledge, skills, and values, it has a positive effect on a woman's health, nutrition, wages, and level of political participation.

Deputy Treasury Secretary Lawrence Summers, who has studied and written about the economics of women and development, says that "investment in the education of girls may well be the highest return investment available in the developing world."

[Educating an additional 1,000 girls in Pakistan would prevent roughly 60 infant deaths, 500 unwanted births and would keep three of those 1,000 girls from later dying in childbirth.]

Worldwide, raising the female primary school enrollment rate to that of boys would cost less than one large power plant. If the world had taken this step in 1965, we would have averted three million infant deaths each year.]

Today, more than 600 million women worldwide are denied the opportunity of education. Many have grown up in families that expect them simply to marry and bear children.

Unfortunately, in so much of the world today, the reasoning in these families seems to be: If a girl isn't going to bring the family any income, why send her to school? Why take her away from cooking, cleaning the house, planting crops, hauling water, and taking care of the other children? Why send her to a doctor when money is scarce? Why worry that she is hungry when the boys in the family need and deserve food more?

Exceptions to these conditions do exist, sometimes in places we would least expect it, such as the very poor Kerala [Kuh-RAH-lah] region of southern India. Kerala has the highest literacy rate and life expectancy, as well as the lowest infant mortality rate, in India. That's because there has long been a tradition there of investing in health care and education, particularly for girls. A commitment to the education of girls and women also has had a significant impact on women's overall life circumstances in Jordan, Bangladesh, and Pakistan.

In Sri Lanka, women have had the right to vote for the better part of this century and enjoy greater access to education than their counterparts elsewhere in South Asia. Not surprisingly, Sri Lanka also has the region's best health care system and lower maternal mortality rates than many wealthier nations.

Simply put, an educated woman is more likely to have smaller, healthier, and happier families because she is more likely to be aware of good health practices, sanitation, family planning options, and even where to find medical care. She is more likely to have an income and be able to afford care for herself and her children. And she is much more likely to exercise her power as a citizen to provide care and security for her family and community.

Yet even with a growing recognition among government leaders that education is one of the cheapest, easiest, and most effective ways to improve the social and economic status of women, getting girls to school in many regions of the world is a complicated proposition.

When I was in Bangladesh, I visited a school run by the Bangladesh Rural Advancement Committee, a non-governmental organization that acts on the theory that education is a precondition for economic development. Some of the BRAC schools, which primarily serve girls, have been burned by extremist groups protesting the role of NGOs promoting change.

In some rural areas, there simply are no schools nearby and parents are understandably reluctant to send their daughters far from home. I visited a village outside of Lahore, Pakistan, that had recently built a primary school. But as one mother told me, her five daughters had no hopes of schooling beyond the primary level because the only secondary school was too far away. There was no question, however, that her sons would attend.

Sometimes the problem is as simple as not having a bathroom in the school building, which means a girl has to go home several times a day to do her business. Even not having a local well or water supply can hurt a girl's chances for schooling. The further she has to go to fetch water for her family, the less time she will have to go to class.

Making school free and convenient for parents is clearly the best way to get girls enrolled. The hiring of more women teachers is also crucial.

Along with the BRAC school in Bangladesh, I visited a government school that offers material incentives to parents to send their children -- especially girls -- to school. Families

receive a weekly food allotment if their children go to class, a significant incentive for very poor families who regard school as a diversion from their children's income-producing work. Another government program pays parents to keep girls in secondary school.

In Chile, which has made enormous strides thanks to education reform and a return to democracy, I visited a poor area of Santiago where the schools are open on weekends to accommodate parents' work and babysitting schedules. And I saw other examples of Chile's efforts to equip women with marketable job skills and to educate fathers about their parenting responsibilities.

Given the central importance of education in the development equation, I was pleased to announce in Copenhagen last year a new \$100 million USAID initiative for girls' and women's education in the developing world and to announce the distribution of the first grant -- to India -- when I was there a few weeks later. The grants are being distributed through non-governmental organizations, who our government relies on more and more to deliver aid at the grass-roots level.

Having witnessed the great benefits that education can reap, not just for girls and women but for their families and communities, I am especially proud of America's long, bipartisan commitment to foreign aid and assistance -- which, as a matter of fact, amounts to less than one percent of the federal budget.

This American aid has worked -- not only in the area of education, but also in health care, nutrition, the law and the judiciary, and other programs designed to improve the climate for open markets, civil society and successful democracies.

All of these factors have made America a more equal and productive nation, even though we, ourselves, have not yet achieved full equality for women here at home. As the most recent United Nations Development Programme report shows, no country has achieved parity for women; the Scandinavian countries come the closest -- and some surprising countries, such as Uruguay, Thailand, and Barbados, also rank fairly high.

Domestic policy, in this respect, is part and parcel of foreign policy. Our commitment to help women elsewhere cannot be separated from our commitment to improving the lives of women in our own country. The same principles apply here as there.

Sadly, there are some in our country today who question the values of our political, economic, military and social engagements abroad. They believe that our commitments to other nations, and even to the United Nations, are undermining our national sovereignty and sacrificing American interests.

I believe that America's global engagement is essential to strengthening our free market interests and spreading our democratic ideals. By contrast, it is isolationism and its corollary, misguided unilateralism, that pose a great threat to our position in the world, and also to the hopes and dreams of hundreds of millions of women.

As my husband often says, today we are at the third great turning point of this century. After World War One, we retreated into ourselves and suffered enormous consequences. After World War Two, when we heard many of the same isolationist arguments we are hearing today, we nonetheless chose the path of engagement and reaped 50 years of peace and prosperity as a result.

Over time, we have learned that our ideals and interests cannot be divorced from the political, economic and social cross-currents swirling around us. We also have learned that engagement represents opportunity as well as obligation.

For all of these reasons, it is troubling to see our bipartisan tradition of engagement and multi-lateralism threatened. It is troubling to see negative stereotypes fostered purely for narrow political purposes -- whether it is the distorted idea that the U.S. military would be under United Nations command or the public ridiculing of the U.N. Secretary General's name.

This brand of demagoguery is a poor substitute for a forward-looking and forceful foreign policy.

Social development -- the investment in people and their potential -- is not foreign policy as social work. It is a realistic and moral way for the United States to help expand the global economy, nurture young democracies and improve our chances for peace and prosperity.

Making social investments in women creates a dynamic new source of energy for a growing global economy and civil society. This developmental policy must become a central priority as we prepare for the 21st century.

It is the only way to bring us closer to a world in which distinctions between men and women are viewed, ultimately, as complementary parts to a greater whole. And it is the surest way to fortify the families, communities and free societies that our cherished way of life depends on.

Thank you very much.

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Acknowledgements:

Art Torres (tor-ez), Interim Chair of State Party

Bill Press (recently retired? ^{chair of State Party} ~~rick~~)

→ Sen. Barbara Boxer (intros HRC)

draft #1

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE CALIFORNIA DEMOCRATIC PARTY CONVENTION
LOS ANGELES, CALIFORNIA
APRIL 13, 1996**

[Acknowledgments]

It is a pleasure to be here today and to join all of you who work so hard on behalf of the Democratic Party -- and who believe so deeply in our nation's electoral process.

I only wish I were here under happier circumstances. In recent months, California has lost two of its greatest champions -- Governor Pat Brown and Jim Wood. In the past week, our nation has mourned the tragic losses of some of our dearest friends and noblest public servants.

Many of you knew Ron Brown. Some of you knew the devoted staff members and business leaders who were traveling with him. But even if you didn't know any of them, I hope you will be guided during this convention -- and in the months ahead -- by the same ideals of fairness, opportunity, responsibility and personal dignity that guided them on that mission to Bosnia.

Just a few weeks ago, my daughter and I were in Bosnia and we saw first-hand what can happen to a nation after four years of violence and ethnic and religious hatred. We saw homes pockmarked by bombs, homes without roofs, entire villages without any signs of life. I had the chance to talk with community leaders from throughout the country who described, in horrifying detail, what life is like when violence is everywhere around you.

Yet even in the midst of such devastation, we saw glimmers of hope. Flying over one village, we could see clotheslines hanging out with freshly washed clothes. Families were beginning to return to their roots. They were beginning to rebuild.

These modest signs of progress are only possible because of the brave men and women of the United States military who have been working in Bosnia for the past three months as part of NATO's peace-keeping mission. Not only are they helping to rebuild the country's infrastructure, they are helping to rebuild the human spirit that has been shattered by years of violence and hatred.

They are showing the Bosnians that people of different races, religions, and ethnic backgrounds can bridge divides and work together in a common enterprise. Those American soldiers are a living, breathing example of democracy at work.

What Bosnia reminds us is that, on the eve of the 21st century, no nation can exist in a vacuum. In a fast-paced, high-tech global village, we are all dependent and interdependent, whether we like it or not.

So the question for us as Americans is: How, at a time of unprecedented global opportunities and uncertainties, can we remain the strongest force for peace, democracy and stability in the world? What can we do as a country to strengthen the foundations of our own democratic society?

I believe these questions are at the heart of the next election. How we answer them will speak volumes about who we are as a people, what we stand for and what we believe in as a nation. And it will help determine what kind of America we want to leave for our children and grandchildren.

When my husband ran for President four years ago, he talked about "putting people first." It wasn't just a catchy slogan. It reflected his profound belief that people are our nation's greatest resource -- a resource too often devalued or wasted to the detriment of the country as a whole.

Investing in people -- investing in the great potential of America and Americans -- remains a guiding principle of my husband's presidency, his Administration and of the Democratic Party. And there is no question that this approach to solving our problems and maximizing our opportunities is paying off: We have seen the lowest combined rate of unemployment and inflation in 27 years. We have seen the creation of over 7.8 million new jobs in the last three years, including over a million in basic industries like construction and automobiles, which is a dramatic turn-around after a decade of losses.

We live today in an age of possibility. More people from all walks of life and all corners of our country will have more options to fulfill their dreams and build good lives for themselves and their families than ever before in history.

But that can only happen if we work together to invest in people -- especially in children and families -- so that we can cope with the changes and challenges that any momentous period in history ushers in.

We can't just talk about family values. We have to espouse policies that value families.

come to the school themselves for job counseling and other services.

Instead of giving up on its children, this community, despite having very few resources, rallied around its children. The school has become an anchor for the people living there. And it is a model that ought to be replicated in every community in America.

ECONOMIC SECURITY

The third challenge is to help every responsible American to achieve economic security.

-- The G.I. Bill for America's Workers

-- Raise the minimum wage > *Dem's just tried initiative for full ballot head vote gally →*

-- Preserve the Earned Income Tax Credit

-- Protect retirement security

-- Protect Medicare and Medicaid

CRIME

The fourth challenge is to take our streets back from crime and gangs and drugs. When a dedicated, caring fifth-grade teacher is killed by a stray bullet that comes through the window while he is helping his students in the library, something is terribly wrong with our society. [NOTE: This happened in South-Central Los Angeles in February.]

-- The President continues to fight any attempt to repeal the Brady Bill or the Assault Weapons Ban

-- We are making progress with community policing initiatives

-- We are mounting a new assault on drugs at home and abroad

ENVIRONMENT

Because of a generation of bipartisan effort, our air and water are cleaner today, and as a result, our children are safer.

MAINTAIN OUR LEADERSHIP IN THE WORLD

Thanks to American leadership, more people than ever before are living in peace around the globe. From Haiti to Northern Ireland, from the Middle East to Bosnia, our nation is leading the world to peace and freedom, and helping the seeds of

CHILDREN AND FAMILIES

In his State of the Union address, the President issued seven challenges for the nation. The first was to cherish our children and keep our families together.

Children represent our best hope for the future. And while parents bear primarily responsibility for the children they bring into the world, every person and every institution in our society bears some responsibility for whether our children will become healthy, happy and productive adults. Teachers, religious leaders, businesses, the media, civic groups, and government all have a role to play.

EDUCATION

The President's second challenge was to renew our schools for a new century and throw the doors of college open like never before.

Education is the key to opportunity. It is not just a means of acquiring knowledge and skills, but a vehicle for learning how to be a citizen of the world. That is why the President continues to fight for programs that support lifelong learning -- whether it is Head Start for toddlers or job training that enables adults to learn the skills they need to compete in the new global economy.

And that is why he believes that, if we want to prepare our people for the next century, we must make sure that all Americans have the opportunity of education -- and that no American who is qualified for higher learning is denied that opportunity because of systemic or historic forms of discrimination.

We shouldn't be making it harder for Americans to get an education. We should be making it easier for Americans to get an education. The more people who are educated in America, the better off our society will be.

Opening the doors of education: Scholarships and tax deductions

The President has called for the creation of the largest-ever merit based scholarship program that would reward the top five percent of high school graduates with grants for college.

He has renewed his call for a tax deduction of up to \$10,000 for the cost of tuition and training. Over 17 million students stand to benefit from this proposal.

He has created a new student loan program that makes it easier to borrow and repay students loans, saving taxpayers money and cutting the student loan default rate.

He has called for increasing the number and maximum award of Pell Grants and he continues to fight Republican challenges to the AmeriCorps program, which enables 25,000 volunteers to earn college money by serving their local communities.

Technology Literacy

Anyone who doubts the importance of making our children technologically literate should consider how quickly our global economy is diverging. Increasingly, those who are educated -- those who can manipulate language and symbols -- will succeed. Those who cannot will be left farther behind. And we cannot afford to have a generation of Americans left on the economic margins.

Earlier this year, the President also announced a \$2 billion, five-year Technology Literacy Challenge fund that will help states, localities and private companies provide our children with greater opportunities to learn the skills they need to thrive in the next century.

Goals 2000

Renewing our schools for the next century is not just a matter of how much we invest in education, but what expectations and standards we set.

As I have traveled around the country, I have seen the positive impact that Goals 2000 has had, as parents, teachers, and administrators come together to determine the best strategies for educating their children.

I hope that parents, teachers, schools -- and most of all, students -- here in California will be able to benefit from Goals 2000 funding in the months ahead.

Charter Schools/ Parental and community involvement

Earlier this year, I had the opportunity to visit an elementary school not far from here called the Vaughn Learning Center. It is a charter school in one of the most economically depressed areas of the San Fernando Valley. About 90 percent of the students are Hispanic, and about 10 percent are African American. The principal is Chinese. The vice-principal is Cuban.

When I arrived there I saw kids in uniforms, busily at work on computers. I met with parents who volunteer as tutors, or who

democracy bloom.

MAKE DEMOCRACY WORK

The seventh challenge is to reinvent our government and make our democracy work more productively and efficiently.

This is the vision that the President has outlined for the American people. It is, I believe, a very different vision from the one being offered by the Republican Party.

Do we want a society divided by income, race, or gender, or one that lives up to its time-honored principles of inclusion, compassion and community? Do we want a society of haves and have-nots?

Do we believe in investing in our greatest resource -- our people?

Do we want to have clean air and clean airwaves; fair wages and fulfilling work; good health and good schools in the 21st century?

Do we want the American Dream to be within reach of anyone willing to work hard and take responsibility?

California has always been a land of pioneers. It was built by people from all parts of the continent and all corners of the globe who shared a common faith in democracy and the American Dream. Californians have invigorated our culture and led our country with new ideas, new methods, and new strategies for keeping the American Dream alive.

Now, at this time of such hope and promise, and of such challenge and unpredictability, the nation continues to look to you for leadership. There is so much we can do if we pull together as one American family.

Thank you for sharing your energy, your vision, your ideas, and for your commitment to giving every American a stake in our country's -- and our world's -- future.

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STUMP SPEECH JANUARY, 1996

America is strong today, and growing stronger.

Economy. Peace. Values. We have the lowest combined rate of unemployment and inflation in 27 years. In the last three years, we have created over 7.8 million new American jobs, including over a million in basic industries like construction and automobiles, turning them around after a decade of losses. The President wants to make sure that those new jobs also come with the rewards our hard work should earn: quality health care; education and training; the ability to send our children on to college; and a safe retirement.

America is bringing hope for peace and freedom across the world -- from Northern Ireland to Haiti, to the Middle East, and Bosnia.

Perhaps most important, Americans are coming together around our basic values of family, work and community. We are finding common ground as we work together to solve our problems. The crime rate, the welfare rate, the food stamp rate, the poverty rate, and the teen pregnancy rate are all down.

Possibility and challenge. This is an age of possibility. More people from all walks of life and all corners of our country will have more options to fulfill their dreams and build good lives for themselves and their families than they have ever had in history.

But it's also a time of challenge and change. Our mission is to make the American Dream a reality for all who are willing to work for it; to remain the world's leading force for peace and freedom; and to continue to come together around our basic values. The question we face is this: How do we meet our challenges so that all Americans can realize this promise of this age of possibility? And the answer is, we have to do it together.

How we meet our challenges. The era of big government is over. But we can't go back to the era where we simply tell people: Fend for yourselves. We have to go forward to the era of working together as a community, as one America, with all Americans reaching across the lines that divide us to find common ground. We have to work together -- in our families, our communities, our churches and synagogues, in the workplace and in our nation - - to make the most of our own lives and our own communities.

Seven challenges. There are seven challenges that all Americans must face together.

Children and families. The first challenge is a challenge to cherish our children and keep our families together. All of us, not just as parents -- but in the media, in schools, teachers, churches and synagogues, businesses, governments -- all of us have a responsibility to help our children to make it. We have to teach them good values and protect them from harmful influences.

* Television violence. Have the media create CDs and shows they would have

- their own children and grandchildren enjoy. Challenge the broadcast industry to identify programming in ways that help parents to protect their children.
- * V-chip. A part of the important telecommunications bill now pending in the Congress, the V-Chip would allow parents to screen out programs they believe are inappropriate for their children.
 - * Tobacco. Tell the cigarette companies to market their products to adults, if they wish, but draw the line on children.
 - * Welfare reform. Call for a bipartisan bill that will really move people from welfare to work and do the right thing by our children.
 - * National campaign against teen pregnancy. Teen pregnancy has dropped two years in a row, but it is still far too high. Announced that a group of prominent Americans is responding to that challenge by forming an organization that will support grass-roots community efforts all across the country.
 - * End domestic violence, and encourage American men and women in families to give greater respect to one another.
 - * Fathers care for children. It is the most basic human duty of every American to do that job to the best of his ability. A check will not substitute for a parent's love and guidance.
 - * Child support enforcement. We're doing more than ever to make sure you pay your child support, and we're going to do more.

All of us, not just as parents, but all of us in our other roles -- our media, our schools, our teachers, our communities, our churches and synagogues, our businesses, our governments -- have a responsibility to help our children to make the most of their lives and their God-given capacities.

Educational opportunities. The second challenge is to renew our schools for a new century and throw the doors of college open like never before. Education is the key to opportunity.

- * Connect classrooms to Information Superhighway. We are working with the telecommunications industry, educators and parents to connect every classroom and every library in the entire U.S. by the year 2000.
- * Higher standards. Setting standards of excellence and ways to measure whether schools are meeting them, allowing flexibility for our schools and teachers, but requiring accountability from them, our children and their parents.
- * School choice. Give parents the right to choose which public school their children will attend, and let teachers form new schools with a charter they can keep only if they do a good job.
- * Improving access to higher education:
 - The President wants to expand college work-study to more than one million students by the year 2000, and
 - Provide \$1,000 merit scholarships, and
 - Provide a \$10,000 tax deduction for college tuition.

Education technology initiatives, national standards, local answers, school choice, character education and better access to higher education are all crucial to meeting the challenge of providing Americans with the educational opportunities we will all need for this new century.

Economic Security. The third challenge is to help every American who is willing to work for it, achieve economic security. In this new age, people who work hard need education and training for a lifetime. They need retirement security. They need access to health care.

- * Education and training with the G. I. Bill for America's workers. Called for Congress to consolidate 70 overlapping, antiquated job training programs into a simple voucher for unemployed or underemployed workers to use as they please for community college tuition or other training.
- * Raise the minimum wage. More and more Americans are working hard without a raise.
- * Preserve EITC. No parents who work full time should have to raise their children in poverty.
- * \$500 per child tax credit. We need a tax credit for working families with children.
- * Protect retirement security. The President would veto an attempt to liberalize the ability of employers to take money out of pension funds for other purposes.
- * Increase access to health care. Make health care portable, and eliminate pre-existing conditions exclusions, and protect Medicare and Medicaid, not just for the poor, but for people in working families, including children, people with disabilities, people with AIDS and senior citizens in nursing homes.

The G. I. Bill for workers, tax relief for education and child rearing, pension availability and protection, access to health care, preservation of Medicare and Medicaid -- along with the Family and Medical Leave Act passed in 1993 -- will help responsible, hard-working American families to make the most of their own lives.

Crime. The fourth challenge is to take our streets back from crime and gangs and drugs. We have finally begun to reduce crime, by forming community partnerships with local police forces to catch criminals and prevent crime.

Community policing. Community partnerships with local police forces are working to catch criminals and prevent crime. President Clinton's 1994 Crime Bill is critical to the success of community policing, and is on target to fund 100,000 new cops on the street. He will veto any attempt to curb the program.

- * The President will fight any attempt to repeal the Brady Bill, which has kept guns out of the hands of 44,000 people with criminal records, or the Assault Weapons Ban, which keeps 19 kinds of assault weapons out of the hands of violent gangs.

Gangs. Break gangs the way we broke the mob.

- * Directed the FBI to target gangs that involve juveniles in violent crime,

and to seek authority to prosecute as adults teenagers who maim and kill like adults.

- * One strike and you're out in public housing. We need to keep criminal gang members and drug dealers from destroying the lives of decent tenants.
- * Give children something to say yes to. We have got to keep more of our young people out of trouble, with prevention strategies not dictated by Washington, but developed in communities.

Drugs. Fighting the scourge of drugs.

- * Mounting a new assault on drugs at home and abroad,
- * Encouraging community-supported prevention programs for our children,
- * Nominating Gen. Barry McCaffrey as drug czar, to lead our nation's battle against drugs.

Reducing crime, breaking gangs and ending America's drug problem will require all of us to work together.

Environment. Our fifth challenge is to leave our environment safe and clean for the next generation. Because of a generation of bipartisan effort, our air and water are cleaner today, and our children are safer.

- * Brownfields: A new initiative to provide incentives to businesses to clean up contaminated sites in distressed areas.
- * Challenge businesses to find cheaper ways to meet tougher standards, as done with programs like Project XL.
- * Strengthen citizens' right-to-know about toxic chemicals in their communities.

Providing incentives and flexibility to businesses, and giving communities information to work with them, will help us continue the important preservation of our natural heritage.

Leadership in the world. Our sixth challenge is to maintain America's leadership in the fight for freedom and peace throughout the world. Because of American leadership, more people than ever before live free and at peace. And Americans have known 50 years of prosperity and security. Because of American leadership, more people than ever before live free and at peace. From Haiti to Northern Ireland, from the Middle East to Bosnia, America is leading the world toward peace and freedom.

- * Ratify Start II, cutting nuclear stockpiles another 25%. (Ratified Jan. 26, 1996.)
- * Pass Comprehensive Test Ban Treaty, and end the race to create new nuclear weapons.
- * Ratify Chemical Weapons Convention, and outlaw poison gas forever.
- * Pass anti-terrorism bill the President proposed after the Oklahoma City bombing. Intensify the fight against terrorists and organized criminals at home and abroad.

We must ignore the voices of those who call on us to retreat from our responsibilities; at the same time, we cannot do everything. But where our interests and our values are at stake, and where we can make a difference, America must lead. We must not be isolationist. We must not be the world's policeman. But we can and should be the world's best peacemaker.

Making democracy work. Our seventh challenge is really America's challenge to those of us who represent them in their government: to reinvent our government and make our democracy work for them.

- * Political reform. Applaud Congress for applying to itself the laws it applies to everyone else, and for forcing lobbyist disclosure.
- * Campaign finance reform. Now is the time to curb special interest influence in politics.
- * Line-item veto. Pass what was promised to the American people.
- * Combat illegal immigration. No federal contracts to businesses that hire illegal workers.
- * Making government work better for less. The Clinton Administration has cut over 200,000 workers from the federal payroll, and is cutting over 16,000 pages of obsolete regulations. We must continue to build on the successes of Vice President Gore's reinventing government team

Strong families. Better education for our children and our workers. Access to health care. Secure retirement. A clean environment. Safer streets. A smaller, smarter government. Together, we can meet any challenge, achieve any goal. That is America's Challenge. And bound by our belief in progress, our love of liberty, and our search for common ground -- America has always risen to challenge.

The future is an unrivaled age of possibility. Let us take it by storm. Thank you, God bless you, and may God bless the United States of America.

To: Sabrina

Fr: Kevin Sullivan

Re: California speech

Please try to make some reference to Goals 2000, School-to-Work and our strong emphasis on reading. See indicated paragraphs.

The push on reading is important. Riley came out for a new benchmark that "every child should be able to read well and read independently by the end of third grade and makes the point that all of our research tells us that if parents will read 30 minutes a day to their children this will revolutionize American education.

POTUS echoed this emphasis on reading his recent Education Summit speech with the governors. You should note that Governor Wilson has come out big on reading as well..

Lissa-

Kevin also says CA now has more children in schools than @ any time in its history. This demographic bulge is a big issue, and HEC may want to mention it.

are open wide to every deserving student who has worked hard to make the grade.

BECOMING A NATION OF READERS

Our very first challenge is to get America reading again. That big model of a computer behind me symbolizes that the American people "smell the future." They recognize the need to get computers into the classroom as quickly as possible.



But you can't cruise or use the Internet if you don't know how to read. And that, to my mind, is our most urgent task -- teaching our children good reading habits -- getting America serious about reading.

Our national math and science scores are up because we have invested more than ten years of hard work in that effort. We are turning the corner. This is a great success story for American education, and it tells me that we know how to get results.



Our national reading scores, however, are flat and they have been flat for far too long. Now, America does reasonably well on international comparisons when it comes to literacy. But too many of our young people are groping through school without having mastered this most essential and basic skill.

The 1994 NAEP report tells us that 41 percent of all 4th graders, 31 percent of all 8th graders, and 25 percent of all 12th graders scored below the basic reading level. This is just not good enough.



A young person who cannot read is placed at an extraordinary disadvantage. And, in far too many cases, these are the very young people who start down the road to truancy, giving up, and eventually dropping out.

Let us recognize what we are all about here. Reading is much more than just a skill. It allows us to learn the wisdom of the ages, to see beauty in a line of poetry, even as we test the new ideas of our times. To read Jefferson is to be engaged with the very spirit of our democracy. To read the poetry of Maya Angelou is to capture the surging spirit of a rising and hopeful America.

And, in our ~~new~~ complex economic environment, 89 percent of the jobs that are now being created require much higher levels of literacy and math. To my way of thinking, improving America's literacy rate is just as important to this nation's future economic growth as balancing the budget.

This is why I am announcing today the beginning of a long-term effort to improve America's literacy. We are creating a national reading and writing partnership of more than thirty-five diverse groups dedicated to the single goal of improving reading and writing in America.

Working with the American Library Association, the Center for the Book at the Library of Congress, The National Retired Teachers Association, Hadassah, AMC theaters, Pizza Hut, the Girl Scouts of

America, and the many members of our Family Partnership for Learning -- we want to encourage Americans to open a book and read.

This is a new partnership which is going to put the spotlight on literacy. We are going to take our case to the American people and tell them that reading is where it all begins. We are going to lay out a strategy that gives parents "check points of progress" and encourages educators and state leaders to stay focused on helping our young people gain this most essential skill.

We can all make a positive contribution. I urge every family to follow the first rule of education and read to their children. Start early and keep at it. I encourage parents to find an extra thirty minutes in the day to help their children. If all parents in America made it their patriotic duty to find an extra thirty minutes to help their children learn more -- each and every day -- it would revolutionize American education.

All of our research tells us that this is so important. Read a book, read the sports page, read the comics or read R.L. Stine's "Goosebumps" and get scared together -- it doesn't matter. Just read!

Now, what else should parents do? Every child should have a library card. If your child doesn't have one -- and you should check on that today -- make sure he or she gets one this weekend.

I also encourage parents to set summer reading goals. Our research tells us that some children lose as much as three to four months of newly acquired reading skills during the summer if those skills are not kept up between the school years.

I urge state leaders to put a new emphasis on reading. Every child should be well-established as a reader and be able to read independently by the end of the third grade. We should accept nothing less. Dr. Rudy Crew, the new Chancellor of Education in New York City, has it right with his new emphasis on reading -- and so does George Bush, Jr., the Governor of Texas.

No young person should ever be put in the situation of accepting a high school diploma that they cannot read or be unable to write a resume for the job he or she needs.

I ask community, civic and religious groups to work with our schools to open their classrooms at night to teach reading and writing, to give many of our citizens -- including new immigrants -- the gift of the English language. We will do our part to help you.

Millions of new immigrants, by the way, want to be part of the American Dream. The issue isn't making English our national language; that's already a reality. The issue is finding enough teachers to teach all these immigrants who want to learn how to read and write English.

THE CHALLENGE TO SUPPORT THE AMERICAN FAMILY

So, getting America reading again is our first challenge. Our second challenge is to give parents the

expected of their children when it comes to reading. And in northern Illinois, 20 school districts are racing to be the first in the world in science and math.

We are beginning to expect more from our children and we are starting to see the results. In Maryland, a steady trend in improving test scores tells us that high standards are making a difference. In Kentucky, 4th, 8th and 12th graders are demonstrating "dramatic improvement" on statewide tests.

Now, setting standards is not easy. The new national standards for math, science, civics, geography and the arts have been well received. They are useful "road maps" for local and state educators who are defining their own high standards. But the history standards were unacceptable to me, and the effort to set English standards has run into difficulties as well.

But when you run into difficulties, you don't quit. You go back at it and try again. This is exactly what Missouri did with the new "Show Me" standards. And that is exactly what is being done now as a new panel of historians redrafts the national history standards.

Goals 2000
I want to be very clear in saying that there is no one way to establish standards. Every state is going to have to decide what works best for its students. Look at the various model standards that are out there and use what works best for you. But please aim high.

A
President Clinton and I urge every community and state, each in its own way, to reach for new levels of excellence. We will continue to support the good work now being done in so many local communities through the Goals 2000 education quality initiative.

A
Now, Goals 2000 attracts a lot of heat, and there are some people who have some very strange notions about what it is. So I want to tell you how it works. Every principal in this country has a desk drawer full of good ideas. Most teachers do too. Too often those good ideas never see the light of day because our schools are always hard pressed just trying to make ends meet.

A
And that is where Goals 2000 makes the difference. Because Goals 2000 gives schools the extra money they never get to improve themselves. That is what it is. The energy to get better. Nothing more. I won't surrender this good idea to a few people who see ghosts under their bed every night -- who never roll up their sleeves and make a positive contribution for the sake of our children by trying to improve our public schools.

I urge those committed to high standards to keep this effort as mainstream and bipartisan as possible. And I look forward to the new energy that the nation's governors and business leaders will bring to the issue at next month's education summit.

But aiming high is only half the battle. Teachers need to be able to teach to high standards and we need a greater sense of accountability in public education.

Let's remember that teaching is not just a job but a demanding and exacting profession. I'm tired of

President has asked the Congress in his new budget to create new "venture capital" to encourage the development of charter schools. I urge the Congress to respond with enthusiasm. I have visited charter schools, and I am particularly impressed by what charter schools are doing for disabled and under-achieving children.

Now, there are some who will tell you that private school vouchers are good for education as well. I believe they are dead wrong. Unlike charter schools, private school vouchers offer us no public accountability. They are a retreat from the democratic purposes of public education, a way to divert public tax dollars, and they will cost taxpayers a great deal of money. Moreover, receiving public tax dollars through the voucher threatens the very nature of private and parochial schools. It makes them less private and less parochial.

I am keenly sensitive to the fact that many parochial school supporters see vouchers as one way to support the good work that they do. I recognize their day-to-day financial struggle. This is why I shall encourage actively that the United States Supreme Court reconsider its ruling in Aguilar v. Felton, which continues to place an undue burden -- both financial and educational -- on many Catholic, Lutheran, Jewish and other religiously affiliated schools.

But, I am concerned that some private school voucher proponents have something else in mind when they talk about vouchers. I fear that they seek nothing less than the dismemberment of public education. It dismays me that some think-tank intellectuals are leading this assault on public education, and away from the democratic spirit that has always defined American public education at its best. You and I know what public education really needs. It needs hands-on leaders. Leaders like Governor Mel Carnahan here in Missouri who worries about class size, computers in the classroom and high standards. And leaders like Dr. J in Denver and the late Ernie Boyer and thousands like them who are making a difference every day.

THE CHALLENGE TO PREPARE YOUNG PEOPLE FOR WORK

Our sixth great challenge is helping our young people to make something of themselves in these new economic times, to have an education relevant to real and good jobs. Today, too many of our young people see no connection between what they learn in school and the skills they need to function in real life. And too many business leaders rightly complain that high school graduates come to them without the **skills** for today's jobs.

We need to **redesign** our schools for success, and place more attention on the forgotten middle -- the average kids with untapped potential who are still looking for direction. Today's young people will be tomorrow's paramedics, emergency room nurses, Army helicopter pilots, and the skilled technicians who build the NASA rockets. There is no point in preparing our young people for jobs in a widget factory.

This is why I am a strong believer in rethinking the American high school by creating partnerships between high schools and business and community colleges. Our young people need career paths that

fit the new economic times.

Apprenticeships, career academies, tech prep and other school-to-work opportunities represent concrete examples of how we can help young people prepare for good paying jobs. I urge young students to look at these new opportunities as real stepping-stones to go on to a local community college and to future job security.

KEEPING THE DOORS TO COLLEGE WIDE

Keeping the doors to college wide open is our seventh and final great challenge.

Today, our nation's system of colleges and universities represents the brightest gemstone in America's educational and economic crown. It is the envy of the world. For more than fifty years, we have made access to higher education part of the American Dream.

Yet today, the burden of paying for college is being placed more and more on students and their families. Students have taken on a larger share of the cost of their education. Four out of five students work today. And too many parents are struggling to make ends meet today, while trying to save for their children's college education in the future. I heard an interview on TV this morning. A young mother was asked what she would do with the money if she won the lottery. "I would be able to send all my children to college," she replied. That is a grand example of what parents are thinking about.

In the last twenty years, forty million Americans have used a federal student loan to pay for their college education. That is the American middle class!

Today, two-thirds of all student financial aid dollars in this country come from my department. I am pleased to tell you that we have cut the student loan default rate in half, and we are collecting on many more defaulted loans, saving taxpayers millions of dollars.

Yet despite this good progress, we face difficulties reaffirming this national commitment to opening the doors to higher education even wider.

I remain perplexed, just about baffled, by the thinking of some in the Congress who want to cut student loans — who don't seem to remember that they got their chance to go to college with the help of the American taxpayer. This is why we have spent the last year fighting to keep the new Congress from cutting \$10 billion from our student loan program.

I also once again urge the Congress to preserve and expand our "direct lending program" which has the support of America's higher education community. This is no time to cave in to the special interests, who don't like the competition and who are up in arms because their profit margin is dwindling. Students will always win with healthy competition.

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**AMERICA'S CHALLENGE IN AN AGE OF POSSIBILITY:
PROVIDING EDUCATIONAL OPPORTUNITY FOR ALL**

February 7, 1996

President Clinton challenges America. Today, President Clinton will speak to the National Association of Independent Colleges and Universities, where he will highlight the challenges from his State of the Union address. He will focus on his college opportunity agenda.

" Our second challenge is to provide Americans with the educational opportunities we will all need for this new century. . . Higher education is more important today than ever before."

-President Clinton, State of the Union Address, January 23, 1996

Meeting our challenge to expand college opportunity. President Clinton has challenged schools, communities, states and lawmakers to help throw open the doors of college as never before. Each proposal rewards responsible students and hard-working families:

- * **Merit scholarships.** The President called for the creation of the largest-ever merit-based scholarship program, rewarding the top five percent of high school graduates in every school -- over 125,000 students annually -- with \$1,000 grants toward the cost of college. The scholarships, rewarding excellence and achievement, will be awarded to the top five percent of graduating students in every secondary school in the United States.
- * **Expansion of work study.** The President proposed a dramatic expansion of the College Work Study program, from 700,000 students to over one million over the next five years. This nearly 50 percent increase will significantly expand a program that reaffirms the American ethic, rewarding hard work and helping ensure that all who want to attend college are able to do so.
- * **Tuition tax deduction.** The President renewed his call for a tax deduction of up to \$10,000 for the cost of tuition and training. Over 17 million students stand to benefit from this proposal for tax relief to working families.

We are making great progress. President Clinton is committed to ensuring that all deserving students can afford to go to college. He has worked hard to help American families invest in their children's and their nation's future.

- * **Direct lending.** President Clinton has created a new student loan program that makes it easier to borrow and repay student loans, saving taxpayers almost \$7 million and dramatically cutting the student loan default rate. He is fighting attempts to cap the program, which allows students to repay loans as a percentage of their income, cuts out the middle-man and eliminates red tape.
- * **Expanding Pell Grants.** President Clinton has called for increasing the number and maximum award of Pell Grant Scholarships, which would help 375,000 more students benefit from the grants in the year 2000.
- * **25,000 AmeriCorps volunteers.** President Clinton's national service program lets volunteers earn college money by serving their local communities to improve the lives of their friends and neighbors.

AMERICA'S TECHNOLOGY LITERACY CHALLENGE

February 15, 1996

Expanding educational technology. Today, President Clinton travels to Union City, New Jersey to announce a \$2 billion, five-year Technology Literacy Challenge fund. The fund will help states, localities and private sector companies work to ensure that our schools provide all our children with a greater opportunity to learn the skills they need to thrive in the next century. President Clinton and Vice President Gore will see a demonstration of the educational technology that has connected students at Christopher Columbus Junior High School and the Bergen Academy of Technology to each other and to the world over the information superhighway.

"In our schools, every classroom in America must be connected to the information superhighway with computers and good software and well-trained teachers....I ask Congress to support this education technology initiative so that we can make sure this national partnership succeeds."

President Clinton, State of the Union, January 23, 1996

A NATIONAL MISSION TO MAKE EVERY YOUNG PERSON TECHNOLOGICALLY LITERATE: The President has launched a national mission to make all children technologically literate by the dawn of the 21st Century, equipped with essential communication, math, science, and critical thinking skills essential to prepare them for the 21st century. He challenges the private sector, schools, teachers, parents, students, community groups, state and local governments, and the federal government, to meet this goal by building four pillars that will:

1. Provide all teachers the training and support they need to help students learn through computers and the information superhighway;
2. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
3. Provide access to modern computers for all teachers and students;
4. Connect every school and classroom in America to the information superhighway

A NEW TECHNOLOGY LITERACY CHALLENGE FUND: The \$2 billion, five year, Technology Literacy Challenge will catalyze and leverage State and local efforts -- including work with the private sector -- so that our schools provide all our children with a greater opportunity to learn the skills they need to thrive in the next century.

State Challenge with Maximum Flexibility: While the states are asked to come forward with a statewide strategy to meet this four-part national mission, they are given maximum flexibility to accomplish these objectives. In order to receive funds, states must only meet the following three objectives:

1. State Strategy: Each state will develop a strategy for enabling every school in the state to meet the four goals that the President has outlined by the dawn of the next century. These State strategies will ensure that local districts and schools from the suburbs to the inner cities to rural America are able to participate fully in this

initiative. Strategies would include benchmarks and timetables for accomplishing the four goals, but these measures will be set by each State not by the federal government.

2. **Private Sector Partnership and Matching Requirement:** State strategies should include significant private-sector participation and commitments to meet the four pillars. Private-sector commitments should at least match the amount of federal support. Such a match can be met by volunteer services, cost reductions and payments for connections under the expanded Universal Service Fund provisions of the Telecommunications Act, and a range of other commitments.
3. **Annual Progress Report to the Public:** To ensure accountability, each state must not only set benchmarks, but it must also publicly report at the end of every school year to its residents the progress made in achieving its benchmarks and how it will achieve the ultimate objectives of its strategies in the most cost-effective manner.

Local Community Challenge Option: While states are encouraged to come forward with statewide strategies in order to receive funding, a state may also choose to have its local communities compete individually for a pro-rata portion of its funds. Or if a state is unable to come forward with a statewide strategy application, local communities -- or consortia -- will have the option to come forward with local plans.

Local Innovation Challenge Fund: Even where a state does have a statewide strategy, local consortia of private companies and local communities will be eligible to compete for a innovation challenge fund, which will be funded by expanding the existing Technological Learning Challenge from \$10 million a year to \$50 million a year. This will further ensure that everyone can participate in meeting this Technologically Literacy Challenge.

Funding Levels: The Technology Literacy Challenge Fund will provide a total of \$2.0 billion over five years. The President made a commitment in his balanced budget proposal that even as spending is being cut dramatically, education funding will continue to grow each year in response to the Nation's education needs. The \$2 billion in discretionary spending over the next five years, by coming from within these funds, will mean holding back or cutting lower priority programs. Funding per state will be based on the number of students in each state.

Reassessment and Review: The Technology Literacy Challenge Fund will provide funding for five years, then be subject to a sunset provision to allow a review of what the Fund has accomplished and a reassessment of whether the Fund is still necessary, and if so at what level of funding.

Building on Affordable Connections under the Telecommunications Act: The President signed the Telecommunications bill on Thursday, February, 8, 1996. This landmark Act will lower the costs of connecting schools and classrooms to the information superhighway by billions of dollars, by requiring carriers to provide telecommunications services to schools and libraries at discounted rates -- helping schools and students gain access to the internet and advanced information services. The Technology Literacy Challenge takes the next step by building on this new platform to support the national partnership that can now accomplish the national mission of preparing all students with the basic skills they will need for the 21st century.

DEPARTMENT OF EDUCATION

DATE: April 9, 1996

CONTACT: Philip S. Link
Director, Executive Secretariat
Office of the Secretary
401-3067

HOT ISSUES IN CALIFORNIA

Goals 2000: On October 5, 1995, CA was awarded \$42 million for 2nd year Goals 2000 funds. State Superintendent Delaine Eastin is very supportive but prior to the award, Governor Pete Wilson sent a letter to the Department indicating he would not release Goals 2000 second-year money. He continues to be under great pressure from education and business groups to release the funds. Most of the major newspapers have run editorials urging the Governor to release the funds. At the same time, there is strong pressure from conservative legislators and others within his own party to reject the Goals 2000 funds. Governor Wilson's staff and Superintendent Eastin report that the Governor will soon outline the specific concerns in a letter to Secretary Riley, and that if the concerns are met, he will release the funds. However, we have yet to receive the Governor's letter.

Higher Education: On July 20, 1995, the University of California Board of Regents took a historic step and voted to abolish all race- or gender-based preferences in both hiring and student admissions. The nine-campus, 162,000-student body university is the first in the nation to abolish affirmative action, and this issue has received significant media coverage at the national level. On October 12, 1995, there were protests on all nine campuses against the Board's decision. The University of California system announced on March 4 that it will work with high schools that increase the numbers of eligible minority students. At UC/Berkeley, Chancellor Chang-Lin Tien began a special program called the Berkeley Pledge to which he contributed \$10,000 of his own salary.

Immigration. In November 1995, a U.S. District judge declared unconstitutional the most controversial portions of Proposition 187, an anti-immigration initiative that prohibits schools from serving undocumented children and requires schools to report children suspected of having entered illegally. The state judicial system suspended implementation of Proposition 187 until it could rule on the measure's constitutionality. The ruling is expected to be appealed and to eventually reach the U.S. Supreme Court. In response to inquiries from opponents of the initiative, the Secretary issued an opinion that the initiative would violate the Family Educational Rights and Privacy Act (FERPA) and cause California to lose over \$3.0 billion in Federal funding. He has also strongly supported the education of all children, when interviewed by the press and has stated his opposition to the Gallegly amendment to the Immigration and Nationality Act (H.R. 2202).

April 10, 1996

MEMORANDUM

TO: John Emerson
Ray Martinez
FR: Yvette Martinez
Julie Buckner
RE: Current Issues Briefing for First Lady's trip to California

The following issues have dominated news coverage over the last 7-10 days in California:

Illegal Immigration

Beatings by Riverside Sheriff Deputies

On April 1, two Riverside County sheriff deputies were caught on videotape clubbing two suspected illegal immigrants after a high speed, 80-mile chase of a battered pickup truck crammed with 21 people. The two Riverside sheriff deputies involved in the case have been placed on paid leave while the department conducts an investigation.

The incident is being investigated by a joint federal-local criminal investigation and a Riverside County internal affairs probe. The investigations are exploring whether the two sheriff deputies violated department policies or state and federal laws limiting the force that officers can use to make an arrest.

The two illegal immigrants involved in the beating have filed \$10 million civil rights suits against Riverside County.

Fatal Car Crash in Temecula

On Saturday, April 6, a stolen pick-up truck carrying 25 illegal immigrants crashed and over-turned in Riverside County. Of the 25 in the truck, seven died and 18 were injured. Initial reports indicated that the immigrants may have paid \$300 each to be smuggled to Los Angeles and that some had spent 12 hours or longer in the truck as it entered the United States via Arizona by evading numerous checkpoints.

Protests & Marches

Over 6,000 people protested in downtown Los Angeles on Saturday, March 6. In attendance were several prominent Latino elected officials, Rev. Jesse Jackson, and State Senator Tom Hayden. The march, entitled "March for Dignity and Pride," was organized by a coalition of civil rights organizations, immigrant advocates, labor unions and liberal political groups.

In Westwood, 200 people protested in front of the Federal Building demanding that illegal immigrants arrested for other crimes face criminal prosecution rather than simple deportation. They also encouraged President Clinton to send military forces to guard the border with Mexico.

Bilingual Education

This week, the California legislature is expected to debate bilingual education. The legislature is to consider moderate Assemblyman Brooks Firestone of Los Olivos (Santa Barbara County) bill (AB 2310) that would give "local flexibility" to school districts on bilingual education instructional methodologies. Firestone's bill is expected to pass in the Republican-controlled Assembly and quickly sent to the Senate where the Democrats are in control.

Anti-CCRI/Women's Rights March

On Sunday, April 14 there will be a rally in San Francisco entitled, "March to Fight the Right." The rally is sponsored by National Organization for Women, NOW Equality PAC and others. The rally will take place from Fort Mason Center to Presidio Park. Thousands of women are expected to attend. The event has been publicized in the Bay Area as an anti-CCRI protest.

Increasing the Minimum Wage

Next week, the California Livable Wage Campaign will turn in more than 600,000 signatures of the 500,000 signatures needed to qualify the initiative for the November ballot. The initiative calls to increase the California minimum wage from \$4.25 an hour to \$5.00 an hour in 1997 and to \$5.75 an hour in 1998. All employees in private industry are covered by the initiative.

The White House
Office of the Press Secretary

For Immediate Release

July 19, 1995

REMARKS BY THE PRESIDENT
ON AFFIRMATIVE ACTION

The Rotunda
National Archives

11:40 A.M. EDT

THE PRESIDENT: Thank you very much. To the members of Congress who are here; members of the Cabinet and the administration, my fellow Americans: In recent weeks I have begun a conversation with the American people about our fate and our duty to prepare our nation not only to meet the new century, but to live and lead in a world transformed to a degree seldom seen in all of our history. Much of this change is good, but it is not all good, and all of us are affected by it. Therefore, we must reach beyond our fears and our divisions to a new time of great and common purpose.

Our challenge is twofold: first, to restore the American dream of opportunity and the American value of responsibility; and second, to bring our country together amid all our diversity into a stronger community, so that we can find common ground and move forward as one.

More than ever these two endeavors are inseparable. I am absolutely convinced we cannot restore economic opportunity or solve our social problems unless we find a way to bring the American people together. To bring our people together we must openly and honestly deal with the issues that divide us. Today I want to discuss one of those issues: affirmative action.

It is, in a way, ironic that this issue should be divisive today, because affirmative action began 25 years ago by a Republican president with bipartisan support. It began simply as a means to an end of enduring national purpose -- equal opportunity for all Americans.

So let us today trace the roots of affirmative action in our never-ending search for equal opportunity. Let us determine what it is and what it isn't. Let us see where it's worked and where it hasn't, and ask ourselves what we need to do now. Along the way,

let us remember always that finding common ground as we move toward the 21st century depends fundamentally on our shared commitment to equal opportunity for all Americans. It is a moral imperative, a constitutional mandate, and a legal necessity.

There could be no better place for this discussion than the National Archives, for within these walls are America's bedrocks of our common ground -- the Declaration of Independence, the Constitution, the Bill of Rights. No paper is as lasting as the words these documents contain. So we put them in these special cases to protect the parchment from the elements. No building is as solid as the principles these documents embody, but we sure tried to build one with these metal doors 11 inches thick to keep them safe, for these documents are America's only crown jewels. But the best place of all to hold these words and these principles is the one place in which they can never fade and never grow old -- in the stronger chambers of our hearts.

Beyond all else, our country is a set of convictions: We hold these truths to be self-evident that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness.

Our whole history can be seen first as an effort to preserve these rights, and then as an effort to make them real in the lives of all our citizens. We know that from the beginning, there was a great gap between the plain meaning of our creed and the meaner reality of our daily lives. Back then, only white male property owners could vote. Black slaves were not even counted as whole people, and Native Americans were regarded as little more than an obstacle to our great national progress. No wonder Thomas Jefferson, reflecting on slavery, said he trembled to think God is just.

On the 200th anniversary of our great Constitution, Justice Thurgood Marshall, the grandson of a slave, said, "The government our founders devised was defective from the start, requiring several amendments, a civil war, and momentous social transformation to attain the system of constitutional government and its respect for the individual freedoms and human rights we hold as fundamental today."

Emancipation, women's suffrage, civil rights, voting rights, equal rights, the struggle for the rights of the disabled -- all these and other struggles are milestones on America's often rocky, but fundamentally righteous journey to close the gap between the ideals enshrined in these treasures here in the National Archives and the reality of our daily lives.

I first came to this very spot where I'm standing today 32 years ago this month. I was a 16-year-old delegate to the American Legion Boys Nation. Now, that summer was a high-water mark for our national journey. That was the summer that President

Kennedy ordered Alabama National Guardsmen to enforce a court order to allow two young blacks to enter the University of Alabama. As he told our nation, "Every American ought to have the right to be treated as he would wish to be treated; as one would wish his children to be treated."

Later that same summer, on the steps of the Lincoln Memorial, Martin Luther King told Americans of his dream that one day the sons of former slaves and the sons of former slaveowners would sit down together at the table of brotherhood; that one day his four little children would be judged not by the color of their skin, but by the content of their character. His words captured the hearts and steeled the wills of millions of Americans. Some of them sang with him in the hot sun that day. Millions more like me listened and wept in the privacy of their homes.

It's hard to believe where we were just three decades ago. When I came up here to Boys Nation and we had this mock congressional session I was one of only three or four southerners who would even vote for the civil rights plank. That's largely because of my family. My grandfather had a grade school education and ran a grocery store across the street from the cemetery in Hope, Arkansas, where my parents and my grandparents are buried. Most of his customers were black, were poor, and were working people. As a child in that store I saw that people of different races could treat each other with respect and dignity.

But I also saw that the black neighborhood across the street was the only one in town where the streets weren't paved. And when I returned to that neighborhood in the late '60s to see a woman who had cared for me as a toddler, the streets still weren't paved. A lot of you know that I am an ardent movie-goer. As a child I never went to a movie where I could sit next to a black American. They were always sitting upstairs.

In the 1960s, believe it or not, there were still a few courthouse squares in my state where the rest rooms were marked "white" and "colored." I graduated from a segregated high school seven years after President Eisenhower integrated Little Rock Central High School. And when President Kennedy barely carried my home state in 1960, the poll tax system was still alive and well there.

Even though my grandparents were in a minority, being poor, Southern whites who were pro-civil rights, I think most other people knew better than to think the way they did. And those who were smart enough to act differently, discovered a lesson that we ought to remember today: Discrimination is not just morally wrong, it hurts everybody.

In 1960, Atlanta, Georgia, in reaction to all the things that were going on all across the South, adopted the motto, "The city too busy to hate." And however imperfectly over the years, they tried to live by it. I am convinced that Atlanta's success --

it now is home to more foreign corporations than any other American city, and one year from today it will begin to host the Olympics -- that that success all began when people got too busy to hate.

The lesson we learned was a hard one. When we allow people to pit us against one another or spend energy denying opportunity based on our differences, everyone is held back. But when we give all Americans a chance to develop and use their talents, to be full partners in our common enterprise, then everybody is pushed forward.

My experiences with discrimination are rooted in the South and in the legacy slavery left. I also lived with a working mother and a working grandmother when women's work was far rarer and far more circumscribed than it is today. But we all know there are millions of other stories -- those of Hispanics, Asian Americans, Native Americans, people with disabilities, others against whom fingers have been pointed. Many of you have your own stories, and that's why you're here today -- people who were denied the right to develop and use their full human potential. And their progress, too, is a part of our journey to make the reality of America consistent with the principles just behind me here.

Thirty years ago in this city, you didn't see many people of color or women making their way to work in the morning in business clothes, or serving in substantial numbers in powerful positions in Congress or at the White House, or making executive decisions every day in businesses. In fact, even the employment want ads were divided, men on one side and women on the other.

It was extraordinary then to see women or people of color as television news anchors, or, believe it or not, even in college sports. There were far fewer women in minorities as job supervisors, or firefighters, or police officers, or doctors, or lawyers, or college professors, or in many other jobs that offer stability and honor and integrity to family life.

A lot has changed, and it did not happen as some sort of random evolutionary drift. It took hard work and sacrifices and countless acts of courage and conscience by millions of Americans. It took the political courage and statesmanship of Democrats and Republicans alike, the vigilance and compassion of courts and advocates in and out of government committed to the Constitution and to equal protection and to equal opportunity. It took the leadership of people in business who knew that in the end we would all be better. It took the leadership of people in labor unions who knew that working people had to be reconciled.

Some people, like Congressman Lewis there, put their lives on the line. Other people lost their lives. And millions of Americans changed their own lives and put hate behind them. As a result, today all our lives are better. Women have become a major force in business and political life, and far more able to contribute to their families incomes. A true and growing black

middle class has emerged. Higher education has literally been revolutionized, with women and racial and ethnic minorities attending once overwhelmingly white and sometimes all male schools.

In communities across our nation police departments now better reflect the make-up of those whom they protect. A generation of professionals now serve as role models for young women and minority youth. Hispanics and newer immigrant populations are succeeding in making America stronger.

For an example of where the best of our future lies just think about our space program and the stunning hook-up with the Russian space station this month. Let's remember that that program, the world's finest, began with heroes like Alan Shepard and Senator John Glenn, but today it's had American heroes like Sally Ride, Ellen Ochoa, Leroy Child, Guy Bluford and other outstanding, completely qualified women and minorities.

How did this happen? Fundamentally, because we opened our hearts and minds and changed our ways. But not without pressure -- the pressure of court decisions, legislation, executive action, and the power of examples in the public and private sector. Along the way we learned that laws alone do not change society; that old habits and thinking patterns are deeply ingrained and die hard; that more is required to really open the doors of opportunity. Our search to find ways to move more quickly to equal opportunity led to the development of what we now call affirmative action.

The purpose of affirmative action is to give our nation a way to finally address the systemic exclusion of individuals of talent on the basis of their gender or race from opportunities to develop, perform, achieve and contribute. Affirmative action is an effort to develop a systematic approach to open the doors of education, employment and business development opportunities to qualified individuals who happen to be members of groups that have experienced longstanding and persistent discrimination.

It is a policy that grew out of many years of trying to navigate between two unacceptable pasts. One was to say simply that we declared discrimination illegal and that's enough. We saw that that way still relegated blacks with college degrees to jobs as railroad porters, and kept women with degrees under a glass ceiling with a lower paycheck.

The other path was simply to try to impose change by leveling draconian penalties on employers who didn't meet certain imposed, ultimately arbitrary, and sometimes unachievable quotas. That, too, was rejected out of a sense of fairness.

So a middle ground was developed that would change an inequitable status quo gradually, but firmly, by building the pool of qualified applicants for college, for contracts, for jobs, and giving more people the chance to learn, work and earn. When

affirmative action is done right, it is flexible, it is fair, and it works.

I know some people are honestly concerned about the times affirmative action doesn't work, when it's done in the wrong way. And I know there are times when some employers don't use it in the right way. They may cut corners and treat a flexible goal as a quota. They may give opportunities to people who are unqualified instead of those who deserve it. They may, in so doing, allow a different kind of discrimination. When this happens, it is also wrong. But it isn't affirmative action, and it is not legal.

So when our administration finds cases of that sort, we will enforce the law aggressively. The Justice Department files hundreds of cases every year, attacking discrimination in employment, including suits on behalf of white males. Most of these suits, however, affect women and minorities for a simple reason -- because the vast majority of discrimination in America is still discrimination against them. But the law does require fairness for everyone and we are determined to see that that is exactly what the law delivers. (Applause.)

Let me be clear about what affirmative action must not mean and what I won't allow it to be. It does not mean -- and I don't favor -- the unjustified preference of the unqualified over the qualified of any race or gender. It doesn't mean -- and I don't favor -- numerical quotas. It doesn't mean -- and I don't favor -- rejection or selection of any employee or student solely on the basis of race or gender without regard to merit.

Like many business executives and public servants, I owe it to you to say that my views on this subject are, more than anything else, the product of my personal experience. I have had experience with affirmative action, nearly 20 years of it now, and I know it works.

When I was Attorney General of my home state, I hired a record number of women and African American lawyers -- every one clearly qualified and exceptionally hardworking. As Governor, I appointed more women to my Cabinet and state boards than any other governor in the state's history, and more African Americans than all the governors in the state's history combined. And no one ever questioned their qualifications or performance. And our state was better and stronger because of their service.

As President, I am proud to have the most diverse administration in history in my Cabinet, my agencies and my staff. And I must say, I have been surprised at the criticism I have received from some quarters in my determination to achieve this.

In the last two and a half years, the most outstanding example of affirmative action in the United States, the Pentagon, has opened 260,000 positions for women who serve in our Armed

Forces. I have appointed more women and minorities to the federal bench than any other president, more than the last two combined. And yet, far more of our judicial appointments have received the highest rating from the American Bar Association than any other administration since those ratings have been given.

In our administration many government agencies are doing more business with qualified firms run by minorities and women. The Small Business Administration has reduced its budget by 40 percent, doubled its loan outputs, dramatically increased the number of loans to women and minority small business people, without reducing the number of loans to white businessowners who happen to be male, and without changing the loan standards for a single, solitary application. Quality and diversity can go hand in hand, and they must. (Applause.)

Let me say that affirmative action has also done more than just open the doors of opportunity to individual Americans. Most economists who study it agree that affirmative action has also been an important part of closing gaps in economic opportunity in our society, thereby strengthening the entire economy.

A group of distinguished business leaders told me just a couple of days ago that their companies are stronger and their profits are larger because of the diversity and the excellence of their work forces achieved through intelligent and fair affirmative action programs. And they said we have gone far beyond anything the government might require us to do because managing diversity and individual opportunity and being fair to everybody is the key to our future economic success in the global marketplace.

Now, there are those who say, my fellow Americans, that even good affirmative action programs are no longer needed; that it should be enough to resort to the courts or the Equal Employment Opportunity Commission in cases of actual, provable, individual discrimination because there is no longer any systematic discrimination in our society. In deciding how to answer that let us consider the facts.

The unemployment rate for African Americans remains about twice that of whites. The Hispanic rate is still much higher. Women have narrowed the earnings gap, but still make only 72 percent as much as men do for comparable jobs. The average income for an Hispanic woman with a college degree is still less than the average income of a white man with a high school diploma.

According to the recently completed Glass Ceiling Report, sponsored by Republican members of Congress, in the nation's largest companies only six-tenths of one percent of senior management positions are held by African Americans, four-tenths of a percent by Hispanic Americans, three-tenths of a percent by Asian Americans; women hold between three and five percent of these positions. White males make up 43 percent of our work force, but hold 95 percent of these jobs.

Just last week, the Chicago Federal Reserve Bank reported that black home loan applicants are more than twice as likely to be denied credit as whites with the same qualifications; and that Hispanic applicants are more than one and a half times as likely to be denied loans as whites with the same qualifications.

Last year alone the federal government received more than 90,000 complaints of employment discrimination based on race, ethnicity or gender. Less than three percent were for reverse discrimination.

Evidence abounds in other ways of the persistence of the kind of bigotry that can affect the way we think even if we're not conscious of it, in hiring and promotion and business and educational decisions.

Crimes and violence based on hate against Asians, Hispanics, African Americans and other minorities are still with us. And, I'm sorry to say, that the worst and most recent evidence of this involves a recent report of federal law enforcement officials in Tennessee attending an event literally overflowing with racism -- a sickening reminder of just how pervasive these kinds of attitudes still are.

By the way, I want to tell you that I am committed to finding the truth about what happened there and to taking appropriate action. And I want to say that if anybody who works in federal law enforcement thinks that that kind of behavior is acceptable, they ought to think about working someplace else. (Applause.)

Now, let's get to the other side of the argument. If affirmative action has worked and if there is evidence that discrimination still exists on a wide scale in ways that are conscious and unconscious, then why should we get rid of it as many people are urging? Some question the effectiveness or the fairness of particular affirmative action programs. I say to all of you, those are fair questions, and they prompted the review of our affirmative action programs, about which I will talk in a few moments.

Some question the fundamental purpose of the effort. There are people who honestly believe that affirmative action always amounts to group preferences over individual merit; that affirmative action always leads to reverse discrimination; that ultimately, therefore, it demeans those who benefit from it and discriminates against those who are not helped by it.

I just have to tell you that all of you have to decide how you feel about that, and all of our fellow countrymen and women have to decide as well. But I believe if there are no quotas, if we give no opportunities to unqualified people, if we have no reverse discrimination, and if, when the problem ends -- the

program ends, that criticism is wrong. That's what I believe. But we should have this debate and everyone should ask the question. (Applause.)

Now let's deal with what I really think is behind so much of this debate today. There are a lot of people who oppose affirmative action today who supported it for a very long time. I believe they are responding to the sea change in the experiences that most Americans have in the world in which we live.

If you say now you're against affirmative action because the government is using its power or the private sector is using its power to help minorities at the expense of the majority, that gives you a way of explaining away the economic distress that a majority of Americans honestly feel. It gives you a way of turning their resentment against the minorities or against a particular government program, instead of having an honest debate about how we all got into the fix we're in and what we're all going to do together to get out of it.

That explanation, the affirmative action explanation for the fix we're in is just wrong. It is just wrong. Affirmative action did not cause the great economic problems of the American middle class. (Applause.) And because most minorities or women are either members of that middle class or people who are poor who are struggling to get into it, we must also admit that affirmative action alone won't solve the problems of minorities and women who seek to be a part of the American Dream. To do that, we have to have an economic strategy that reverses the decline in wages and the growth of poverty among working people. Without that, women, minorities, and white males will all be in trouble in the future.

But it is wrong to use the anxieties of the middle class to divert the American people from the real causes of their economic distress -- the sweeping historic changes taking all the globe in its path, and the specific policies or lack of them in our own country which have aggravated those challenges. It is simply wrong to play politics with the issue of affirmative action and divide our country at a time when, if we're really going to change things, we have to be united. (Applause.)

I must say, I think it is ironic that some of those -- not all, but some of those who call for an end to affirmative action also advocate policies which will make the real economic problems of the anxious middle class even worse. They talk about opportunity and being for equal opportunity for everyone, and then they reduce investment in equal opportunity on an evenhanded basis. For example, if the real goal is economic opportunity for all Americans, why in the world would we reduce our investment in education from Head Start to affordable college loans? Why don't we make college loans available to every American instead? (Applause.)

If the real goal is empowering all middle class

Americans and empowering poor people to work their way into the middle class without regard to race or gender, why in the world would the people who advocate that turn around and raise taxes on our poorest working families, or reduce the money available for education and training when they lose their jobs or they're living on poverty wages, or increase the cost of housing for lower-income, working people with children?

Why would we do that? If we're going to empower America, we have to do more than talk about it, we have to do it. And we surely have learned that we cannot empower all Americans by a simple strategy of taking opportunity away from some Americans. (Applause.)

So to those who use this as a political strategy to divide us, we must say, no. We must say, no. (Applause.) But to those who raise legitimate questions about the way affirmative action works, or who raise the larger question about the genuine problems and anxieties of all the American people and their sense of being left behind and treated unfairly, we must say, yes, you are entitled to answers to your questions. We must say yes to that.

Now, that's why I ordered this review of all of our affirmative action programs; a review to look at the facts, not the politics of affirmative action. This review concluded that affirmative action remains a useful tool for widening economic and educational opportunity. The model used by the military, the Army in particular -- and I'm delighted to have the Commanding General of the Army here today because he set such a fine example -- has been especially successful because it emphasizes education and training, ensuring that it has a wide pool of qualified candidates for every level of promotion. That approach has given us the most racially diverse and best-qualified military in our history. There are more opportunities for women and minorities there than ever before. And now there are over 50 generals and admirals who are Hispanic, Asian or African Americans.

We found that the Education Department targeted on -- had programs targeted on under-represented minorities that do a great deal of good with the tiniest of investments. We found that these programs comprised 40 cents of every \$1,000 in the Education Department's budget.

Now, college presidents will tell you that the education their schools offer actually benefit from diversity; colleges where young people get the education and make the personal and professional contacts that will shape their lives. If their colleges look like the world they're going to live and work in, and they learn from all different kinds of people things that they can't learn in books, our systems of higher education are stronger.

Still, I believe every child needs the chance to go to college. Every child. That means every child has to have a chance

to get affordable and repayable college loans, Pell Grants for poor kids and a chance to do things like join AmeriCorps and work their way through school. Every child is entitled to that. That is not an argument against affirmative action, it's an argument for more opportunity for more Americans until everyone is reached. (Applause.)

As I said a moment ago, the review found that the Small Business Administration last year increased loans to minorities by over two-thirds, loans to women by over 80 percent, did not decrease loans to white men, and not a single loan went to a unqualified person. People who never had a chance before to be part of the American system of free enterprise now have it. No one was hurt in the process. That made America stronger.

This review also found that the executive order on employment practices of large federal contractors also has helped to bring more fairness and inclusion into the work force.

Since President Nixon was here in my job, America has used goals and timetables to preserve opportunity and to prevent discrimination, to urge businesses to set higher expectations for themselves and to realize those expectations. But we did not and we will not use rigid quotas to mandate outcomes.

We also looked at the way we award procurement contracts under the programs known as set-asides. There's no question that these programs have helped to build up firms owned by minorities and women, who historically had been excluded from the old-boy networks in these areas. It has helped a new generation of entrepreneurs to flourish, opening new paths to self-reliance and an economic growth in which all of us ultimately share. Because of the set-asides, businesses ready to compete have had a chance to compete, a chance they would not have otherwise had.

But as with any government program, set-asides can be misapplied, misused, even intentionally abused. There are critics who exploit that fact as an excuse to abolish all these programs, regardless of their effects. I believe they are wrong, but I also believe, based on our factual review, we clearly need some reform. So first, we should crack down on those who take advantage of everyone else through fraud and abuse. We must crack down on fronts and pass-throughs, people who pretend to be eligible for these programs and aren't. That is wrong. (Applause.)

We also, in offering new businesses a leg up, must make sure that the set-asides go to businesses that need them most. We must really look and make sure that our standard for eligibility is fair and defensible. We have to tighten the requirement to move businesses out of programs once they've had a fair opportunity to compete. The graduation requirement must mean something -- it must mean graduation. There should be no permanent set-aside for any company.

Second, we must, and we will, comply with the Supreme Court's Adarand decision of last month. Now, in particular, that means focusing set-aside programs on particular regions and business sectors where the problems of discrimination or exclusion are provable and are clearly requiring affirmative action. I have directed the Attorney General and the agencies to move forward with compliance with Adarand expeditiously.

But I also want to emphasize that the Adarand decision did not dismantle affirmative action and did not dismantle set-asides. In fact, while setting stricter standards to mandate reform of affirmative action, it actually reaffirmed the need for affirmative action and reaffirmed the continuing existence of systematic discrimination in the United States. (Applause.)

What the Supreme Court ordered the federal government to do was to meet the same more rigorous standard for affirmative action programs that state and local governments were ordered to meet several years ago. And the best set-aside programs under that standard have been challenged and have survived.

Third, beyond discrimination we need to do more to help disadvantaged people and distressed communities, no matter what their race or gender. There are places in our country where the free enterprise system simply doesn't reach. It simply isn't working to provide jobs and opportunity. Disproportionately, these areas in urban and rural America are highly populated by racial minorities, but not entirely. To make this initiative work, I believe the government must become a better partner for people in places in urban and rural America that are caught in a cycle of poverty. And I believe we have to find ways to get the private sector to assume their rightful role as a driver of economic growth.

It has always amazed me that we have given incentives to our business people to help to develop poor economies in other parts of the world, our neighbors in the Caribbean, our neighbors in other parts of the world -- I have supported this when not subject to their own abuses -- but we ignore the biggest source of economic growth available to the American economy, the poor economies isolated within the United States of America. (Applause.)

There are those who say, well, even if we made the jobs available people wouldn't work. They haven't tried. Most of the people in disadvantaged communities work today, and most of them who don't work have a very strong desire to do so. In central Harlem, 14 people apply for every single minimum-wage job opening. Think how many more would apply if there were good jobs with a good future. Our job has to connect disadvantaged people and disadvantaged communities to economic opportunity so that everybody who wants to work can do so.

We've been working at this through our empowerment zones

and community develop banks, through the initiatives of Secretary Cisneros of the Housing and Urban Development Department and many other things that we have tried to do to put capital where it is needed. And now I have asked Vice President Gore to develop a proposal to use our contracting to support businesses that locate themselves in these distressed areas or hire a large percentage of their workers from these areas -- not to supplement what we're doing in affirmative action, not to substitute for it, but to supplement it, to go beyond it, to do something that will help to deal with the economic crisis of America. We want to make our procurement system more responsive to people in these areas who need help.

My fellow Americans, affirmative action has to be made consistent with our highest ideals of personal responsibility and merit, and our urgent need to find common ground, and to prepare all Americans to compete in the global economy of the next century.

Today, I am directing all our agencies to comply with the Supreme Court's Adarand decision, and also to apply the four standards of fairness to all our affirmative action programs that I have already articulated: No quotas in theory or practice; no illegal discrimination of any kind, including reverse discrimination; no preference for people who are not qualified for any job or other opportunity; and as soon as a program has succeeded, it must be retired. Any program that doesn't meet these four principles must be eliminated or reformed to meet them.

But let me be clear: Affirmative action has been good for America. (Applause.)

Affirmative action has not always been perfect, and affirmative action should not go on forever. It should be changed now to take care of those things that are wrong, and it should be retired when its job is done. I am resolved that that day will come. But the evidence suggests, indeed, screams that that day has not come.

The job of ending discrimination in this country is not over. That should not be surprising. We had slavery for centuries before the passage of the 13th, 14th and 15th Amendments. We waited another hundred years for the civil rights legislation. Women have had the vote less than a hundred years. We have always had difficulty with these things, as most societies do. But we are making more progress than many people.

Based on the evidence, the job is not done. So here is what I think we should do. We should reaffirm the principle of affirmative action and fix the practices. We should have a simple slogan: Mend it, but don't end it. (Applause.)

Let me ask all Americans, whether they agree or disagree with what I have said today, to see this issue in the larger context of our times. President Lincoln said, we cannot escape our

history. We cannot escape our future, either. And that future must be one in which every American has the chance to live up to his or her God-given capacities.

The new technology, the instant communications, the explosion of global commerce have created enormous opportunities and enormous anxieties for Americans. In the last two and a half years, we have seen seven million new jobs, more millionaires and new businesses than ever before, high corporate profits, and a booming stock market. Yet, most Americans are working harder for the same or lower pay. And they feel more insecurity about their jobs, their retirement, their health care, and their children's education. Too many of our children are clearly exposed to poverty and welfare, violence and drugs.

These are the great challenges for our whole country on the homefront at the dawn of the 21st century. We've got to find the wisdom and the will to create family-wage jobs for all the people who want to work; to open the door of college to all Americans; to strengthen families and reduce the awful problems to which our children are exposed; to move poor Americans from welfare to work.

This is the work of our administration -- to give the people the tools they need to make the most of their own lives, to give families and communities the tools they need to solve their own problems. But let us not forget affirmative action didn't cause these problems. It won't solve them. And getting rid of affirmative action certainly won't solve them.

If properly done, affirmative action can help us come together, go forward and grow together. It is in our moral, legal and practical interest to see that every person can make the most of his life. In the fight for the future, we need all hands on deck and some of those hands still need a helping hand.

In our national community we're all different, we're all the same. We want liberty and freedom. We want the embrace of family and community. We want to make the most of our own lives and we're determined to give our children a better one. Today there are voices of division who would say forget all that. Don't you dare. Remember we're still closing the gap between our founders ideals and our reality. But every step along the way has made us richer, stronger and better. And the best is yet to come.

Thank you very. And God bless you.

END

12:28 P.M. EDT



CALIFORNIA DEMOCRATIC PARTY
BILL PRESS, Chair

DRAFT

1996

PLATFORM

Presented for review by the
Democratic State Platform Committee
February 3, 1996
California Democratic Party
Executive Board Meeting
Oakland Airport Hilton, Oakland



PREAMBLE

After twelve long years of Republican irresponsibility and neglect, the Democratic Party offered change. We proposed "Putting People First," with new ideas to address the issues that matter most to Americans -- economic security and growth, crime prevention, universal and affordable health care, improved education, environmental protection and welfare reform. The American people embraced such change when they elected President Bill Clinton.

With a Democratic President in the White House, Americans saw hope for a better future. However, in 1994, an avalanche of special-interest money and radical right scare tactics allowed the Republicans to capture the Congress. The 104th Congress has held our country hostage while attacking hard-won social, civil rights, environmental, education, and economic security initiatives. Again, the country looks to the Democrats for leadership, energy and hope.

Here in California, where the Republicans govern the statehouse and the Assembly, the same radical forces are trying to divide and dismantle. Pete Wilson has targeted the immigrant, the poor, and the teenage mother as the enemies of social order and economic recovery.

California Democrats know better. We know that our future rests in the health, education, and security of all our people. We know that our problems stem not from its people, but from the Republicans' lack of political leadership and vision. Voters in California have learned that Democrats know how to provide effective leadership necessary to restore our state's high-paying jobs, environmental quality, economic stability and unsurpassed quality of life.

California is vital to the re-election of President Clinton and to the recapture of Congress. California Democrats have always played a special role in American politics and policy, advocating issues on the cutting edge of social and business policy for 21st century. With this Platform, we dedicate ourselves to the fight against the radical right; against Republican attacks on our poor and elderly; against budget priorities that place corporate welfare and profits over human needs. We commit ourselves to solutions that include and strengthen all of us.

ARTS AND CULTURE

California Democrats believe in public support for the arts. The arts provide opportunities for building community and understanding while expressing and celebrating our diversity. The arts stimulate the intellect, contribute to emotional health, encourage creative thought and behavior, and reflect social change. The Republican Congress has launched an assault on our country's vibrant artistic communities by slashing arts grants and advocating censorship. Democrats believe that we must protect the arts by supporting the following:

NEA. The National Endowment for the Arts enriches our country as a resource for cultural unity and a stimulus for cultural growth. The NEA must be fully funded, free from partisan political influence, with guaranteed freedom of speech.

Education. All California students at all educational levels should be exposed to fine arts and humanities programs that teach children and adults appreciation, taste and tolerance for the values, beliefs and artistic expression of our diverse world cultures.

Public Broadcasting. We affirm our strong commitment to public broadcasting.

Funding. Federal and state funding for the arts is a good investment in our economy as well as in our culture. We support the California Arts Council, with its fine community-based programs.

Artists' Rights. We support protection of freedom of expression without compromise. Each artist's creative endeavors must be protected from unauthorized duplication and appropriation. Labor representatives from the arts community must be included in the National Endowment for the Arts and the National Endowment for the Humanities.

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BUSINESS AND THE ECONOMY

California Democrats have always led the fight to promote business and agricultural enterprise because we know that private sector business is the engine of our economy, creating new jobs and the taxpayer base from which we achieve our political goals.

Unlike the savage Republican budget plans that emphasize increased corporate welfare and decreased individual opportunity, Democrats have the vision to lead California communities into the next century.

Democrats' Core Values. We have a social conscience. We believe that quality of life can be better, and that all people can make a difference by involvement and action. Business is not a pile of capital, but a group of people with a common goal of achieving a better society. We believe that the inclusion of minority-owned, women-owned, disabled-owned, veterans-owned, and small businesses is critical to California's economic vitality. We believe in a global market economy where workers and their labor unions continue to be important. Protecting the environment is essential for sustainable business success. Government can be a successful engine for positive change.

California in Transition. Powerful economic forces of the 1990s include new technologies, products and markets; immigration and demographic change; the globalization of financial and environmental issues; interstate and international competition; regional trade relationships including NAFTA and WTO; and post-Cold War defense conversion. Our society is increasingly mobile and diverse. Wealth is shifting from resource-intensive to information-intensive industries. Many metropolitan communities are grappling with inner-city decay.

Vision of the Future. California's future depends on a thriving, surging middle class whose standard of living grows apace with national and international competitors. We envision a California business climate that continues to dominate the food and fiber industry of world agriculture while transforming our economy from the industrial age to the diverse, high-skill, high-wage, information age.

Solutions: Invest in Education, Innovation and Entrepreneurship. Our solution is to invest in California's core business strengths: brain-power; technological and industrial might; a diverse, highly-skilled workforce; our proximity to other markets, and a highly-developed transportation and telecommunications infrastructure.

Government Involvement in Job Creation. We support California's Assembly Democratic Economic Prosperity Team (ADEPT) program -- streamline state regulatory processes, implement tax incentives, and invest in infrastructure and the continued defense conversion by emphasizing new technologies, small business assistance, and transition incentives for people and enterprises. Create new jobs with more funding for alternative energy research and technology. Repair our infrastructure with public works projects to rebuild schools, transit, roads, bridges, water systems and ports.

Public-Private Partnerships. California must develop a long-run "industrial plan" in cooperation with private businesses to focus on vigorous job creation and increased standards of living. We can revitalize inner cities with public-private partnerships that aid small businesses and create incentives for banks and loan institutions that participate in urban renewal.

Reinvestment in People. We support tax credits for California-based businesses that commit to local community investments; educate a skilled workforce that can tackle the challenges of our new economic world; fund affordable and available public education, job training, goal and career planning, child and health care, and telecommunication information highways.

Stronger Business through Economic Equality. We advocate strict enforcement of antitrust laws; curtailing excessive executive compensation; stimulating middle-class growth; ensuring equality of compensation for women; providing opportunity for those with physical and age disadvantages; living wages that enable workers to support themselves and their families; and economic planning coordination between federal, state and local entities to promote full employment programs for all Californians. We believe that the global market economy must support small locally-owned businesses and cottage industries to that they are not unfairly disadvantaged by large multinational corporations.

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CHILDREN AND YOUNG ADULTS

Children are our most valuable natural resource. California Democrats join President and Mrs. Clinton in their commitment to improving the lives of our young people and their families. We must continue to create more community activities designed to meet the needs of youth today.

Labor and Economic Opportunities. Create accessible job training and creative employment programs for youth seeking first-time employment and retraining. We encourage more job placement centers working with government, schools and businesses to provide challenging and rewarding careers. Implement the Youth Service Trust Act and provide for paid clinical and internship programs to provide high school, vocational and college students with practical work experience. Provide tax incentives for first-time home buyers.

Poverty and Homelessness. The California Democratic Party must help young people rise above the poverty line and find adequate food and shelter. Public and private support should be encouraged for halfway houses and homeless shelters as the first step towards rehabilitation. Re-entry programs should exist to assist young people in locating shelter, transportation and employment. We advocate increased flexibility in the consent and confidentiality laws for young people seeking emergency shelter.

Welfare Reform. We support the preservation and protection of benefits to children and families as an entitlement program; the provision of child care for welfare recipients who work; preservation of current protection for children with disabilities on Social Security Insurance (SSI); continued provision of benefits for children and families of legal immigrants; and protection of food stamp funding.

Children's Support Services. We need affordable child-care, after-school programs, educational camps, sports, parks and recreation centers. We need to provide incentives for businesses to provide child care. We support full funding of early childhood programs, such as Head Start. Counseling should be available to all children, with emphasis on the prevention, detection and treatment of child abuse to stop the cycle of violence against children.

Children's Rights. Children are entitled to the same legal protection as adults under the U.S. Constitution. We need full funding of alternative sentencing programs for juvenile offenders along with children who are placed into conservatorships by their parents. Foster care programs should look after the needs of children.

Children and Media. Increase funding for televised public service messages to educate children on the environment, health, equality and alternatives to violence. Encourage community education programs on the danger of hate crimes.

California's multicultural experience should be highlighted positively in the media. We promote wholesome programming for children.

Education. Recognize the vital link between providing a quality education and the ability of young people to achieve their potential. Support all appropriate means that would enable our public schools to accomplish this goal.

Health. Public service messages must educate children on the dangers of drugs, including tobacco use and alcohol abuse. Nutrition education and immunization must reach every child. Contraceptives and meaningful sex-education (which includes the advocating of abstinence) should be available to junior and senior high school students to reverse the dramatic rise of pregnancies and sexually-transmitted diseases among youth. Increase funding for mental health outreach and treatment programs for young people.

Crime. In order to curb the alarming rise of violence among young people, strong gun control laws must be enforced and the sale of ammunition to minors should be banned. Child sex offenders should be effectively prosecuted.

CRIMINAL JUSTICE

Fear of crime diminishes our freedom and sense of community. Many of our cities have turned into combat zones. Crime is not only a symptom but a major cause of the despair and demoralization that affects our communities.

President Clinton has taken courageous steps to restore public security with a comprehensive prevention and prosecution approach that has already produced tangible results. While there is much more to be done, we must not go back. We must reject efforts to rescind the 100,000 police officers hired under the Crime Bill and we must vigorously fight Republican efforts to overturn the Brady Bill and the Assault Weapons Ban.

Attack the Root Causes of Crime. The California Democratic Party believes that crime and violence can be reduced or eradicated only by a vigorous, multifaceted effort that combines tough law enforcement with assaults on some of the root causes of crime -- unemployment, poverty, racism and social intolerance. This must begin with a total commitment to create jobs and economic opportunity, particularly in the inner city. It is not surprising why crime is so prevalent there: lack of opportunity, grinding poverty and hopelessness breed desperation. Commit the resources to create enterprise zones, which encourage business to move into these communities and provide jobs and job training to make productive citizens out of those with no hope. Every measure is a Band-Aid approach unless this fundamental problem is addressed.

Protect Crime Victims. Zero tolerance for criminal activity that threatens the peace and security of communities. Protect crime victims by enhancing penalties for drive-by shootings; allowing the use of victim impact statements and restitution; imposing longer jail terms on rapists and domestic batterers; vigorously prosecuting those who commit hate crimes; punishing all people who violate gun laws and sentencing criminals who use guns.

Equal Justice. Budgeting priorities, both federal and state, should assist the criminal justice system in the administration of even-handed justice, with an emphasis on crime prevention. The courts must have the staff and resources to enable them to redress criminal wrongs without extraordinary delay or cursory review. The "three strikes" law should be reassessed. To achieve fairness in criminal cases, the rights of victims and society, as well as those of the accused, must be recognized. Full funding of legal services and public defender programs to provide quality legal assistance to those who are unable to afford effective representation.

Community Policing Solutions. Encourage community policing and civilian police review boards to break down barriers between citizens and law enforcement and to prevent police misconduct. Advocate new initiatives among local school boards,

teachers and parents to make schools safe.

Public Safety through Gun Control. Maintain the federal ban on deadly assault weapons. Reduce the proliferation of concealed weapons. Require firearms dealers and owners to register with the local police department. Impose on firearms dealers, license fees that reflect the actual cost to society for regulation of the gun trade. Maintain California's 15-day waiting period for purchasing handguns to allow check for any criminal record. Raise the minimum age to purchase firearm to 21 years. Require parental responsibility for minors caught with firearms. Require the owner of any stolen firearm to report it missing to the police within 24 hours after discovery. Strict zoning laws for the sale of firearms. "No questions asked" gun amnesty programs. Oppose efforts to restrict weapons for legitimate hunting and sporting purposes.

Stop Drug Abuse and Addiction. Curb the demand for drugs by intensifying efforts to educate our children about the dangers of drug and alcohol abuse, and expanding drug counseling and treatment. We urge federal, state and county leaders to establish "drug courts" which would hear drug-related cases and sentence nonviolent offenders to intensive drug treatment. Revise the drug laws and reallocate resources to favor prevention and treatment over incarceration. Mandatory drug testing as a condition of employment only when the job implicates issues of safety. We oppose basing employment decisions on conduct outside the workplace.

Fight White Collar Crime. Law enforcement should emphasize the investigation and full prosecution OF white collar crime, an increase in the penalties for such crime, and improve the means for victims to recover their losses. Punish those who betray the public trust by rigging financial markets, misusing their depositors' money or swindling customers. Reduce prison costs by requiring well-heeled criminals to pay the cost of their incarceration in state prison.

EDUCATION

Education is the key to developing individual freedom and restoring community hope. The California Democratic Party believes that all individuals are entitled to a free public education that enables them to achieve their highest potential. Education, the foundation of our society, must be nurtured and stimulated in order for our country to flourish. We support measures that strengthen the public school system, from kindergarten through college, and prepare future generations to meet the challenge of the 21st century.

California public schoolchildren speak nearly 100 languages and are the product of as many cultures. Our schools must provide academic settings that preserve and enhance culture and language in full compliance with all federal and state laws -- including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Individuals with Disabilities Act, and the Equal Protection Clause of the Fourteenth Amendment -- that guarantee all children and young adults the right to equal opportunities in education.

California was once unsurpassed in the quality and quantity of educational opportunities it offered. By reordering our educational priorities, and increasing funding accordingly, this state's educational system can rise from its current rank of 45th to the leadership role it once had.

Student Well-Being. Learning is best accomplished when students are mentally and emotionally healthy and have reached their highest possible physical well-being. We advocate on-site supportive services and early warning programs that address the various causes that place children at risk and ultimately lead to drop-outs. Class sizes must be reduced to allow faculty the flexibility to concentrate on students who need additional attention. Students with disabilities must be accommodated through programs geared toward individual needs. Each student

must have access to adequate health care, social and psychological services to enhance learning capabilities.

Quality of Education. Educational programs must be designed to meet the challenges of society, and all constituents of the educational community should be involved in their design and implementation. Academic and vocational curricula must be relevant, reflect current technological advances, and be integrated to allow student options. We must preserve the diversity of cultures represented by students and design programs to enhance language ability. We define a quality education as one that includes the arts. We must fund arts, music, drama and other cultural activities. High school students should have access to programs such as "school to work" and University of California mentoring, which improve self-esteem and academic achievement. All students, whether bound for college or the workplace, should learn problem-solving and develop critical thinking skills. Outdated equipment and facilities must be replaced or modernized. This includes making our schools wired and computerized so that all students can traverse the information super-highway.

Faculty. Faculty members are the cornerstone of the educational process. Faculty should be paid competitive wages that reflect their true value to society, and encouraged to strengthen their knowledge and skills through staff development programs and internships. Faculty must be empowered to maintain a secure teaching environment without fear of retaliation. In-service training programs should provide teachers and administrators with the skills they need to enhance the education of every student.

Safety. A secure environment leads to more productive learning. All students and faculty members should feel safe from violence, weapons and drugs. We have zero tolerance for weapons and drugs in school settings. Safety includes the physical campus environment and demands strict enforcement of the California Occupational Safety and Health Act (Cal-OSHA) safety standards. School buildings must be structurally sound and comply with all physical access and earthquake resistance retrofitting requirements.

Funding. California must invest in all segments of our educational system. Adequate funding - not vouchers -- will improve educational opportunities from preschools, elementary schools, high schools, community colleges, vocational institutions, state universities and the University of California. College and professional school fees must be maintained at affordable levels so that all eligible students can attend. Public-private scholarships and loan programs must be expanded for all Californians who want a chance to learn. Affirmative action must remain a vital criterion in the selection of students to admission at the University of California.

Parental Responsibility. Education is a dynamic process; everyone must be engaged in it. Parents must take active roles in their children's education. They have the responsibility to assist the schools by teaching through example, supervising homework, attending parent/teacher conferences, encouraging children to read, and providing a learning environment. Parents must become aware of their public education options -- including bilingual academic programs, magnet schools, immersion schools, and District charter schools -- in order to best accommodate the learning skills of their children.

ENVIRONMENT

Significant environmental degradation continues to occur. We believe that government must do more than maintain the status quo. Environmental degradation jeopardizes the beauty of our landscape, the health of our people, the vitality of our economy, and even the security of our nation. Environmental restoration and enhancement must be an integral component of our environmental policy. We must leave for our children a better heritage than polluted air and

waters, misused and damaged land, and threatened coasts. We encourage governmental and industrial support for environmental education programs at all academic levels.

Now more than ever, the environment is threatened by radical Republican policies. Although the "Contract **on** America" never specifically mentioned environmental issues, its intent was to build a protective wall surrounding corporate America so that polluters and destroyers are never held responsible for environmental damage. We reject these radical Republican attempts to weaken or relax hard-won environmental and regulatory reform, and oppose any efforts to place economic considerations in a higher priority than environmental impact. We also oppose the attachment to legislation of Congressional riders that exempt resolution extraction projects from our federal and state environmental laws.

We have a commitment to increased conservation and environmental restoration, and to wildlife protections such as the Endangered Species Act. We believe that a strong economy depends on a healthy environment. Environmental protection means the creation of jobs -- not the loss of jobs. Our environmental policy goals will create jobs while protecting the environment, prevent health hazards, heighten environmental and energy awareness through public education, encourage population and climate stabilization, develop plans for sustained productivity of resources, and preserve our wildlife habitats, scenic areas and open spaces.

A Healthy Environment Creates Jobs. California Democrats believe that: adoption of an energy policy will create jobs through research and industrial development of non-fossil fuels; adoption of sustained yield approaches to the development of natural and agricultural resources guarantees jobs, not only now, but into the future; environmental regulations protect the health of workers, thus lessening or eliminating health care costs, medical expenses and employee absenteeism; recycling of materials preserves resources while providing jobs in the recycling industry; protection of California's environment promotes tourism, which creates jobs. We want visionary political representatives who recognize the importance of the environment and the relationship between the environment and jobs, and who will encourage and foster a will in our people to protect the environment.

NATURAL RESOURCES

California Coast. We support the strengthening, consolidation and coordination of agencies charged with coastline protection in order to eliminate overlapping jurisdictions and prevent further degradation of the natural beauty of, and public access to, the coast. Underwater mining and ocean dumping of toxic substances should be prohibited off the coast. National ocean protection legislation should be enacted to permanently protect the California coast and the nation from the adverse consequences of offshore oil and gas development.

Forests. We support extensive reforestation efforts throughout the state. Where there has been clearcutting, reforestation must include diverse species to maintain habitat for birds and wildlife. California must stop the cutting of ancient redwood, fir and cedar trees and allow only select cutting of second-growth trees. We must maintain a sustained yield in our forests to ensure future employment while guaranteeing environmental protection. Only finished lumber should be exported to ensure a stable forest and wood-products industry and to protect jobs. We support acquisition and protection of the 44,000 acre Headwaters Forest in Humboldt County because it is the largest unprotected viable redwood ecosystem in the world. We oppose bills that would change existing forestry laws by allowing long-term harvesting permits of unlimited size and freezing those permits for long periods of time.

Mining, Drilling and Grazing. Laws governing mining, drilling and grazing practices should be reformed to ensure that such operations are carried out in accordance with sound environmental principles. There must be adequate compensation by industries who use government-owned land for such purposes. Mining, drilling and grazing fees should account for the environmental degradation caused to the land.

Desert. Legislation should be enforced and complete funding appropriated to protect the fragile desert environment from exploitation.

Water Resources and Habitats. California fisheries provide wholesome food and contribute significantly to the state's economy. Streams, rivers, lakes, wetlands and estuaries must be preserved and rehabilitated so that they can again produce an abundance of healthy fish. We demand an end to untreated wastewater discharge. Adequate water supplies must be released from dams at appropriate times to provide the necessary temperatures for salmon and other aquatic life propagation. While long-term environmental rehabilitation is underway, fisherman should be employed in restoration of habitat. Wetlands must be protected and restored. They provide wildlife habitat, contribute to flood and erosion control, and replenish groundwater.

Safe, Breathable Air. Air pollution causes damage to people's health, damage to agricultural crops and native ecosystems upon which we depend for our survival, and results in a decline of our quality of life. We support laws that fairly and effectively regulate, eliminate, and minimize air pollution in California.

Agriculture. The California Democratic Party supports agriculture that conserves land and water, provides decent jobs for farm workers, sustains a healthy food supply for the nation and provides an economically viable way to preserve open space. Incentives should encourage farmers to use conservation farming techniques and alternatives to toxic pesticides such as integrated pest management.

Recycling. Comprehensive recycling programs are necessary to reduce pollution, reuse existing natural resources and preserve future ones, and reduce the demand for landfills. We support expansion of California's successful beverage recycling program to include wine and other alcohol containers. We advocate advance disposal fees on packaged products. Create and expand markets for recycled products by providing revenue-neutral tax incentives that favor the use of recycled materials wherever possible. We commend the President's Executive Order requiring the federal government to purchase recycled paper in ever-increasing amounts over the next few years. We urge state, county and city governments to match, if not exceed, the federal government guidelines.

Protect Endangered Animals. We support the preservation and expansion of the Endangered Species Act. Species diversity is essential for maintaining whole ecosystems, and also may lead to a variety of presently unknown, but greatly beneficial, future uses, such as medicines and food crops. We oppose the use of sport hunting as a control mechanism for mountain lions.

Parks. The national and state parks systems should be protected, adequately funded, and expanded. To assure public access, we oppose inappropriate or excessive user fees. We support free day-use of state beaches to ensure compliance with the Coastal Act.

GLOBAL ENVIRONMENT

Global Warming. To protect against global climate change, an international plan must be undertaken to set specific CO2 reduction goals and stabilize the climate through soil, forest and energy programs. The United States should lead such efforts. There should be an immediate ban on the manufacture, distribution or sale of all ozone-depleting chemicals and their related products, except those absolutely necessary for pharmaceutical uses.

GATT and NAFTA. We urge strict enforcement of the environmental protection mechanisms in the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA) to prevent the weakening of federal, state or local environmental protections, or the use of GATT or NAFTA as an excuse for environmental degradation. We expect that GATT and NAFTA will be used to encourage our trading partners to improve environmental conditions in their own

countries. Towards that end, we urge the Administration to appoint to the Environmental Commissions created by the "side agreements," persons who are committed to intelligent environmental practices, and to demand that our treaty partners do likewise.

ENERGY AND TRANSPORTATION

Fuels. We support implementing upgraded energy standards for new automobiles, establishing comparable fuel efficiency standards for new light trucks and vans, and reinstituting mandatory energy efficiency standards for new construction. We further support the eventual phasing-out of the use of fossil fuels. Government should buy more alternative energy vehicles. We need to continue government mandates for "zero emission" vehicles. Public spending for transportation should focus on repair, maintenance and safety upgrades to existing roads, and the expansion of public transit, bicycling and pedestrian facilities.

Energy Policy. A national energy policy and greenhouse reduction plan must be developed to assure long-term economic stability and protect us from catastrophic weather-related disasters. The plan would create incentives for renewable and non-polluting energy sources, expand the use of mass transit, and remove federal government direct and indirect subsidies and special immunities for the fossil fuel and nuclear power industries.

Community Planning. We support sustainable development practices and improved planning that recognizes the link between transportation and land use patterns. Such planning should seek to shape cities and towns into more compact pedestrian-oriented communities, with a mix of jobs, housing, services and public transit within walking distance of one another.

Alternatives to Nuclear Power. California has been a national leader in achieving energy efficiency and producing new energy sources. Nuclear power will never play a major role in California. In fact, Sacramento residents voted in 1989 to close the Rancho Seco nuclear power plant (a fourteen-year-old plant), and the utilities have shut down two others. The California utilities have gone on record -- they will build no more nuclear power plants. The California Democratic Party supports this decision.

POPULATION

Regional Planning. We support comprehensive regional planning to more effectively manage the pressing issues of air quality, solid waste, transportation and land use. This is necessary to protect open spaces, agricultural lands and park lands.

Family Planning. We recognize the impact of the individual upon the environment and natural resources and, therefore, support federal funding for family planning and education here and abroad.

HEALTH AND SAFETY

Regulations. We must simplify, but not weaken, environmental regulations. We encourage the adoption of an environmental policy that favors protection over remediation.

Toxins. We must eliminate the use of pesticides, herbicides and other agricultural chemicals found to be harmful to humans, the environment or food production. We support increased funding for the development of nontoxic alternatives. We strongly advocate responsible toxic waste disposal practices. We support the goals of Proposition 65 (the Toxic Chemical Labeling Initiative) and request our representatives to enact legislation to require courts to give Proposition 65 the broadest possible interpretation. We urge corporations to assume responsibility for the cleanup of their toxic wastes. We urge the immediate cleanup of toxics in ground water. In those cases where military bases have been designated for conversion to civilian use, the military should pay the cost of remediation. We oppose the importation and dumping of nuclear waste in California. Nuclear waste generated here should be disposed of only after receiving the express approval of

the inhabitants of the area where the dumping would take place.

Ecology and Industry. We encourage industry to develop life-enhancing -- not life-destroying -- products that do not deplete our resources. To reduce the use of water, land and fertilizers, we support the development of alternative methods for making paper, clothing, food, building supplies and other materials presently derived from crops. We encourage the replacement of environmentally and occupationally harmful technologies with clean production systems. Placement of transformers and high voltage power lines should be far away from schools, libraries and public playgrounds.

Smoking. Local government should be allowed to enact greater limits on smoking than required by state or federal laws.

Landfills. Local government should provide an adequate buffer zone around landfills, as now required around hazardous waste disposal facilities. Federal, state and local government should never be exempt from regulations designed to reduce waste streams from landfills or sewage treatment plants, and should always be held accountable for source reduction and the responsible handling of waste.

ENVIRONMENTAL EQUITY

Protect Disadvantaged Populations. We encourage the adoption of a national and international framework to address industrial practices and governmental policies that disproportionately and unfairly cause environmental harm to disadvantaged populations. We believe it is the right of all individuals to be protected from environmental degradation. We are opposed to making the poor pay unwillingly an unfair share of the cost of pollution. Incinerators, disposal facilities and waste treatment sites should not be placed among the poor without their consent.

Lead Poisoning. Legislation should be enacted to resolve the problem of lead poisoning in the inner city.

Aerial Spraying. We oppose aerial spraying of pesticides and herbicides on people. We support requiring 48-hour notification of spray areas to protect the health and safety of farm workers and the establishment of anti-drift zones near schools and hospitals.

EQUALITY OF OPPORTUNITY

The California Democratic Party is fully committed to a society in which all persons -- regardless of race, gender, ethnicity, religion, age, disability, sexual orientation or economic status -- are given the opportunity to fully participate in the economic, cultural, political and social facets of society. To that end, we embrace our diversity, challenging the differences that divide us and fostering the values that unite us.

Every issue in this platform is of concern to each one of us. Solutions to these challenges depend on every one of us. We don't have an American to waste. The future of California and the United States is dependent upon our ability as people of diverse backgrounds to work together to build a future where each of us, individually, and all of us, together, have a vested interest.

California Democrats unequivocally support affirmative action and an end to all discrimination in the public and private sectors. Below, we highlight a few areas of concern, with the understanding and reaffirmation that every segment of our population is included in every plank of this platform.

The California Democratic Party is committed to ensuring that:

Minority Groups, and those who are viewed as minorities, have the right to the full and aggressive protection of the law in voting, education, employment, housing,

access to government services, and all other endeavors.

Immigrants, the very group from which much of the fabric of America has been woven, have the right to be treated fairly and with dignity, and to be afforded the constitutional freedoms of speech, association, political affiliation and travel.

Women of all ages have fundamental rights to reproductive freedom of choice and privacy, including protection from the violence and harassment directed at family planning and/or abortion clinics. Women with dependent children -- especially teenage mothers -- must not be punished with budget cuts but rather assisted and educated to improve their parenting skills, to train for jobs, and to become self-sufficient. Women and men have the right to accessible and affordable child care and to the continuation and expansion of school lunch and other nutrition programs.

Veterans of any military action taken by the United States, including the Persian Gulf War, Somalia and Bosnia, should have the right to all services given to earlier service personnel, including education and training benefits, health benefits, home loans, and other financial assistance. Recognizing the reality of dramatic force reductions in the wake of the post-cold-war restructuring of the military, we support a major effort to assist the former members of our armed forces in rejoining civilian society as productive citizens.

Lesbians and Gay Men have the right to privacy and freedom from laws that criminalize private sexual conduct between consenting adults. They also have the right to expect legalization of domestic partnerships; recognition and protection of lesbian and gay families; the right to become adoptive parents, the right to serve in the armed forces without question; and the right to be treated with dignity and respect.

Seniors have the right to expect the integrity of the Social Security system. We must preserve the program's current structure and purposes with discreet funding, without means testing, with universal coverage, and with full cost of living adjustments. MediCal and Medicare must be maintained and strengthened without the reductions threatened by cruel Republican Congressional leaders. We support reauthorization of the Older Americans Act, including the Federal Council on Aging. Seniors have the right to live with dignity and to remain in their own homes and communities wherever possible. Seniors enrich our society and we can learn much from them by promoting interaction among different generations.

Persons with Disabilities of any kind have the right to full implementation and enforcement of the Americans with Disabilities Act and related federal and state laws guaranteeing full access to all aspects of the public and private sectors. Economic reform should include work incentives for persons with disabilities. They have the right to demand elimination of the work disincentives that penalize disabled beneficiaries of Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) who return to work. SSI and SSDI recipients should not suffer marriage penalties, whereby they receive fewer income and resources for marriage or cohabitation.

Homeless Persons should not be stigmatized by society; rather, they must be treated with dignity and assisted to regain their self-confidence and integration into the community.

HEALTH

California Democrats believe that access to quality, affordable health care is a right, not a privilege, for all persons. In accordance with that belief, we oppose all discrimination in access to health care coverage, including discrimination based upon pre-existing conditions, residency, gender, age, or disability.

The failure of the 104th Congress to pass meaningful national health care reform or

to control exponentially increasing health care costs has resulted in increased employer pressure to control health care costs by further limiting benefits offered. Employees have been "wooned" away from non-profit providers to for-profit investor-owned firms that have pressures to decrease costs and reap profits for the investors. The resultant "market forces" have caused a dramatic decline in the quality of care, as evidenced by shrinking benefits, denials of needed services, and undertrained, understaffed personnel in health care facilities.

Republican opposition to reproductive freedom and Republican attempts to decrease or eliminate programs such as Medicare and MediCal and completely eliminate health services to teenage mothers, mothers on welfare, children with disabilities and other fragile segments of our population must be met with determination. To address these problems and to ensure that all individuals -- regardless of status -- have full economic and physical access to quality health care, the California Democratic Party supports:

Comprehensive Care. A guaranteed, comprehensive benefit package that includes preventive services, prescription drugs, mental illness counseling and treatment, full reproductive health services, and a choice of providers.

Independent Living. A consumer-directed comprehensive health system dedicated to preserving the independence, within the community, of persons with disabilities and persons with chronic and/or terminal illness, as well as frail elderly recipients. This includes provision of in-home support services as well as long term care where needed.

Environmental Safety. A system that recognizes and accommodates the interaction between environmental protections and the integrity of individual and community health, and that works toward minimization and eventual elimination of exposure to toxins.

Women's Health Services. Full access for all women to reproductive health services, including non-directive counseling by publicly-funded family planning providers; preventive care such as accessible mammograms; fair allocation of resources to women's health issues; research and clinical trials on a broad spectrum of issues, including nonsurgical abortion alternatives such as RU-486.

AIDS/HIV. Multilingual, multicultural education, prevention and treatment efforts to combat AIDS/HIV. Expanded clinical drug trials for persons with AIDS/HIV and increased funding for researchers until for a cure. Meaningful sex education and confidential reproductive health care services in public schools to decrease the alarming wave of increasing AIDS/HIV.

Substance Abuse. Comprehensive health care -- including research, education, prevention, early intervention and improved access to rehabilitation programs -- for persons addicted to tobacco, alcohol or other substances.

Veterans. Extension of medical and psychological services for veterans, including special attention to those who suffer from disorders that may be a result of chemical exposure in Vietnam or Kuwait.

IMMIGRATION

America is a nation that historically has built upon cultural diversity to create unity. Americans almost universally view ethnic differences as a strength and a resource to continually rebuild and revitalize our society.

Naturalization. The right of citizenship by birth in the United States, and through naturalization, underlie the greatness of our nation. These ideals, and the rights bestowed by the Constitution upon U.S. citizens and lawful permanent residents,

must not be forsaken or compromised. Furthermore, naturalization and family reunification must become national priorities to ensure that all residents are able to participate fully in the rights and responsibilities of U.S. citizenship.

Human and Civil Rights. Human dignity and respect are cornerstones of the American tradition, and all immigrants, including the undocumented, have basic human and civil rights. These include access to public education and health services to ensure the public well-being.

Immigrant Workers. We need to protect our citizens, legal residents and legal immigrants from being displaced by a "foreign guest worker" program for agriculture.

LABOR AND ECONOMIC JUSTICE

The California Democratic Party recognizes the valuable contribution organized labor has made to economic justice for working people and their families. Organized labor has been one of the Party's most loyal and valued constituencies. This long-standing partnership has brought improved standards of living and fair and safe working conditions, as well as progress in civil rights, health, education and in advancing the course of social and economic justice.

These gains have been seriously eroded by three consecutive Republican administrations. Thousands of workers lost their jobs because they legally protested cuts in wages and health care that would undermine their families' economic security. The weakening of the National Labor Relations Act and the National Labor Relations Board denied hundreds of thousands more workers adequate workplace representation and the benefits of the collective bargaining process.

Restoring the balance of power within the American workplace is necessary to revive our nation's economy and reinvigorate our democracy. Workers have a fundamental right to organize unions and bargain for fair contracts. The implementation of tough labor law reform will protect the rights of workers who lawfully strike and go far toward restoring a collective bargaining system weakened unacceptably by anti-union forces.

We must act to restore balance in the American workplace through tough labor reform. To that end, the California Democratic Party supports the following:

Collective Bargaining in both the public and private sectors, free from anti-union tactics which undermine the process of fair and free negotiations. The right of all public employees to secure agency shop protection should not be abridged.

Workplace Fairness Legislation that would outlaw the practice of hiring "permanent" replacements during a strike. Statutory protection against wrongful discharge, including a procedure for arbitration for claims of discharge without just cause. With wave after wave of corporate raids, leveraged buy-outs and mergers, workers need statutory protection from plant closures, layoffs, firings and downgrades.

Tough Labor Law Reform, such as card check recognition, binding arbitration of first-time contracts, streamlining of the process of redressing violations of the law and increasing the sanctions against violators.

Increase the California Minimum Wage to one-half the state's average hourly manufacturing wage. This will restore the purchasing power of the minimum wage to what it once was and lift workers out of poverty with an indexing feature to protect workers against inflation.

Unemployment Insurance benefits set at 100% of the state's average weekly wage. A meaningful state-funded extended-benefit program should be adopted to protect the unemployed during periods when federal law does not provide extended or supplemental benefits.

Eight-Hour Workdays. California's employees have historically enjoyed overtime pay protection for workdays over eight-hours long. Recently, however, the Industrial Welfare Commission (IWC) adopted wage orders allowing employers to require large segments of the state's workforce to work 12-hour days without overtime pay. This destroys family life and discriminates against single parents who cannot find child-care for the 12, 13, or 14 hours they must be away from home.

Preferences for California Workers. When public monies are used to finance bridge, highway and other public works construction, preference should be given to firms employing California workers, followed by strong enforcement of prevailing wage and apprenticeship provisions of existing state laws.

Health Benefits to the over six million Californians without health insurance. We strongly condemn employers who hire "temporary" employees as a means to circumvent providing health care benefits to workers.

Affirmative Action. We support affirmative action programs as part of equal opportunity employment practices. We encourage hiring a workforce that is diverse in age, ability, gender, sexual orientation and cultural heritage.

Safe Workplaces, including a strong workers safety program with adequate and appropriate penalties for injurious unsafe working conditions.

Enforcement of collective bargaining agreements for farm workers and public sector employees through funding for the Agricultural Labor Relations Board and the Public Employee Relations Board.

Job Training and Re-Training Activities that effectively move people into productive work and that prepare our workers to meet the challenges brought on by technological change and Pacific Rim competition.

INTERNATIONAL TRADE & GLOBAL ECONOMY

As global integration proceeds, international trade agreements gain increasing influence over the U.S. economy. But the benefits of trade are clear: the development of new markets abroad stimulates export industries at home, providing high quality jobs for millions of Americans. Moreover, expanded international commerce can improve employment opportunities and wages for foreign workers. In an interdependent world, where corporations relocate in search of the cheapest labor pool, such improvement helps to maintain or raise employment and wage levels in California.

Unfortunately, recent free trade agreements do not attempt to improve domestic or international social, labor and environmental conditions. The U.S.-Canadian Free Trade Agreement, NAFTA, and GATT, all provide strict guarantees for investors without parallel security for workers or the environment. These trade agreements channel corporate investment to countries with the weakest social legislation, the least-organized labor, and the most permissive environmental regulations. We oppose any trade agreements that pit workers around the world against each other in a race to the bottom of the economic ladder.

A fair trade agreement should include the following:

Guarantees that domestic social and environmental legislation will not be weakened in an attempt to eliminate trade barriers. Such assurances should also protect government domestic procurement laws.

EDUCATION

"Let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors, and cherish our values. Let us weave these sturdy threads into a new American community that can once more stand strong against the forces of despair and evil because everyone has a chance to walk into a better tomorrow."

President Clinton
1995 State of the Union

The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training. The President's lifelong learning agenda expands opportunities for American children and adults to improve their skills and maximize their potential.

The Clinton Record: A Lifelong Learning Agenda. The President announced at the beginning of his Presidency his commitment to a Lifelong Learning Agenda - from expansion and improvement of early childhood education to reform of adult education and training programs. Much of that agenda has been enacted over the past two years:

Head Start. Provides comprehensive services for disadvantaged children, ages three to five, and their families

- * The President has increased Head Start spending by \$760 million and wants to expand the program to reach more young children.
- * The President won bipartisan support for improving the operation of Head Start along the lines of recommendations made by the Head Start Advisory Commission to examine the program after 25 years of operation.

Goals 2000. Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort.

- * More than 40 states have already chosen to participate in Goals 2000 and with the leadership of local communities, parents, teachers and school administrators have developed their own strategic plans for educational reform.

* Legislation passed in 1994 to support meaningful

state and community school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology.

National Service. With passage of the National Service legislation, Americorps has 20,000 volunteers working in schools, hospitals, neighborhoods and parks. Reiterating his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is working to expand the program to 47,000 participants.

Direct Lending. With the passage of the Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools - representing 40% of the total number of loans and the maximum allowed under this year's authorization - have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

Elementary and Secondary Education Act. Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping all students meet high academic standards.

School to Work. Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

Technology and Training. To ensure that our nation's classrooms are not left behind in the technological and information revolution that is taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which will challenge learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to learn both at school and at home.

Republican Proposals

The Republicans are threatening the federal commitment to education in a number of ways that the Clinton Administration will oppose:

- * The Department of Education. Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.
- * Goals 2000. Republicans are calling for a 30% cut in a program that encourages high standards for all students.
- * Direct Lending. Republicans want to eliminate the very program that cuts bureaucracy and saves taxpayers and students billions.
- * Student Loans. Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.
- * National Service. Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.
- * Safe and Drug-Free Schools. Republicans want to gut a program - present in 94% of our schools - that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

Latest Update: May 1, 1995

INSIDE:
EDUCATION



Most Programs Emerge From Arena Unscathed

By Rene Sanchez
Washington Post Staff Writer

After seven months, after a dozen temporary, last-minute funding bills, after a marathon debate over the federal government's role in the nation's schools, Congress is finally on the verge of settling the Department of Education's budget for this year—and, after all that, it may not change much.

No formal deal has been struck yet, and Republican leaders and the Clinton administration are still haggling over a few crucial issues. But both sides now say they finally expect to reach an agreement after lawmakers resume work on unfinished spending bills next week. And at the Education Department, which has been fighting for its life as well as its budget for the past year, officials are starting to show signs of relief.

"All in all, this won't turn out to be a budget that we'll write home about, but it's looking so much better now than it was before," said Undersecretary of Education Marshall S. Smith. "Many of our programs are in striking distance to the funding levels that they had in 1995. We're guardedly optimistic."

That has hardly been the mood at the department ever since Republicans gained power in Congress last year and began swinging an ax toward many of its programs. But education officials have managed to stave off one threat after another, even though most of the department has had to stay afloat since the start of the fiscal year at about 75 percent of full funding. The Education Department is one of nine departments and 38 agencies whose funding for fiscal 1996 has yet to be finalized and continues to run under an inter-

im spending measure that runs out April 24.

For a while there was talk of killing the entire department, but that has been shelved. There were Republican proposals to scale back federal spending on college student aid, but much of that money has been restored. In recent weeks, both sides even have begun lurching to a compromise on some of the most contentious budget cuts.

Smith said that Title I, a \$7.2 billion federal program to give academic aid to schools with large numbers of poor children, will likely be preserved at the same level of funding that it had last year. The administration wanted much more money for it, but Republicans had proposed more than \$1 billion in cuts.

Hundreds of needy school districts that rely on Title I each year have been hostage to the budget impasse in Congress since last fall, and thousands of classroom jobs have been in jeopardy. A state such as California stood to lose more than \$130 million in school aid, education department officials said.

Meanwhile, the department also may scrape by with relatively minor cuts to Goals 2000, its high-profile, \$372 million grant program to help states improve classroom standards. Some Republicans, arguing that it could become another big-government annoyance to states, wanted all of Goals 2000 cut. The same is true for the department's \$466 million Safe and Drug-Free School Program, which also sends grants to schools. Instead of getting eliminated, or cut in half as some Republicans had proposed, now it may lose only about \$60 million.

Yet one last, serious sticking point remains in deliberations over the education budget: the future of direct lending.

That initiative, run by the Education Department, now allows students at about 1,300 colleges to get loans directly from the federal government instead of using banks or loan agencies. The Clinton administration contends direct lending is a much cheaper and more efficient way to manage student loans. It wants every college and university in the nation to have the opportunity to participate in it; right now, only about 40 percent of them can. But many Republicans want direct lending scaled back, saying they doubt the department is competent enough to manage it. Both sides are battling over a compromise and say if one isn't reached, it could jeopardize final passage of the appropriations bill that funds not only education but the Departments of Labor and Health and Human Services.

With the exhausting battle over education spending winding down, both sides, of course, are also busy claiming victory.

Education Department officials say Republicans have been forced to restore many of their proposed cuts because they feared voter backlash. "They've seen the polls," Smith said, "and they've come a long, long distance from where they were. The public wants education to be a top priority. They don't want cuts in this area."

But some Republicans say the administration's rhetoric—not public opinion—during the education debate left them with little choice politically. "There's no question the White House and the Democrats have demagogued this issue to death," said Cheri Jacobus, a spokeswoman for the House Economic and Educational Opportunities Committee. "When it comes to some programs, like Title I, they won't even acknowledge the problems their own people have reported with it. It has just been, 'Give us more money.'"

Other Republicans, however, insisted that they are winning the budget battle on education because they have stopped virtually every increase the administration sought, and cut many other federal education programs whose value they consider dubious.

"It's a huge victory even to hold the line on this kind of spending," said Elizabeth Morra, a spokeswoman for the House Appropriations Committee.

Dole Lays Out Conservative Vision, Criticizes 'Touchy-Feely' Liberals

By Dan Balz
Washington Post Staff Writer

HERSHEY, Pa., April 10—Senate Majority Leader Robert J. Dole (R-Kan.) outlined a conservative governing agenda here tonight and assailed critics who claim he has no vision as "touchy-feely" liberals and members of the news media who only want to spend money on more government programs.

"I'm asked a lot about what's Bob Dole's vision for America," the presumptive Republican presidential nominee said.

"Well it's not that hard for me, but it is for some of these liberals and the media. They want some touchy-feely thing. They want to

spend more money, that's vision. If you want to spend another billion, boy, that's vision."

Dole said his views were old-fashioned and straightforward.

"I want to make America better," he said. "I want people to find jobs. I want poor people to find good-paying jobs to get off welfare. . . . What could be better than to have more jobs created in this state where the unemployment rolls shrink and shrink and shrink? What would be better than to have the American Legion and VFW out of business because we didn't have conflicts because we had peace around the world because we had strong leadership?"

Speaking to a pro-business audience in a

state he said would be crucial in his hopes of unseating President Clinton in the fall, Dole promised to fight for tax cuts for families with children while balancing the budget and pledged to appoint conservative judges to the federal court.

Dole's speech, although short on specifics, offered a preview of what are likely to be the main themes of his campaign against Clinton. Dole told his audience that, unlike some politicians, he intends to govern on the same issues on which he campaigns—a veiled criticism of the president, whom he said had promised tax cuts and delivered a tax increase.

Dole said Clinton's 1993 tax increase had

damaged the American economy and, citing an unnamed study, claimed that the higher taxes had resulted in the loss of 1 million jobs, had reduced economic output by \$200 billion and lowered wages by \$111 billion.

Nelson Warfield, Dole's campaign spokesman, said Dole was previewing the results of a Heritage Foundation study that has not yet been released.

Dole also accused Clinton of settling for slow growth in the economy, despite criticizing then-President George Bush for a weak economy in the 1992 campaign.

America "can do better" than to have two-parent families working "from dawn to dusk"

to make ends meet and to have single-parent families struggling to pay the bills, Dole said. "We've got to listen," he said. "We've got to act."

Dole said the best way to help struggling families would be to enact the \$500 per child family tax credit that Republicans have advocated throughout the 104th Congress.

Dole's quick trip to Pennsylvania marked the beginning of four days of campaigning that will take him to Texas and Iowa for fund-raising events.

He will return to Pennsylvania early next week for another day of campaigning in advance of the state's Republican primary on Tuesday.

FBI Finds Timber Industry Names in Cabin

The FBI has contacted individuals and organizations associated with the timber industry and warned them that information about their groups had been uncovered in the hand-built Montana cabin of Unabomber suspect Theodore J. Kaczynski.

David Ford, Independent Forest Products Association president, and James Geisinger, Northwest Forestry Association chief, both of Portland, Ore., were among those contacted.

"They [the FBI] didn't say it was in a list, in his writings or give any description of how it was found. I don't know

why they contacted me other than it was a courtesy call," Ford said yesterday. The FBI urged his office to be cautious of packages and indicated that they thought they had apprehended the man responsible for a series of bombings beginning in 1978.

Ford said information indicated he was an official the "Western Forest Industries Association." About a year ago, the group renamed itself the Independent Forest Products Association.

Gilbert P. Murray, president of the California Forestry Association, was killed last year with a bomb that was in-

tended for William Dennison. Dennison, to whom the mail bomb that killed Murray was addressed, had left the position about a year earlier. Authorities have been investigating whether Kaczynski had consulted an out of date directory of associations in the Lincoln, Mont., library.

"It's chilling to think that there is an individual out there who is contemplating individuals' fates," Ford said, indicating that he had talked with Geisinger, who told him he too had been contacted by the FBI.

—Pierre Thomas

THE WASHINGTON POST
THURSDAY, APRIL 11, 1996

FINAL

Training program for youths may end Pentagon funding could be yanked

By Daniel Taub
Daily News Staff Writer

A year ago, Porter Middle School student Rashad Pearson was failing his history class and getting into fights with some of his classmates, his mother said.

Now the North Hills 13-year-old has an easier time making friends and is getting a B in history.

Rashad and his mother, Patricia, credit the turnaround to his five-week stay at Angel Gate Academy, a boot camp-style training camp in San Luis Obispo run by the National Guard with the Los Angeles Unified School District.

Angel Gate Academy is a recent addition to the seven-part Student Training Enhancement Program, which provides funding from the Defense Department's budget for a variety of youth education, training and recreation programs.

The federally funded program is now threatened by budget cuts, however. A House appropriations subcommittee has recommended against extending funding for the \$10 million-a-year program beyond July 31.

"This Congress was not amenable to doing any youth programs through the Defense

Department," said Peggy Barber, legislation analyst for the LAUSD. "There's a different attitude in Washington now."

Unless alternate funding is found, STEP programs operated in this area — including Angel Gate Academy, a camp run by the National Guard, and Student Training and Redevelopment, a program that trains continuation school students in math and science — could shut down at the end of the year.

Officials with the LAUSD, which refers students to the programs, said the services are valuable for troubled youths.

Joy Brittain, a science teacher at Delevan Drive Science Center in Eagle Rock, one of the two STAR sites, said the experiments she assigns to the continuation school students get through to them better than textbooks and research projects.

"I think there's a real increased sense of self-esteem that they're able to accomplish something," Brittain said, noting that the projects shrink the students' fear of math and science.

Miriam Gonzales, a 10th-grader at Earhart Continuation School, said the program helped her in her science classes at school.

"I understand science more



Bob Harverson/Daily News

Science students — from left, Marcella Sandoval, Miriam Gonzalez and Ken Hume — learn ways to separate salt, sand and iron filings after mixing them.

now than before," the 17-year-old said.

Another STEP program that is scheduled to be eliminated at the end of July is Pioneer 2000, a day-trip program that takes elementary, middle and high school students to sites rich in science or math, such as the Jet Propulsion Laboratory, the California Institute of Technology, tide pools and military bases.

Barber said she has not given up on finding alternate funding for STEP's programs.

"We're looking at state funds; we're looking at other areas within federal funding, other places where we can tie into other district funding. We don't have any commitments, but we



Teachers Joy Brittain, left, and Jay Christensen help science students. Brittain sees a rise in "self-esteem."

haven't given up, either," Barber said.

"It's difficult to find a \$10

million pot like we got through Congress, but we may be able to get bits and pieces of it," she said.

ATTN: LUIS
FROM: MIRIAM

T.O. STAR

4-9-96

Basic school takes off

By Marko Thompson
Staff writer

It's the myth that plagues all back-to-basics schools:

That everything is done with military precision. That kids sit up a little straighter. That they spend hours writing out the multiplication table on the blackboard.

But take a walk through Simi Valley's Hollow Hills Fundamental School, one of four basics schools in Ventura County. There are no drills run by ruler-wielding teachers. There are no uniforms.

What sets the basics school apart from the rest, what gives it a sense of old-fashioned American values, is much more subtle. It's the parents manning the computer lab and running the library. It's the kids, dressed in sturdy shoes and jeans free of holes, lining up quickly and quietly after recess and raising their hands before speaking out in class.

These are simple things — things that happen at many other schools. Yet, teachers and parents say there's something about setting it all down

Students and parents are taking to a growing number of classrooms where dress codes, homework and good behavior are all part of the contract.

HOW IT STARTED

Successful in Simi Valley and Camarillo, the basics school is coming to Ventura in the fall.

Back-to-basics emerged here in 1978 after passage of the state Dunlap Bill, which allowed districts to set up alternative schools. Parents advocating a return to basics believed schools had become too relaxed in teaching methods, discipline and attire.

Four basics schools have since opened. Their approach emphasizes basic math, reading and writing. For the fifth, Will Rogers School in Ventura, the only hurdle remaining is whether to go with uniforms or a stricter dress code than it now has.

on paper that makes it work.

"It's a like-mindedness with other parents," said Jenny Fuller, whose three children attend Hollow Hills. "And then we bring it to our kids."

Popular in both Simi Valley and Camarillo, the basics school is coming to Ventura in the fall. Planned for Will Rogers School, it has been several years in the making.

Vouchers Send a Message

Back-to-basics in Ventura was not born out of a parental uprising. Instead, it came from Joseph Spirito, superintendent of the Ventura Unified School District, who grew concerned with the lack of confidence in public schools that the 1993 school vouchers initiative seemed to represent.

The initiative to provide parents with taxpayer-funded vouchers for private schools failed at the polls. But Spirito believed the message was clear. In January 1994 he unveiled his vision of a school with a strict dress code, daily

Please see **BASICS** on A5

BASICS: Students return to fundamentals of education with

Continued from A1

homework, and a set number of volunteer hours for parents.

At first, the idea was to turn one of the 17 elementary campuses into a magnet school. But surveys showed there wasn't enough support for the basics program at any one campus.

District officials then moved to a back-up plan to convert the tiny adult education campus across the field from Will Rogers School. Under that plan, the basics students would share the Will Rogers playground, cafeteria, and other common areas.

That plan too soon changed. Jose Montano, principal at Will Rogers, wasn't sure he liked the school-within-a-school idea, where children operated under two sets of rules. Earlier this year, parents were told the entire school would go basics.

Will Rogers still would be a neighborhood school, and the extra rooms on the adult education campus would allow parents throughout the district to apply for a spot.

So far, no parents have asked to transfer their children out of the school, Montano said. Parent Jennifer Cox said that's because the basics school doesn't sound any different from what's supposed to happen at a traditional school.

"If that's what back-to-basics is, then what have they been doing?" asked Cox, also the PTA president.

The last hurdle, parents and administrators say, is deciding whether to go with uniforms or a stricter dress code. In Montano's office is a sample uniform — a polo shirt with the Will Rogers logo. But parents are split on the issue.

"The uniforms will be the only thing you'll really see anybody obligated to," Cox said.

The Wake-Up Call

In Ventura County, back-to-basics emerged in 1976 after passage of the state Dunlap Bill, which allowed districts to set up

basics school at El Rancho in 1988.

Simi Valley got started in the early 1980s. The valley was just coming off its growth explosion, and the parents who moved in demanded better academics, better behavior and better values, she called Susan Parks, deputy superintendent of the Simi Valley Unified School District.

The district agreed to open one school in the fall of 1982. But the parent response was so huge, the district decided to open two — at Vista and at Hollow Hills.

"The fundamental schools were sort of a wake-up call," said Parks, an elementary school principal at the time. "If you were at a school where one-third of the parents wanted out ... you had to ask some questions."

The Quest for Success

In a Hollow Hills second-grade class, the students crowded around teacher Dayle Gillick as she slipped a thermometer into a mug filled with coffee for an experiment on heat. As the mercury shot up, she asked the kids how hot the coffee was.

The kids took turns checking the thermometer, and only answered questions when called on or after raising their hands.

For Gillick, it's the attentiveness, the good behavior that makes the difference. The curriculum is the same as at other Simi schools. But because the rules that govern behavior and dress are enforced, she said she can concentrate on being a teacher.

"There are fewer distractions," said Gillick, who came to Hollow Hills when it switched to the basics format in 1982.

That, some say, has led to the school's success.

Like Los Primeros and Vista, Hollow Hills tended to perform at or near the top of their districts on state assessment tests. (El Rancho showed improvement after switching to the basics format.)

tests say helps school performance. But in terms of students' abilities they spread across the usual range, they said.

It's also rare to find students or parents who refuse to abide by the rules, set out in a contract and signed by both, said Leslie Frank, principal at Hollow Hills. Only two children in the past four years have been placed on probation, where their performance is monitored more closely by the teacher and the parents, she said. Decisions to leave the school are mutual, Frank said.

"For some families and some students, the fundamental school is not the best choice," Frank said. "There are other programs in the district."

That doesn't mean students never test the rules, particularly when it comes to the dress code. Some of the sixth-grade girls have been trying to sneak through the day with makeup, crop tops and mini-skirts, some students said.

Just chalk it up to growing pains. Sixth-grader Jaime Cross quickly rattled off the dreaded dress code, which includes a ban on open-toed shoes, dangling earrings, and skirts more than three inches above the knee.

"I can't wait to go to junior high," she sighed.

Despite the tiff over the dress code, Jaime was quick to point out the things she likes about the campus, like dressing up in the school's green and gold colors for spirit day. Overall, students said it's pretty easy to follow the main rules — called the "Big Five" — which bar such things as running in the halls and interrupting others when they're speaking.

"You get rewards for following the rules," said Kelly Fuller, a sixth-grader.

The Homework Habit

When Jenny Fuller was shopping for schools for Kelly seven years ago, friends told her to check out Hollow Hills. On a visit, she saw parents helping out in the

parents' help

alternative schools. Parents advocating a return to basics felt schools had become too lax: teaching methods, discipline and modest attire had gone out the window.

Two groups of Camarillo parents jumped on the opportunity provided by the Dunlap Bill and backed two kinds of alternative schools. Both got their wish.

Parents looking for a freer, more creative atmosphere where children worked at their own pace got Bedford Open. Those looking for a no-frills approach that emphasized basic math, reading and writing skills got Los Primeros Structured School.

"They've both been very popular," said Shirley Carpenter, superintendent of the Pleasant Valley School District and former Los Primeros principal. "People like choices."

The district opened its second

Like the others, Hollow Hills also starts off every year with a long waiting list.

Critics claim the basics schools can't lose because they draw the cream of the crop. Administrators and teachers disagree. Parents at the basics schools do tend to be highly involved, something educa-

classroom. She liked the idea of daily homework and a policy that made kids redo work that wasn't up to par.

So it was a happy day when Kelly got in.

"We got in on the day before school started," Fuller recalled. "We were way down on the wait-

Since then, Kelly has been joined by Kristi, a fourth-grader, and Casey, a first-grader. Every day, when the scout meetings and the piano lessons are over, they get down to work.

Casey sits at the kitchen table with Mom, while Kelly and Kristi either disappear to their rooms or race to the computer. All three have about an hour's worth of homework; Kelly sometimes has as much as three.

Fuller signs their homework sheets when they're finished.

"The homework habit is really important for when they get on in school," she said.

Fuller said she's heard from other parents that the kids from the basics schools are more than prepared for junior high. Homework is no problem. Skills like outlining already have been mastered and don't need to be repeated, she said.

The only sad thing about sending Kelly off to junior high next year is that the basics philosophy won't go with her.

"That's why parents want a fundamental junior high," Fuller said.

1ST STORY of Level 1 printed in FULL format.

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Los Angeles Times

February 23, 1996, Friday, Home Edition

SECTION: Part A; Page 1; Metro Desk

LENGTH: 1394 words

HEADLINE: STRAY BULLET HITS TEACHER IN FRONT OF 5TH-GRADERS;
VIOLENCE: POPULAR INSTRUCTOR AT FIGUEROA STREET SCHOOL IS IN CRITICAL CONDITION.
NO STUDENTS ARE HURT.

BYLINE: By PATRICK J. McDONNELL and PETER Y. HONG, TIMES STAFF WRITERS

BODY:

In the worst campus assault on a teacher in the history of the Los Angeles Unified School District, an errant bullet struck a fifth-grade teacher in the head Thursday as he and his students studied in the school library.

Another bullet flew into a second-floor classroom full of students at Figueroa Street Elementary School in South-Central Los Angeles but landed harmlessly in a wall.

Authorities said the shots were fired from across the street during an apparent gang-related dispute. The shots were intended for gang members, police said, but went astray and left Alfredo Perez, the teacher, as the latest inadvertent victim of Los Angeles' relentless gang warfare.

Perez, 30, was taken to Martin Luther King Jr./Drew Medical Center where he remained in critical condition after surgery, a bullet still lodged in his brain. His wife, Virginia, a second-grade teacher in Huntington Park, rushed there after hearing the news.

Late Thursday, police identified two Los Angeles gang members as suspects in the shooting.

A popular teacher respected by both his pupils and their parents, Perez was in the ground-floor library with his fifth-grade class when the bullet tore into his forehead at 8:50 a.m., shortly after school began.

Speaking to reporters later in the day, Maria Ochoa, 10, one of Perez's 23 students, said her teacher was sitting in a chair when she "heard a very loud noise like someone was hitting something very hard.

"I was very scared and I couldn't move from my desk," recounted Ochoa, who had been reading a book about rocks. "Everybody was running around and shouting."

She looked up to see Perez still in the chair, a bullet hole in his forehead and blood trickling from the wound.

Los Angeles Times, February 23, 1996

She and her classmates ran out of the room and huddled on the floor of the hallway while administrators ran to the library.

"I just don't understand why someone would try to kill him when he was such a good teacher," Ochoa said as she fought back tears. "I hope he gets better. He has to get better," she said.

"I loved him like a father," said another of Perez's students, Nancy Tejeda, 11, as she walked away from the school at Figueroa and 111th Place.

Police were seeking the public's help in finding the two suspects -- Frazier Joseph Francis, 18, who authorities say is believed to have fired the shots, and an alleged accomplice, Zerron Martinez White, 22. A team of detectives interviewed witnesses at the scene, which led authorities to the suspects' identities, police said. The handgun believed to have been used in the attack had not been recovered, officials said.

Police described the incident as follows: The assailants were on the corner across the street from the school, on foot, when they noticed a car passing, carrying someone from a rival gang. That sparked the impromptu gunfire, said LAPD Lt. John Dunkin. The errant bullets flew into the school.

"It was just happenstance," Dunkin said.

The bullet that hit the second-floor classroom shattered a window and landed in a wall, leaving the teacher and 21 social studies students unhurt.

The teacher told the students to stay calm and ordered them onto the floor, where they spent the next 20 minutes until police arrived and put them in another room, said one of the students, Blanca Torres, 10.

Hospital officials said the other bullet entered the left side of Perez's brain, crossed the midline and ended up on the right side of his brain.

"This type of injury to the brain is usually fatal or associated with severe neurological impairment," a hospital statement said.

Perez was in intensive care and placed on life-support systems.

"After three hours of surgery, it's still an hour-to-hour assessment and an hour-to-hour battle for his life," said Taghi Tirgari, Perez's neurosurgeon. "I personally didn't think he could survive this damage when I first saw him. . . . My main concern is the pressure on the brain."

Perez has taught at Figueroa since 1990 and was married a little more than a year ago. He and Virginia Perez had recently bought a house in the South Bay.

Perez -- bilingual in a school where 70% of the 785 students are Latino -- was described as charismatic by Principal Rosemary Lucente. "He's the kind of person everyone loves," she said.

Gunfire is all too familiar in the school's South-Central neighborhood, just west of the Harbor Freeway. As in so many other parts of Los Angeles, the neatly clipped lawns and palm trees of nearby residential streets paint a deceptively serene picture. According to police, 13 shootings have been reported in the area

Los Angeles Times, February 23, 1996

since November, none fatal.

"The neighborhood is gang-infested," said Delaine Webb as she picked up her two children from the school Thursday morning. "There's shooting all the time. The kids here are used to it and that's really sad."

One afternoon last year, students and parents said, a man started wildly firing a gun less than a block north of the school. Students were kept late and Lucente said the administration started talking of having bulletproof windows installed.

Thursday's incident renewed interest in that measure. A spokeswoman for Mayor Richard Riordan said the mayor has talked to school district officials about approving the request but is not looking to place bulletproof glass in every school.

Until this week, the elementary school had escaped the violence of its surroundings. The 73-year-old beige stucco building was viewed as a peaceful island of learning and promise in the neighborhood of African Americans and Latino immigrants.

"For us this school is the most important thing," said Rafaelea Verdin as she arrived to pick up her two children. "This is a very good school. I think the teachers are very attentive. It signifies progress for our children. . . . We were all very shocked to hear what happened this morning."

As news of the shooting spread through the neighborhood, clutches of nervous young parents stood by the police tape sealing off the school.

"There are shootings and other problems around here all the time. But not around the school," said Maria Dieguez, whose 8-year-old son Joseph is a student. "At nighttime we stay indoors. You hear the shooting. But people don't usually bother us."

Perez's students were interviewed by police after the shooting and school officials released students to parents who came for them. The district's crisis team was brought in to counsel children and teachers, but classes were continued to try to restore a sliver of normality to the day.

"Sometimes the best things for kids in a situation like this is to maintain the routine," observed Ruben Zacarias, deputy school superintendent for the district.

Marlene Wong, head of the crisis team, said her counselors talked to students about the incident and had them draw pictures of it. Many of the children also made cards to send to Perez's family.

School officials, attempting to reassure shaken parents that their children's classrooms were safe, distributed a bilingual message about the shooting: "While this random, senseless act of violence in our neighborhood has resulted in a deplorable, frightening and tragic situation for our school . . . Figueroa Street Elementary is still a safe place for your children to be."

Some parents clearly needed reassurance.

Los Angeles Times, February 23, 1996

"I feel like it could have been my child," said the mother of a first-grader. "I feel kids should be safe in school. But now my child is more safe at home than at school," said the woman, who declined to give her name.

Monroe Ratliff, whose 7-year-old granddaughter, Carlisa, goes to Figueroa, said he was terrified when he heard of the shooting. "I was scared and shaking until I saw that beautiful little girl's face," said Ratliff as he stood outside of his house just west of the school.

"I just don't know what's happening around here when people start shooting into schools," he said. "I just don't understand it. We all need to get together and stop this kind of stuff."

Anyone with information about the suspects' whereabouts is asked to call the LAPD's South Bureau homicide division at (213) 237-1310. All information will be kept confidential.

Times staff writers Bettina Boxall, Richard Lee Colvin, Miles Corwin, Emi Endo, Amy Pyle and Paul Johnson and correspondents Michael Krikorian, Tracy Johnson and John Cox contributed to this story.

GRAPHIC: Photo, Sharon McKibben comforts Grace Vega as school employees leave building where teacher was shot. ; Photo, Daisy Mesa, 7, left, waits Thursday outside Figueroa Street School after shooting. At right, Evelyn Burns picks up her son Christopher, 6. CAROLYN COLE / Los Angeles Times; Photo, Suspects Frazier Joseph Francis, left, and Zerron Martez White.

LANGUAGE: ENGLISH

LOAD-DATE: February 23, 1996

Teacher Dedicated to Aiding Urban Youths, Friends Say

By AMY PYLE
and RICHARD LEE COLVIN
TIMES EDUCATION WRITERS

The stray bullet that shattered the morning calm of an elementary school library on Thursday morning cut down a bright young teacher whose career was beginning to take off, someone who considered work in the inner city his mission.

Bilingual, hard-working and athletic, Alfredo Perez, 30, had spent the past two years in a flurry of activity: marrying his college sweetheart, buying his first house

and studying to be a school principal.

"He wanted to run his own school . . . make a difference for the children," said Frank Sanchez, a colleague and close friend at Figueroa Street Elementary School.

But as the fifth-grade teacher clung to life Thursday after a bullet sliced through his brain, the tragedy embodied the greatest fear of many Los Angeles public school teachers—the threat of random violence.

More than fears of the familiar—

Please see PEREZ, A22

LA TIMES

2-23-96

CRIME

A1 1of2

Continued from A1

the irate parent, the pistol-packing student, the possibility of student riots—it is the idea of the errant bullet whistling through their window or the attacker walking through their door that truly terrifies them.

"The thing that always scared me was not the bullet with my name on it. It was one of those to-whom-it-may-concerns," said Tom Marshall, an auto mechanics teacher at Marshall High who previously worked at Locke High School in South-Central Los Angeles.

Although most teachers and school administrators were quick to point out that the shooting could have happened anywhere, they also acknowledged that those who teach in rougher neighborhoods feel more vulnerable.

"When we heard the news, there were the immediate tears and then the shock," said Matthew Horowitz, a first-grade teacher who works with Perez's wife at Walnut Park School in Huntington Park. "Then at lunch, teachers began saying, 'Are we safe? Could it happen to anyone?'"

To some teachers, taking a job at an urban school is combat duty that sometimes brings combat pay—a bilingual stipend, a bonus or after-school tutoring or counseling duties.

On the job, they quickly map out escape routes: a closet to hide in, a back exit to slip through, a desk to live under. They come to school later and leave before dark. They teach their students to duck and cover at the sound of gunfire.

The clearest distinction between the safe schools and the unsafe schools, teachers say, is whether the classroom doors are locked or not.

Horowitz said Perez's wife, Virginia, was called out of her second-grade classroom Thursday morning and then rushed to the hospital while a teacher on vacation came in to take her place.

Colleagues' descriptions of Virginia Perez closely matched those of her husband: energetic, committed, hard-working.

"They were very level-headed people," said Horowitz. After meeting while students at UCLA, they waited to get married until October 1994, when they both had secure teaching jobs. Several months ago they bought a house with a picket fence in a gated community on the border of Torrance and Harbor City.

Alfredo Perez had not sought to add danger to the demands of the teaching profession when he joined



Fifth-grade teacher Alfredo Perez was in school library when shot.

the Los Angeles Unified School District five years ago. But neither did he shy away, according to Sanchez, who had talked to Perez just moments before the shooting.

The inner city is where the jobs are, especially for bilingual teachers like Perez and his wife, who use their Spanish with the burgeoning population of new Latino immigrants.

The son of Mexican immigrants, Perez grew up in Oxnard and had come to urban Los Angeles with the hopes of giving his students better opportunities, Sanchez said.

"He wanted to work in urban schools to show children anything is possible," Sanchez said, adding that Perez pushed his students to excel, filling his classroom with charts documenting their achievements.

"We never felt we were in danger here," Sanchez said. "Our campus is a very safe campus."

In fact, the relative safety of school campuses is what makes the shooting so frightening, said teachers union President Helen Bernstein.

"He could've been sitting on a bus bench, in a coffee shop, in his own home," Bernstein said. "But there's something more horrifying about it happening at a school. We grow up thinking these places are bulletproof, that they are safe havens, and that is not true anymore."

No teacher has ever been killed on the job in the Los Angeles school district, although 10 were assaulted with deadly weapons last year and 15 the year before.

Nationwide there were 12 violent deaths of teachers or school

staff members during the 1992 and 1993 school years, according to the national Centers for Disease Control and Prevention.

Across the nation, teachers are becoming more militant about their safety, demanding protection from habitually disruptive or threatening students and abusive parents. Fran Cook, a Spanish teacher in Alexandria, Ky., won a court judgment of \$33,000 last fall against an 18-year-old student who she charged had repeatedly taunted and threatened her.

One in 11 teachers nationwide report that they have been attacked, 95% of them by students, according to a 1994 report by a group called Coalition for America's Children, and nearly a third of teachers, according to a 1987 federal survey, said they had considered leaving the profession because of fears of violence and intimidation.

In response to such fears, several states, including New York, New Mexico and Indiana, have made assaulting a teacher an automatic felony.

Karen Russell, who teaches science to seventh- and eighth-graders at Warner Middle School in Westminster, knows the singular horror of standing among a group of students in a classroom when it suddenly comes under attack from gunfire.

In 1990, a shootout among gang members left the wall outside her classroom pocked with bullets, inches from the windows. The students reacted as they had been taught, diving to the floor, and were shaken but not injured.

To guard against future attacks, the school district built a 10-foot-high stone barricade along that side of the campus, and local police agencies and apartment building owners mounted a crime cleanup effort.

At Figueroa Street School, plans are in the works to install bullet-proof glass.

Yet there is a downside to turning schools into fortresses, said Crystal Gips, associate dean of the School of Education at Cal State Northridge.

"A successful school really requires a participating community around it and . . . if we keep the community out that doesn't happen," she said.

And even more worrisome is the chilling effect Thursday's shooting could have on those studying to be teachers. Gips said, "I would hate to have large numbers of people discouraged from entering what I think is a very important role in society."

*First
Draft*

**MEDIA ADVISORY
APRIL 10, 1996**

**CONTACT: CHRIS NORMAN
(213) 848-3700**

**FIRST LADY HILLARY CLINTON TO JOIN CALIFORNIA DEMOCRATS AT
ANNUAL STATE CONVENTION IN CELEBRATING AMERICA'S YOUTH**

LOS ANGELES -- First Lady Hillary Rodham Clinton will headline the California Democratic State Convention this weekend at the Bonaventure Hotel in Los Angeles. With it's theme "Education: Investing in our Future", the convention will focus on the Democratic effort to improve education in California and across the U.S.

To demonstrate the Democratic commitment to learning, all convention participants will donate a children's book at this weekend's session. The California Democratic Party will oversee the distribution of the literature to school libraries statewide.

Scheduled guest speakers this weekend include Senators Diane Feinstein and Barbara Boxer, State Party Chair Art Torres, Assemblymember Richard Katz, San Francisco Mayor Willie Brown and other democratic state leaders.

The 1996 California convention will be the first ever to be available on-line on the internet, allowing access to party supporters worldwide as to the convention's discussions, speeches and events. The website address is <http://www.ca-democratic-party.org>.

Closing this weekend's session will be a memorial tribute in honor of the late Secretary of Commerce Ron Brown headed by Rabbi...

All reporters planning to cover this event, especially the First Lady's address are **REQUIRED** to be **credentialed** prior to the event. To arrange this please contact Chris Norman at (213) 848-3700 by 9:00 a.m. Friday, April 12.

WHAT: California Democratic State Convention
Education: Investing in our Future

WHERE: Los Angeles Bonaventure Hotel
404 S. Figueroa Street, California Ballroom
Downtown Los Angeles

WHEN: Friday, April 12 through Sunday, April 14

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**CALIFORNIA DEMOCRATIC PARTY**

BILL PRESS, Chair

Date: April 2, 1996

To: All Political Reporters & Editors

From: Dario Frommer & Chris Norman
Convention Press Directors
(213) 848-3700

Scott Siden
Pre-Convention Press Coordinator
(916) 443-3855

Re: Annual Convention update

With the close of the primary election season, the California Democratic Party now turns to focus on its annual convention, April 12-14, 1996, at the Westin Bonaventure Hotel in Los Angeles. This year's theme is "Education: Investing in Our Future," and sessions will focus on education in California and around the nation. The convention will also be presented on-line for the first time, allowing interested parties around the world to access the convention's discussions and speeches on the internet.

Highlighting this year's convention will be the appearance of First Lady Hillary Rodham Clinton, scheduled to speak before the convention's 3000 delegates, Democratic activists, and special guests during Saturday morning's General Session, which begins at 8:45 a.m.

Other speakers who will appear over the course of the convention include US Senators Barbara Boxer and Dianne Feinstein, California Congressional Dean George Brown, Democratic National Committee Vice Chair and US Representative Robert Matsui, US Representative Maxine Waters, Deputy Secretary of the Interior John Garamendi, Lieutenant Governor Gray Davis, State Controller Kathleen Connell, State Senate President pro Tempore Bill Lockyer, State Assembly Democratic Floor Leader Richard Katz, San Francisco Mayor Willie L. Brown, Jr., former California State Treasurer Kathleen Brown, and Democratic National Committee Chair Don Fowler. For a complete agenda, please enclose your fax number on a request faxed to (916) 443-1838.

There will be an opportunity for media representatives to interview many of the dignitaries in attendance at the conference. However, all press representatives must be credentialed by the Convention Press Office prior to requests for interviews.

On Friday, April 12, California Democratic Party Acting Chair Art Torres will lead a press briefing on the convention from 1:00 p.m. to 2:00 p.m. at the Bonaventure Hotel. The briefing will describe the events at the convention, who will be attending and when, what is expected to happen, and instructions for requesting interviews with attending dignitaries.

Enclosed with this release is a copy of the latest convention agenda and an application form to apply for press credentials. **PLEASE NOTE:** all press representatives **MUST** have a press credential to access the general session room where the First Lady will be speaking. To receive a credential, complete the enclosed application and fax it back to the Pro-Convention Press Office at (916) 443-1838. Pick up your credential at the Press Office at the Bonaventure Hotel (see below for hours) by showing your valid Press ID.

Hours for the Press Credentials Office at the Bonaventure are as follows:

Friday, April 12	11:00 am - 8:00 pm
Saturday, April 13	6:00 am - 12:00 noon
Sunday, April 14	8:00 am - 10:00 am

**** FOR REPORTERS COVERING THE FIRST LADY'S SATURDAY MORNING ADDRESS TO THE GENERAL ASSEMBLY, PLEASE NOTE:**

- A letter from each editorial department confirming which political reporter will be covering the First Lady needs to be submitted to me (mail, fax, or bring when registering in Los Angeles) to be kept on file.
- All camera crews need to be prepared to set up between 6:00 a.m. and 7:00 a.m. on Saturday morning to accommodate the Secret Service. The Ballroom will be cleared of all personnel from 7:00 a.m. to 8:00 a.m. for the Secret Service sweep. Doors will reopen at 8:00 a.m.
- Television stations who will have talent present to cover the First Lady's speech (as well as still cameras) need to respond ASAP in order to assure riser space (Space on the riser will be assigned randomly and available for review Friday afternoon, April 12, in the press room).
- Space and mult access will be available for all radio and print reporters in the press area on the convention floor.

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TENTATIVE AGENDA - AS OF 4/7/96**California Democratic Party Convention
Victory '96****Los Angeles, April 12 - 14, 1996
Westin Bonaventure Hotel**

Please carefully review all
future correspondence as this
agenda may change.

Friday, April 12, 1996

Noon - 4:00PM	New Candidates Briefing
3:00PM - 9:00PM	Registration
3:30PM - 4:30PM	Rules Committee
4:00PM - 5:30PM	Credentiale Committee
4:30PM - 6:00PM	Women's Caucus Reception California Democratic Council
6:00PM - 7:30PM	Caucus Meetings: Arab-American Asian/Pacific Islander Disabilities Rainbow Rural College Democrats
7:30PM - 9:00PM	Environmental Caucus Labor Caucus CALDIN/Computer Club California Young Democrats
9:00PM 10:30PM	Caucus Meetings: African-American Business/Professional Chicano / Latino Children's Filipino-American Lesbian/Gay Senior
9:30PM - 11:00PM	Platform Committee
11:00PM	Hospitality Suites, including: California Young Democrats

TENTATIVE AGENDA - 4/7/96- CONT. (P 2 OF 3)**Saturday, April 13, 1996**

7:00AM - 1:30PM Registration**7:15AM - 8:15AM Breakfast**

8:30AM - Noon General Session w/Opening Ceremonies
Special guest speaker, First Lady Hillary Rodham Clinton
Other speakers include:
U.S. Senator Dianne Feinstein
U.S. Senator Barbara Boxer
Lt. Governor Gray Davis
Controller Kathleen Connell
Mary Elizabeth Teasley, National Education Assoc.
State Senate President pro Tempore Bill Lockyer
Assembly Democratic Leader Richard Katz

9:00AM Filing Deadline for State Chair Election

12:00PM - 1:30PM Legislative Leadership Luncheon
Featuring:
Assembly Democratic Leader Richard Katz
State Senate President pro Tempore Bill Lockyer
California Congressional dean George Brown
DNC Vice-Chair, Congressman Robert Matsui

2:00PM - 3:30PM General Session
Speakers include:
Michael Weinstein, President, AIDS Healthcare Foundation
Mary Ann Andreas, Chair, Morongo Band of Mission Indians
Cruz Bustamante, Chair, Assembly Democratic Caucus
Lois Tinson, President, California Teacher's Association
Michael Kaufman & John Gage, organizers of "Netday '96"

3:00PM Deadline for Platform Amendments**3:30PM - 6:00PM State Chair Balloting (if contested)**

4:00PM - 5:00PM Workshops - first session
- California Coordinated Campaign - Targets (Steve Smith)
- Polling Trends
- Crowd Building / Advance
- Political Uses of the Internet (Steve Westly of Netcom)
- Presidential Year Legal Do's & Don'ts (Lance Olson)

TENTATIVE AGENDA - 4/7/96-- CONT (P3 OF 3)

5:00PM - 7:00PM Asian/Pacific Islander Caucus Fundraiser Reception
Chicano/Latino Caucus Fundraiser Reception

5:15PM - 6:15PM Workshops - second session (same workshops)

5:30PM Platform Committee

6:30PM - 7:30PM Cocktails

7:30PM Dinner
Honoring Mayor Willie L. Brown, Jr.

10:00PM Hospitality Suites, including:
The Jewish Community
California Teacher's Association
National Association of Social Workers (NASW)
Lt. Governor Gray Davis
Friends of Barbara Boxer
Cal-Nevada Indian Gaming Association
State Controller Kathleen Connell

Sunday, April 14, 1996

7:00AM - 8:00AM California Federation of County Central Committee Members

8:00AM - 9:30AM Breakfast

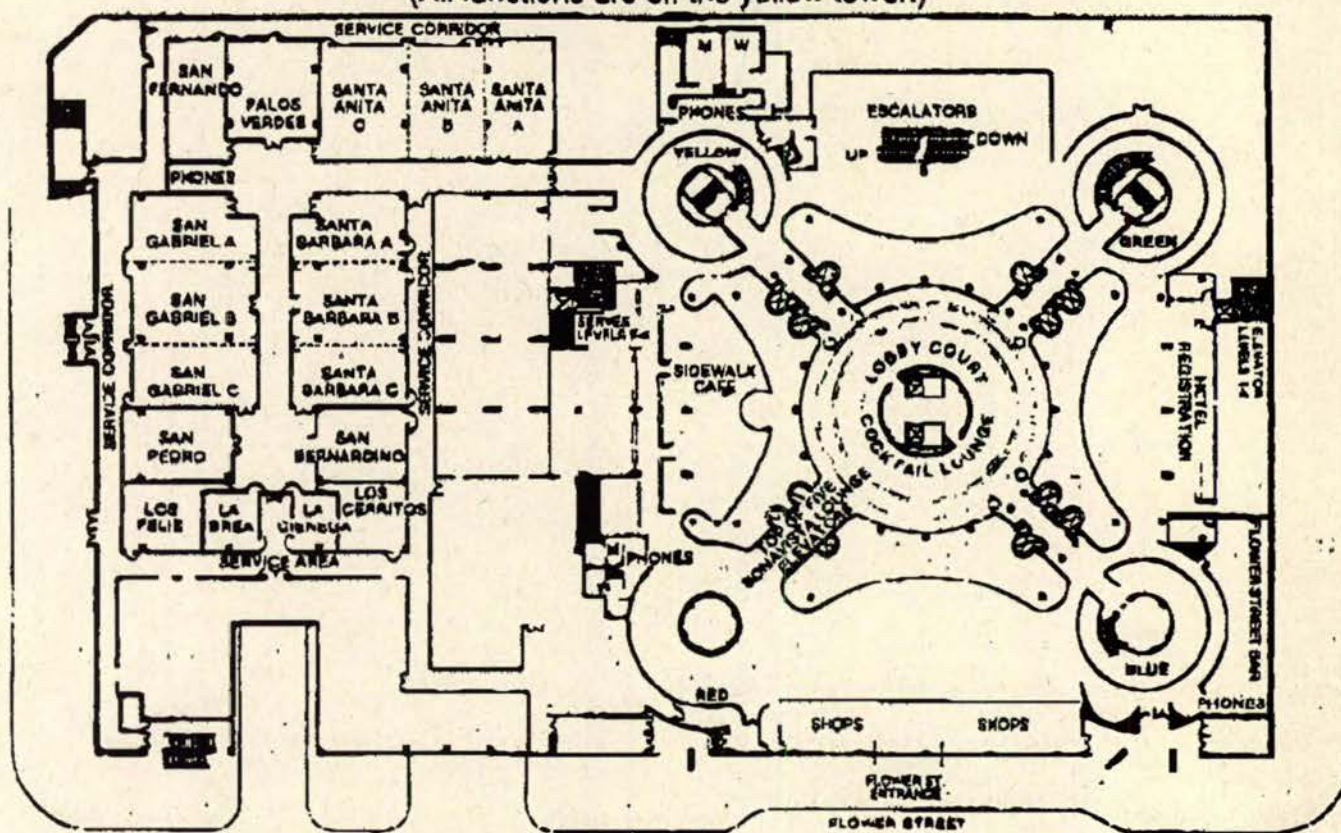
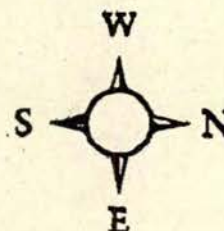
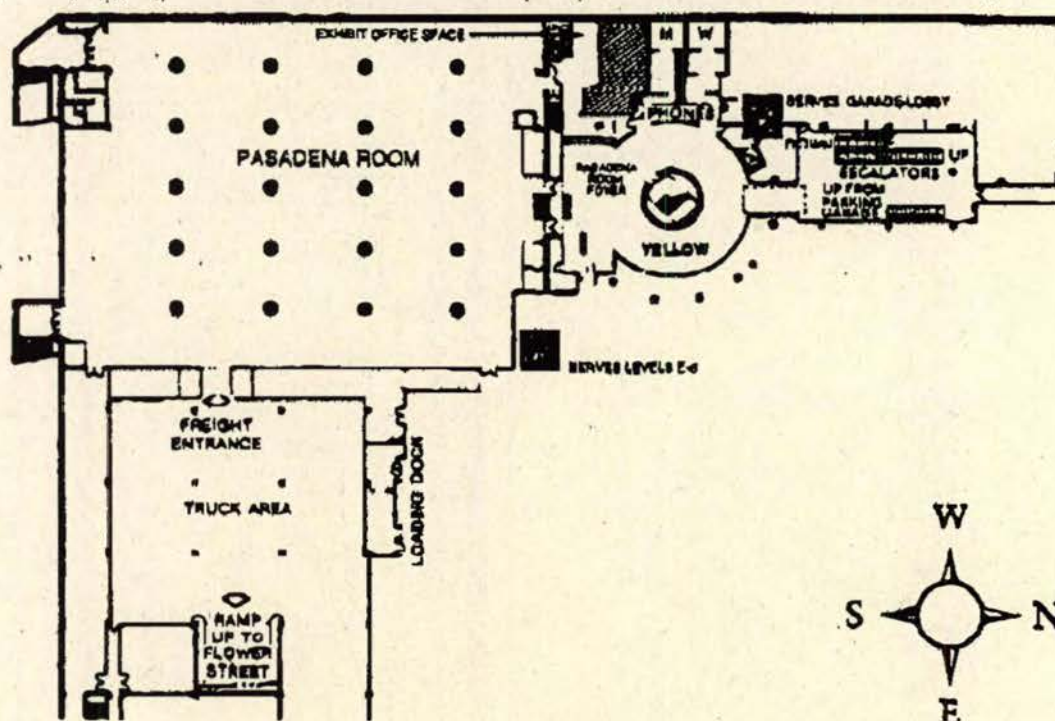
8:00AM - 10:00AM Registration

9:30AM - 1:00PM General Session. Platform Presentation/Adoption
Speakers include:
Rabbi Hler, Founder & Dean, Simon Wiesenthal Center
Congressmember Maxine Waters
DNC Chair Don Fowler
Senator Richard Polanco, Chair Legislative Latino Caucus
Jack Henning, Exec. Sec-Treasurer, CA Labor Fed., AFL-CIO

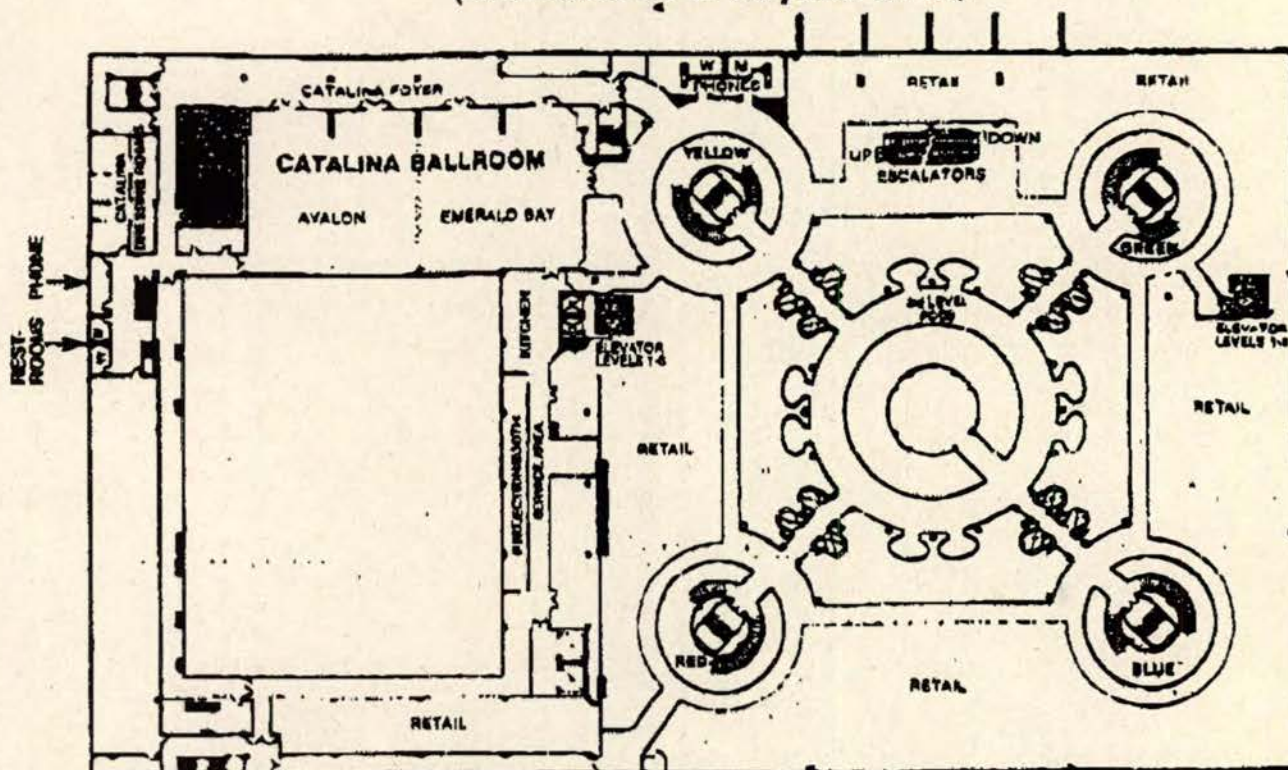
11:30AM Box Lunches available

FUNCTION ROOMS - LOBBY LEVEL

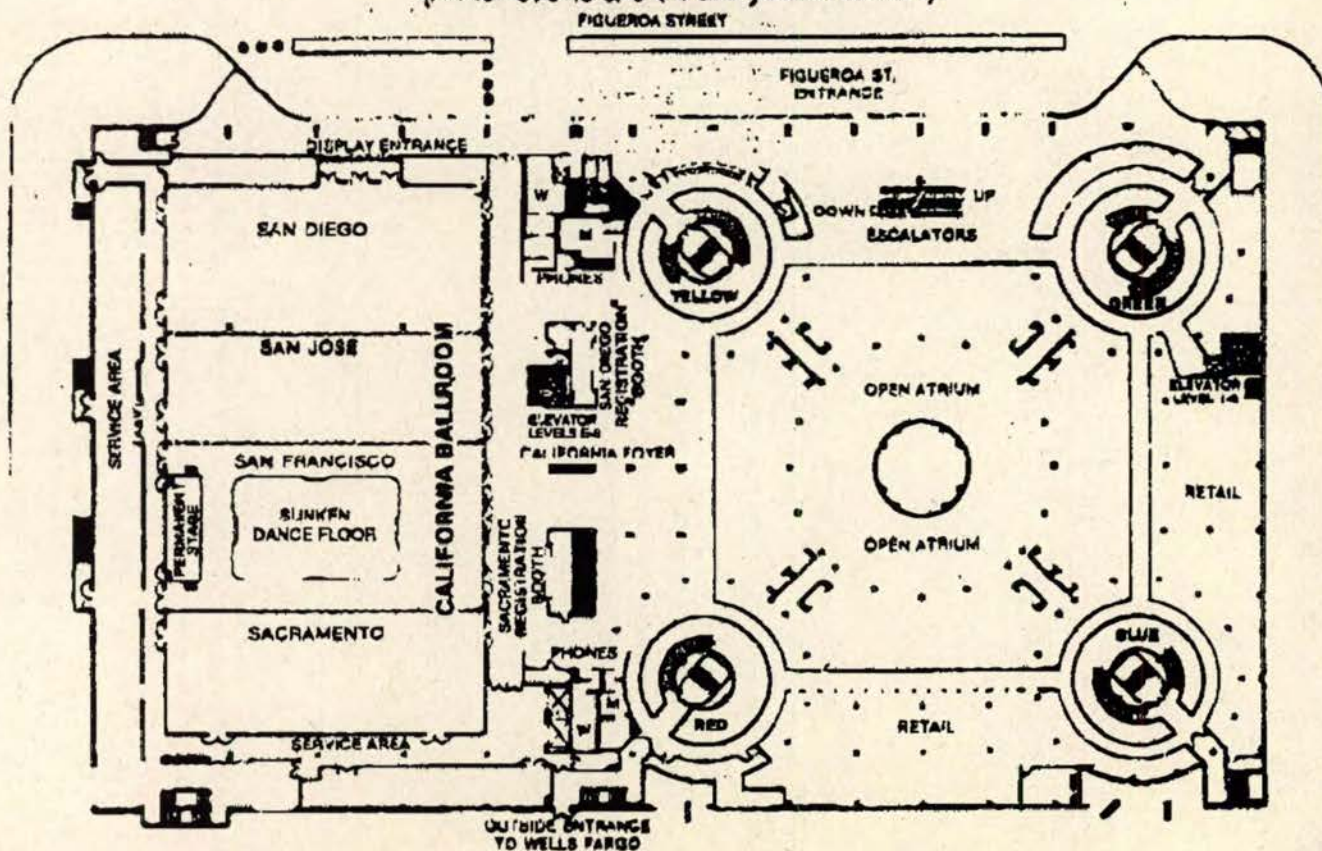
(All functions are off the yellow tower.)

**EXHIBITION HALL - ONE LEVEL BELOW LOBBY**

CATALINA BALLROOM - LEVEL 3
(All functions are off the yellow tower.)



CALIFORNIA BALLROOM - LEVEL 2
(All functions are off the yellow tower.)



CALIFORNIA COORDINATED CAMPAIGN

VICTORY '96

8425 West 3rd Street, Suite 400

Los Angeles, CA 90048

FACSIMILE COVER SHEET

(213) 653-1996 P

(213) 966-2528 F

To:

Sabrina

Of:

Phone:

Fax:

202/456-5703

From:

Luis

Note:

Please call me if you have
any questions. FYI -- the
agenda for the first lady's session
is up the advance people.

Number of Sheets to Follow:

8

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. speech	re: 1996 Campaign (3 pages)	03/05/1996	Personal Misfile

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12073

FOLDER TITLE:

HRC - California Democratic Convention (Education) 4/13/96

2017-1164-S
rc2777

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Sabrina / Lisa Muscatine
ORGANIZATION: First Lady's Office
PHONE NUMBER: 4-5708
FAX NUMBER:

FROM: Kevin Sullivan

PHONE NUMBER:

MESSAGE: FYI - California -
Wilson's tax cut proposal
defined as education vs.
a tax cut.

CONFIDENTIALITY NOTICE

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2 PAGE(S) TO FOLLOW

State Capitals

Calif. Educators Seek To Cash In on Good Times

By Drew Lindsay

The annual skirmish over California's budget has a new twist this year: The fight isn't over whose programs will get cut, but rather how to divvy up the spoils of the state's new economic prosperity.

And school officials want to make sure that education gets its cut.

After a slump that spanned the first half of the 1990s, the state economy is rebounding, giving lawmakers a rare chance to dole out surplus cash.

Gov. Pete Wilson has proposed a budget that would boost state aid to schools by about 4.5 percent, to roughly \$17.8 billion. Such a hike would mark the second consecutive increase after five straight years in which state aid essentially was frozen.

But at the same time, the second-term Republican has proposed slashing income and business taxes by 15 percent over the next four years, a move that state and local school officials argue would rob education of revenues that could help them recover from the fiscal crisis earlier in the decade.

State education leaders denounced the tax cut in a news conference last month and said they planned to punish its supporters politically.

"I will not support any candidate who supports the tax cut, and I might get involved in supporting their opponents," said Delaine



California's schools superintendent, Delaine Eastin, says at a Sacramento news conference that lawmakers who vote for Gov. Pete Wilson's tax-cut plan will be considered "enemies of the children."

Eastin, the state schools superintendent. And lawmakers who vote for the proposed cut, Ms. Eastin, a Democrat, said, will be considered "enemies of the children."

The governor and his supporters argue that schools would benefit over the long run from a stronger economy created by a tax cut. They plan to defend the proposal in coming weeks in a debate that will

echo similar arguments recently waged across the country.

Tax-Cut Trend

Tax cutting has become a popular pursuit nationwide, as many states in recent years enjoyed their best fiscal health of the 1990s.

Though a few states raised taxes last year, they were offset by other

states cutting taxes—to the tune of a net of \$1.2 billion, according to the Denver-based National Conference of State Legislatures. It was the first net reduction of state taxes in a decade.

Major tax cuts aren't expected this year, as states are reporting only modest economic growth, and lawmakers are protecting

Continued on Page 23

STATE JOURNAL

Drug testing in Career

What should Alabama do with a \$130,000 windfall that was spent on sports-related programs? Attorney General Jeff Sessions wants to test student athletes performance-enhancing drugs.

The money is Alabama's share of a settlement reached last year in a price-fixing lawsuit joined by all 50 states against Reebok International Ltd., the athletic shoe company.

Mr. Sessions recently asked the Alabama High School Athletic Association to administer drug testing. A spokesman for Mr. Sessions said the attorney general, who has final say on how to spend the money, gave it to individual districts, but the association refuses.

The association's board of action on the proposal, and it may take it up again. Washburn, the director of the association, said the board believes such decisions are made locally, and added there is no indication that drug use is a problem in Alabama.

No state has instituted statewide drug testing of athletes, according to the National Federation of High School Associations. Kansas City, Mo., which represents high school and athletic groups. It costs \$50 per person to do a marijuana or cocaine test, more to test for steroids.

In Alabama, Mr. Sessions said \$130,000 might pay for years of drug testing.

STATE CAPITALS

Calif. Educators Scramble To Reap Rewards of Economic Prosperity

Continued from Page 19

their budgets against impending cuts in federal funding.

But in California, the climate for a tax cut this year appears better than last year, when lawmakers rejected a similar plan pushed by Gov. Wilson.

The state's economic growth—fueled by international trade, high-technology industries, and tourism—is expected to outpace the national average over the next few years. Legislative analysts also recently forecast that the state will have a \$900 million budget surplus this year.

All this makes it a prime time to cut taxes, Mr. Wilson contends. High taxes have hamstrung the state's economic expansion and discouraged businesses from moving to California, he says.

"I propose that we leave some of the surplus revenue created by this economic recovery with the people who earned it," the governor said in his January State of the State Address to lawmakers. "Let's let the families who earned

loser under the governor's proposed tax cut, in part because of estimates from the state's non-partisan legislative analyst that the proposal would reduce revenues available for schools by more than \$5 billion over the next four years.

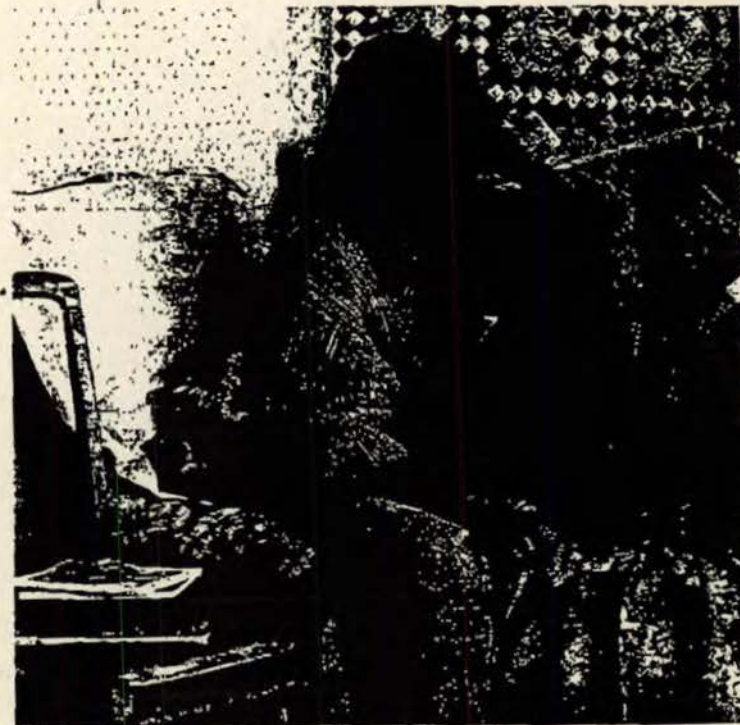
"When we look at what we've been through for the last five years, the loss of more than \$5 billion is just devastating," said Rebecca Sargent, the president of the California School Boards Association.

"We just can't afford that kind of decline in infrastructure."

Mr. Wilson and his supporters counter that a tax cut is needed to fuel California's economic engine, which ultimately determines how much money schools will get.

"If we learned anything from the past five years, it's that we have to pay attention to our economic knitting if schools are to get anything," said Maureen DiMarco, the governor's education adviser.

NOW MIGHT BE A GOOD
TIME TO BRING UP A DELICIOUS
DRINKING



The subject may come up in a moment of shared intimacy, during quiet time before bed, when she's talking about her day at school or perhaps while you're discussing a family outing or event. She may ask, "Or you may bring it up."

Gov.
Pete
Wilson



Simon Photographers

this money—not government—decide how it can best be spent."

Schools the Big Loser?

Debate over the tax cut so far has centered largely on how schools would fare under the proposal, said Lenny Goldberg, the executive director of the California Tax Reform Association and a critic of the cut.

"It's not just education that wants the money," Mr. Goldberg said, "but politically, the issue has been framed as 'education or the tax cut.'"

Schools...