

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	04/22/1999	b(7)(E), b(6)
002. bio	re: Dr. Yolanda Moses [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)
003. bio	re: Robert Geddes [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)
004. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	06/03/1999	b(6)
005. resume	re: Susan K. Murray [Personally Identifiable Information] [partial] (1 page)	06/01/1999	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19009

FOLDER TITLE:

Education #8 [Binder] [1]

2013-0534-S

rc1874

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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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.

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HRC

EDUCATION
BOOK #8

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Education

PHOTOCOPY
PRESERVATION

Education: Public School Reform & Higher Education

Objective:

To strengthen quality public education for our nation's children and ensure affordable higher education for all Americans.

Accomplishments:

Promotion of general school reform

- Recipient of NEA Friend of Education Award (7/5/99)
- Recipient of Albert Shanker Award for Distinguished Service (4/22/99)
- Delivered inaugural address at Jill and Ken Iscol Childhood and Future Lecture Series, Teachers College, Columbia University (4/19/99)
- Qualified Teachers in Every Classroom Event with POTUS (1/21/99)
- Event with POTUS announcing initiatives to end social promotion (1/7/99)
- Visit to Chicago school (2/18/97)
- Speech to College Boards, Chicago (2/18/97)
- Little Rock speech (2/97)
- Columns: Education of Teachers (4/21/99), Reform (6/17/97), Recruiting and Retaining High Quality Teachers (3/1/2000)

Promotion of school modernization and class size agenda

- School modernization event in DC, as part of National School Modernization Day, and announcement of school reform grants (9/8/98)
- Numerous events on school modernization and class size, including school modernization/class size event in Colorado (Fall, 98)
- Column: School Reform- highlighting Chicago (5/27/98)

Promotion of Affordable Higher Education

- Column: Column on College Affordability (1/26/2000)

Education: Charter Schools and Public School Choice

Objective:

To promote public charter schools to provide choice and innovation in the public school system and to fight against private school vouchers.

Accomplishments:

Promotion of charter school movement

- Remarks to the Yale Child Study Center Symposium/ School Development Programs 30th Anniversary (4/30/98)
- Visit to Vaughn Charter School, Los Angeles (9/96)
- Column: Charter Schools and Vouchers (5/20/98)

Promotion of DC charter schools

- Leadership role on securing adequate funds for DC's charter schools (8/98)
- DC Charter School Conference in the Indian Treaty Room (8/4/98)
- Meeting with Arlene Ackerman on DC schools/ charter schools (6/23/98)

Arts Education & Youth At Risk

Objective:

To highlight the importance of the arts in education and for youth at risk.

Accomplishments:

- Video greeting for *Coming Up Taller* 2nd Annual Awards Presentation at OEOB (10/26/99)
- VH1 Concert of the Century highlighting music education (10/23/99)
- VH1 *Save the Music* Today Show appearance with VH1 President, John Sykes (6/10/99)
- VH1 *Save the Music* event at New York Public School (6/10/99)
- Launched release of PCAH and Arts Education Partnership Joint Report- "Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education" (3/3/99)
- Taped video for announcement of NAEP Report (11/10/98)
- *Coming Up Taller* Awards event at the White House (10/7/98)
- Hosted Arts Education Call to Action event at the White House (9/98)
- VH1 *Save the Music* arts education event at the Marie Reed School (9/17/98)
- Chicago School Principal's Luncheon (6/3/98)
- Scholastic Tea at White House (6/98)
- Speech at Martin Luther King Jr. Library CD-Rom event (4/98)
- Poetry Slam at Johnson Junior High (4/98)
- Visited programs for youth at risk at the Manchester Craftsman Guild in PA (6/7/96) and Gallery 37 in Chicago (8/20/96)
- Launched PCAH report *Coming Up Taller* on arts programs around the country geared towards at-risk youth (4/26/96)
- Column: Arts Education (3/3/99 & 5/21/96)

Leadership PCAH, NEA, NEH, IMLS

Objective:

To continue to provide leadership on the federal role in the arts and humanities, promote national recognition of the arts and humanities, and advocate for continued funding and support of the NEA, the NEH, the IMLS and PCAH.

Accomplishments:

- White House leading spokesperson on arts and humanities
- Chief White House liaison with Arts and Humanities Endowments, PCAH and IMLS on all relevant matters
- Hosted 25th Anniversary of the Hirshorn Museum (10/12/99)
- Participated in dedication of Shapiro Sculpture, US Embassy in Ottawa (9/30/99)
- Presented 1999 NEA Heritage Fellowship Awards (9/28/99)
- Presented 1999 NEA and NEH National Arts and Humanities Medals with POTUS (9/29/99)
- Hosted National Arts and Humanities Medalists' Dinner (9/29/99)
- Presented 1999 IMLS National Museum Service Awards (9/29/99)
- Attended National Arts Awards Gala at Lincoln Center (5/24/99)
- Attended First Ladies Library Dinner (3/16/99)
- Hosted Marine Band's 200th Birthday event at White House (7/98)
- Announced Sara Lee donation of corporate arts collection in Chicago (6/98)
- Hosted Pritzker Prize Ceremony for architecture at White House (6/98)
- Speech at Living Arts Downtown event to promote downtown DC revitalization with emphasis on cultural complex (5/98)
- Speech at American Ballet Theater Spring Gala (5/98)
- Speech at University of Michigan on centrality of arts and implications in public policy (4/98)
- Speech at Decatur House event for First National Dallas Women's Museum (3/98)
- Speech at the National First Ladies Library Website event (2/98)
- Participated in transmittal of *Creative America* to POTUS in a press conference (1/97)
- Convened meetings with cultural leaders on meeting ongoing national cultural needs (10/96, 10/97)
- Hosted National Heritage Awards ceremony at the White House (9/27/95- 10/98)
- Speech at 125th Anniversary of the Metropolitan Museum of Art (6/6/95)
- Hosted Presidential Design Awards with the President to honor the best in federal design and construction (3/9/95)
- Event at State Department to mark Jefferson's Birthday (4/11/94)
- Oversee MOA/MOH awards, ceremony and dinner at White House (annual)
- Arts and Humanities Month Proclamation (annual)

For internal use only. Updated 6/1/00.

- Hosted event to honor Nobel laureates (annual)
- Presented the National Award for Museum Services (yearlong)
- Supported through participation, events, and White House leadership, major cultural institutions and their programs: National Gallery, NSO, Kennedy Center, Carnegie Hall, the Metropolitan, Library of Congress
- NYT Op-ed about the importance of public support for the arts
- Worked to save USIA's International Arts Exchange program from elimination
- Hosted WETA events at White House
- Supported and hosted FAPE events at White House
- Column: Arts and Humanities Month (9/30/97)

FIRST LADY HILLARY RODHAM CLINTON

Education

1993 – 2000

1993

4/30 National Education Association Reception – White House
5/1 University of Michigan Commencement – Ann Arbor, Michigan
5/10 Hugh O'Brien Youth Ambassadors Dinner – New York, NY
5/13 Meeting with National Education Association Leadership – White House
5/17 University of Pennsylvania Commencement – Philadelphia, PA
5/20 American Federation of Teachers Reception with POTUS – White House
6/10 Johns Hopkins University Commencement – Baltimore, MD
7/5 National Education Association Annual Convention – San Francisco, CA
7/29 Education and Labor Committee Meeting – Rayburn Building, Washington, DC
Announcement of the Earned Income Tax Credit – White House
9/15 Briefing – House Education & Labor Committee – Washington, DC
12/4 Zero to Three Awards Ceremony – Washington, DC

1994

1/27 School Event with Teachers and Children – Los Angeles, California
Drop By with Faculty & Board Members of the District and Elected Officials
3/10 Math and Science Teaching Awards – White House
3/31 Signing of Goals 2000 Education Bill – San Diego, California
4/18 Question and Answer Session with Students and Teachers – Baltimore, MD
5/4 School to Work Event with POTUS – White House
5/7 Satellite Feed to NYC – United Federation of Teachers – White House
5/8 George Washington University Commencement – Washington, DC
5/15 University of Illinois Commencement – Champaign, Illinois
6/15 Duke Ellington Commencement Ceremony – Washington, DC
6/27 American Association of University Women – White House
7/3 National Education Association's Annual Conference – New Orleans, LA
9/20 National Summit on Learning with Sen. Dodd – Washington, DC
10/6 National Education Association Event – All Four Principles – Washington, DC
11/1 Benning Elementary School – Washington DC
12/9 Drew Elementary School Visit – Washington DC
12/10 Symposium Children of the Americas – Education Breakout Session – Miami, FL

1995

1/4 Dedication of William J. Clinton Elementary School – Little Rock, AR
1/26 Dedication Ceremony for Eleanor Roosevelt College – San Diego, California
2/13 Shaed Elementary School Event – Washington DC
3/1 School Lunch Event – Long Branch Elementary, Arlington VA
3/9 Math and Science Awards Ceremony – Washington DC
5/17 Video: Reading Recovery
6/4 John Hersey High School Commencement – Arlington Heights, Illinois
6/25 Children's Television Event – White House
8/9 Safe and Drug Free Schools Event – White House

8/11 Social Security Administrations Education Campaign – Washington DC
9/27 National Education Association Heritage Awards – White House

1996

1/11 Redbook Magazine Interview – America's Best Public Schools – White House
Interview with Education Week Magazine – White House
1/25 Address to Keene State College – Lebanon, New Hampshire
2/4 National School Boards Association Legislative Conference – Washington DC
2/8 Vaughn Learning Center – Los Angeles, California
2/25 Potter Thomas Elementary School Tour and Discussion – Philadelphia, PA
2/26 Meet and Greet with 5th Graders from Chicago – White House
3/2 Kids Plus Event – Hermantown Middle School - Hermantown MN
3/5 Driscoll Middle School Event – Corpus Christi, Texas
3/6 Buffalo Teachers Federation – Shea's Center for the Performing Arts – NY
5/3 Visit to Clark Elementary School – St. Louis, Missouri
5/11 University of Arkansas Commencement – Fayetteville, Arkansas
5/16 Drew University Commencement Address – Madison, New Jersey
5/28 Video – National Association for the Education of Young Children
5/30 Discussion at CK McClatchy High School - Sacramento, CA
6/5 Everybody Wins – End of School Year Celebration – Washington DC
6/11 Video – National Council on Education's Women President's Summit
6/21 Video – American Council on Education Conference
6/22 National Parent Teacher Association Event – Washington DC
7/26 National Association of Elementary School Principals State Leaders' Conference
– Arlington VA
8/9 Safe and Drug Free Schools Event – White House
8/11 Social Security Administrations Education Campaign – Washington DC
9/7 Visit to Zavala Elementary School – Austin, Texas
10/2 Wilmington High School Event – Wilmington Delaware
10/3 Remarks at Cheltenham High School – Wyncott PA
10/3 Ford Elementary School - Lynn, MA
10/8 DARE Event at Mott Elementary School - Flint, Michigan
10/9 Remarks to West High School – Madison, WI
10/10 Rally at East High School – Erie, Pennsylvania

1997

2/8 Remarks at the 1997 Education Awards Ceremony
2/14 Cleveland Elementary School Visit – Washington DC
2/18 Remarks at the Chicago Children's Museum – Chicago, Illinois
2/21 Briefing for Education Event with POTUS – White House
Garrison Elementary School – Washington DC
3-4 DC School Construction Announcement – Ketcham Elementary, Anacostia, DC
3/5 Meeting on Education Standards w/ POTUS – White House
3/10 Education Press Briefing – White House
3/11 "Early Literacy for All Children – Meeting the Challenge" – Little Rock, AR
4/7 Roundtable Discussion on Reading Recovery Program – Tallahassee, Florida

4/11 Cardozo High School Learn and Service Project – Washington DC
 4/16 Prescription for Reading Event – White House
 4/17 White House Conference on Early Childhood Development and Learning - WH
 6/10 Reach out and Read Announcement – Baltimore, Maryland
 6/13 Benjamin Banneker High School Commencement – Washington, DC
 6/16 Washington Interfaith Network Festival – Wilson Elementary - Washington DC
 6/17 Column on DC Schools
 6/20 Summer Bridge Program Discussion – Kent Denver School - Englewood, CO
 6/30 Washington Post Principals Leadership Institute – Washington DC
 8/5 Column on the Balanced Budget of 1997
 9/17 Charter School Event w/ POTUS – San Carlos Charter Learning Center, CA
 10/1 Russell Elementary Roundtable Discussion – Quantico, VA
 10/6 Malcolm X Elementary School Visit/Sallie Mae Announcement - Washington DC
 10/28 Remarks at the College Board National Forum – Chicago, Illinois

1998

1/23 Virtual Y Child Care Event – Harriet Tubman School – New York, NY
 1/26 Education News Conference – White House
 1/27 After School Care Event with the Vice President – White House
 2/10 Zero to Three's 20th Anniversary Celebration – Washington DC
 3/2 Prescription for Reading Event – District Heights, Maryland
 3/5 Highlighting Math and Science Education/Dunbar High School – Washington DC
 4/29 Adlai Stevenson Elementary School - Elk Grove Village, IL
 4/30 Remarks to the Yale Child Study Center Symposium in Honor of the the School Development Program's 30th Anniversary – Yale University School of Medicine, New Haven, CT
 5/5 Video - Educational Press Association of America's 1998 Friend of Education Award
 5/7 USAID Girls Education Conference – Washington DC
 5/20 Column on Public Education and School Vouchers
 5/27 Column on Chicago Public Schools
 6/3 Mayor Daley School Principals' Arts and Education Luncheon – Chicago, IL
 6/7 USAID Girls Education conference – Reagan Trade Building – Washington DC
 6/10 PSA – Alliance for Education
 6/12 La Fayette Elementary School 6th Grade Graduation – Washington DC
 6/17 21st Century Learning Programs Event w/ POTUS – White House
 7/16 Discussion on Child and After School Care – Ithaca, New York
 8/4 Remarks to DC's Charter Schools – White House
 9/8 Promoting School Modernization and Announcement of New Grants to Support DC School Reform – John Eaton Elementary – Washington DC
 9/9 Column on Education and the Budget
 9/15 Arts Education Event – White House
 9/17 VH-1 Announcement – Washington DC
 Arts in Schools Event – White House
 9/24 Colorado Education Event – Fort Logan Elementary – Sheridan, CO
 10/8 AEA/Blanche Lincoln Public Education Rally - Little Rock, AR

10/15 Santa Fe Education Event – Community College Early Development Center, NM
 10/16 Las Vegas Education Event – Healle Heweston Elementary School – Nevada
 10/20 York For Governor Education Event – North Providence, RI
 Massachusetts Education Event – Education Center - East Somerville, MA
 10/23 Education Event – Museum of Science and Industry – Chicago, Illinois
 10/29 “Victory for Education” Rally – Jacksonville, Florida
 10/31 Children and Education Rally – Minneapolis, Minnesota
 11/5 Video: Arts Literacy for a Changing America

1999

1/7 Announcement on Proposals to Increase Afterschool Programs and End Social Promotion w/ POTUS – White House
 1/21 Education Event with POTUS – White House
 2/2 Families Agenda Roundtable – Bedford-Stuyvesant YMCA - Brooklyn, NY
 2/3 Column on Budget FY 2000
 2/19 Video: National Arts Education Association
 3/3 Column on Gaining the Arts Advantage
 3/20 Safe School and Work Places Telephone Recording – White House
 4/19 Jill and Ken Iscol Lecture Series Address: “Reimaging Education: A Matter of Justice and Possibilities –Columbia University – New York, NY
 4/20 Education Event – Garden City, NY
 4/21 Column on the Teacher of the Year Award
 4/22 Albert Shanker Award for Distinguished Service – Niagara Falls, NY
 5/19 Educational Lecture with Students and Astronomers – Flagstaff, Arizona
 6/2 City College of New York Commencement – New York, NY
 6/3 Bethesda Chevy Chase High School Commencement – Washington, DC
 6/10 VH-1 Announcement – New York, NY
 7/5 NEA’s Friend of Education Award Presentation – Orlando, Florida
 9/15 Congressional Hispanic Caucus Institute’s 22nd Annual Gala – Washington DC
 9/25 Inauguration of President of Skidmore College – New York
 10/12 Video for the Department of Education
 10/22 Education Event – Washington DC
 11/24 Column on Budget Resolutions

2000

3/1 Column on Teacher Training, Recruitment and Retention
 3/22 Discussion on Education – White Plains, NY
 6/19 U.S. Merchant Marines Academy – King’s Point, NY
 6/26 Forrest Hills High School Commencement – NY
 6/30 SUNY Stony Brook Commencement – NY

Columns

6/17/97	DC Schools
8/5/97	Balanced Budget 1997
5/20/98	School Vouchers
5/27/98	Chicago Public Schools
9/9/98	Education and the Budget
2/3/99	Budget FY 2000
3/3/99	Gaining the Arts Advantage
4/21/99	Teacher of the Year
11/24/99	Budget Resolutions
3/1/00	Teacher Resolutions

Commencement Addresses

6/13/69	Wellesley College – Wellesley, MA
5/29/92	Wellesley College – Wellesley, MA
5/1/93	University of Michigan Commencement Address – East Lansing, MI
5/17/93	University of Pennsylvania Commencement Address – Philadelphia, PA
5/8/94	George Washington University – Washington DC
5/15/94	University of Illinois - Champaign Urbana, Illinois
6/15/94	Duke Ellington School for the Performing Arts - Washington DC
7/12/94	John F. Kennedy High School - Berlin, Germany
5/17/95	Arkansas School for Mathematics and Science, Little Rock, AR - Video
5/27/95	San Francisco State University – San Francisco, CA
6/1/95	Brooklyn College Commencement Address - Brooklyn, New York
6/4/95	John Jersey High School - Arlington Heights, Illinois
6/9/95	Alice Deal Junior High School Promotional Exercises - Washington DC
6/11/95	University of Minnesota - Minneapolis, Minnesota
5/11/96	University of Arkansas, Fayetteville Commencement Address
5/18/96	Drew University – Madison, New Jersey
5/23/96	University of Maryland – College Park, Maryland
9/5/96	University of Texas – Austin, Texas
5/22/97	SAIS School of Johns Hopkins University – Baltimore, Maryland
6/13/97	Banneker High School Commencement Address – Washington DC
6/14/97	Ohio University Commencement Address – Athens, Ohio
10/29/97	United States Secret Service Graduation – Beltsville, MD
5/9/98	Howard University – Washington DC
6/4/98	Harvard Medical School – Cambridge, MA
6/15/98	Lafayette School – Washington DC
6/2/99	City College of New York – New York City, NY
6/3/99	Bethesda – Chevy Chase High School – Maryland
6/18/99	Al-Akhawayn University - Fes, Morocco
6/19/00	U.S. Merchant Marines Academy – King's Point, NY
6/26	Forrest Hills High School Commencement – Hempstead, NY
6/30	SUNY Stony Brook Commencement – Stony Brook, NY

Finished 7/21/00 – Katie McCormick Lelyveld and Julie Ahlbrandt

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

4/22/99 – Shanker Award

Divider Title: _____

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SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, APRIL 22, 1999

FINAL

WASHINGTON, D.C./ NIAGARA FALLS, NEW YORK/WASHINGTON, D.C.

TRAVELING PARTY: THE FIRST LADY
REPRESENTATIVE LAFALCE (D.C.- New York)
WHITNEY WILLIAMS
MARSHA BERRY
SHIRLEY SAGAWA
RALPH ALSWANG

(b)(7)e

[001]

NIAGARA FALLS
LEAD ADVANCE:

JULIE RENEHAN ROOM 204
HOWARD JOHNSON NIAGARA FALLS
716/285-5261 PHONE
716/285-8536 FAX
202/607-6207 CELL
WHCA SKYPAGER

NIAGARA FALLS
SITE ADVANCE:
NIAGARA FALLS
PRESS LEAD:

MICHELLE BARNETT

LARS ERICKSON

SCHEDULER:

WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
202/518-8209 HOME
WHCA PAGER #4781

PREV RON

The White House

10:00am

MEETING
Residence
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:
The First Lady

(b)(6)

12:45pm-
2:15pm

MEETING
Residence
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:
The First Lady
Sidney Blumenthal
Tom Friedman

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 22, 1999
PAGE 2

2:15pm-
2:45pm

VIDEOS

Room 459, Old Executive Office Building
CLOSED PRESS/WH PHOTO

- American Cancer Society honoring Sidney Kimmel
- American Friends of the "Oasis of Peace" Dinner
- Baruch College's Distinguished Alumnus Tribute to Bernard Schwartz
- Brooklyn Children's Museum Centennial Celebration
- Kick-Off of the Kaiser Permanente's Women's Health Initiative
- Learning and the Brain: A Harvard University Science Center and Conference

2:50pm-
3:00pm

DROP-BY with East Village Elementary School
Presidential Hall
Old Executive Office Building
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 60 students

3:05pm-
3:15pm

DROP-BY with Ambassador Benaissa
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Ambassador Mohamed Benaissa
Laila Benaissa

3:20pm-
3:30pm

DROP-BY with Aren Almon
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Aren Almon-Kok
Stanley Kok
Bella Kok
Eric Cote
Richard Eannaino

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 22, 1999
PAGE 3

3:30pm- **PRIVATE MEETING**
3:50pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Fatima Mernissi
Mahnaz Afkami
Melanne Verveer

3:55pm- **DROP-BY** with Iris Chang
4:05pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Iris Chang
Melanne Verveer
Diana Zuckerman

4:10pm- **DROP-BY** with Goldman Prize winners
4:20pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 15 people

4:25pm- **DROP-BY** with (b)(6)
4:35pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
(b)(6)
Margaret Whillock

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 22, 1999
PAGE 4

4:35pm- DROP-BY with the (b)(6)
4:40pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady

(b)(6)

4:40pm- DROP-BY with (b)(6)
4:45pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady

(b)(6)

4:45pm DEPART South Portico
VIA Motorcade
EN ROUTE Andrews Air Force Base
[Drive time: 30 minutes]

5:15pm ARRIVE Andrews Air Force Base

5:30pm WHEELS UP Andrews Air Force Base
EN ROUTE Niagara Falls International Airport,
Niagara Falls, New York
[Flight time: 1 hour]
[Meal: Dinner]

6:30pm WHEELS DOWN Niagara Falls International Airport,
Niagara Falls, New York
FBO: Tech Aviation
Phone: 716/236-2174
CLOSED PRESS/CLOSED PUBLIC

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 22, 1999
PAGE 5

GREETERS:

James Galie, Mayor of Niagara Falls

6:45pm

DEPART Niagara Falls International Airport
VIA Motorcade
EN ROUTE Niagara Falls Convention and Civic
Center
[Drive time: 15 minutes]

7:00pm

ARRIVE Niagara Falls Convention and Civic Center

GREETERS:

Thomas Hobart, Jr., President, New York State
United Teachers
Alan Lubin, Executive Vice President, New York
State United Teachers
Antonia Cortese, First Vice President, New York
State United Teachers
Dan Frasca, Controller, New York State United
Teachers
Sandy Feldman, President, AFT
Gigi Georges, AFT staff
Randi Weingarten, President, UFT
Walter Dunn, Vice President, New York State
United Teachers
Fred Nauman, Secretary-Treasurer, New York State
United Teachers

7:00pm

MEET AND GREET WITH LOCAL ELECTED OFFICIALS
Dressing Room B
Niagara Falls Convention and Civic Center
CLOSED PRESS/WH PHOTO

7:45pm-

8:30pm

RECEIVING LINE
Backstage Area
Niagara Falls Convention and Civic Center
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 90 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 22, 1999
PAGE 6

8:30pm- **ALBERT SHANKER AWARD FOR DISTINGUISHED SERVICE**
9:15pm Niagara Falls Convention and Civic Center
HRC Hold: Dressing Room A
Phone: 716/285-1916
Fax: 716/286-4782
Staff Hold: Dressing Room A
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady is announced onto stage and proceeds to her seat.
- Thomas Hobart, Jr., President, New York State United Teachers, makes welcoming remarks and presents the First Lady with the Albert Shanker Award for Distinguished Service.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.

PARTICIPANTS: 3500 guests

9:30pm **DEPART** Niagara Falls Convention and Civic Center
VIA Motorcade
EN ROUTE Niagara Falls International Airport
[Drive time: 15 minutes]

9:45pm **ARRIVE** Niagara Falls International Airport

10:00pm **WHEELS UP** Niagara Falls International Airport,
Niagara Falls, New York
EN ROUTE Andrews Air Force Base, Washington, D.C.
[Flight time: 1 hour]

11:00pm **ARRIVE** Andrews Air Force Base, Washington, D.C.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, APRIL 22, 1999

PAGE 7

11:10pm DEPART Andrews Air Force Base
 VIA Motorcade
 EN ROUTE South Portico
 [Drive time: 20 minutes]

11:30pm ARRIVE South Portico

RON The White House

Albert Shanker Award for Distinguished Service New York State United Teachers

**Remarks by First Lady Hillary Rodham Clinton
Niagara Falls, New York
April 22, 1999**

Thank you very much, Tom [Hobart, Jr., president of the New York State United Teachers]. I am deeply honored and moved by this award. I feel very grateful to you for your leadership and to all those who lead with you and to all who are assembled here for your commitment and dedication to the causes in which we believe so strongly--our children's future, a nation of which we can be proud citizens--and for your willingness to meet the responsibilities that each of us has to do our part to make certain that those objectives can be realized.

I am delighted to be here in this district with Congressman John LeFalce and with Randi Weingarten [president, United Federation of Teachers] and Sandy Feldman [president, American Federation of Teachers]. I want to recognize and thank each of them. I also want to recognize all of the officers and executive committee who are here. And I congratulate the Niagara Falls All City Marching Band. You are a beautiful sight over there in your red and white uniforms.

This is the second time I have been in this convention center. I was here before on important matters relating to health and education, and I am particularly pleased to be back here among people who are so committed. Each of you who represents your constituency--as classroom teachers, college and university faculty and staff, school bus drivers, custodians, secretaries, cafeteria workers, teachers' assistants and aides, nurses, health care technicians--all of you are really on the front lines of caring for people, particularly young people. I am personally very grateful for what you do every day. Sometimes we take for granted the work that you know has to be done to help encourage a young person, to bind up his or her hurt feelings or resolve a problem that is even worse. I for one as well as the President know how essential the services you perform are.

I also know that we stand here in large measure because of the leadership of an extraordinary man. Al Shanker is someone whom we should be celebrating all of the time. Because he, in his inimitable way, caused us all to look at education--the future of our country--in a different way. For more than fifteen years, I had the opportunity to work with him on various issues. I considered him, of course, a remarkable union organizer. But he was also a world leader and a true friend. He had real courage to stand up and be counted--sometimes when it was not popular, often when he knew that the stand he would take would be controversial even with people he cared about and sometimes represented. He showed that courage in so many ways, from the voter registration drives in the South, to the fight for collective bargaining for public workers, to the arguments he eloquently made about raising standards in our public schools. He reminded Americans time and time again that our public schools are the very bedrock of our democracy and that anyone who forgot that or anyone who wished to undermine that was doing a grave disservice to democracy in America as we have known it and as we have learned to appreciate it.

I was privileged to speak at Columbia University Teachers College earlier this week, and I said there what I would say again. The public education system of America is one of the essential reasons that America is what it is today. You cannot feel good about our country as we end this century if you cannot understand the fundamental role that public schools have played in giving us not only the resources and the opportunities that we enjoy, but also in making it possible for us to come together in our diversity and to appreciate our commonality.

So each of you who is here as a teacher or an employee of a public school or an institution of public higher education is doing what you can do to make sure that not only our education system is successful, but also that America continues to offer that dream of potential to every young person.

Al Shanker would remind us that we cannot be complacent. We cannot rest on our past laurels if we are to ensure that education is always up to the standards we need it to be. As we move into a new economy with new challenges, it requires each of us to ask hard questions. I recall very well when the national report, *A Nation at Risk*, came out in 1983, and it made some very controversial claims. It flatly stated that we were committing what it called "unilateral disarmament" because we were not doing what we needed to do to create world-class schools. Both my husband and I noticed that Al Shanker was the first union leader in the country to come out and say, "This report is a good thing. We have a lot of work to do, and we are going to roll up our sleeves and get about the business of doing the work." I have seen the results of his leadership and your work as I have been privileged to visit schools throughout our country.

I was planning to give a very different speech tonight than the one that I will give. I was going to come here and talk about the progress we have made together with thanks, in large part, to the leadership of people like Al and Tom and Sandy and others, and the incredible effort and creativity that you have brought to establishing standards-based education reform and putting teachers once again in a position of authority and respect.

I was also going to talk about how in some of our most distressed neighborhoods I have seen schools that are turning around and giving their students the opportunities those young people deserve. But how I, along with all of you, still see many situations in which children who are poor or of color or of some other background--that are in some way left out of that educational advancement--are still falling behind.

And I wanted to talk with you about what we still needed to do to make sure that quality education was available to every child in America. At Teachers College I quoted the motto of a public school in Manhattan, PS Number One. It is a very simple motto that every child can learn: No excuses. No exceptions. And that is what you have been attempting to prove in the efforts that you have been making.

I was also going to thank you for the role that you have played in demonstrating that we can make tangible improvements. Our nation's reading scores are up for the first time in all three grade levels. We have made progress across the board in math and science. We see the SAT and ACT scores going up. So we have a lot to show on paper that you and the students and the communities here in New York, and indeed around America, are really getting results.

I also wanted to talk about the Administration's plans to build on this progress by putting 100,000 more teachers into classrooms to lower classroom size so that teachers can give their students the attention they need. I wanted to talk about how we do need to target more investments to disadvantaged children; and promote accountability for results; and focus on teacher quality improvements like real professional staff development and not the one-day, one-shot workshops that you have to attend. I also wanted to talk about how publicly funded vouchers are not the answer to any problem in our public schools.

These are all very important discussions, and I hope that I will have many opportunities to talk with you further about every one of these matters, and to hear from you about what is on your minds about how we can form a better partnership at all levels--not only of government but of society as well--to make sure that the goals we share in common can be realized. In coming here tonight, I know that my heavy heart is not the only one in this great hall. I thank Tom for his moment of silence, because I think our thoughts and prayers

are with people thousands of miles away--the families, the teachers, the students, the law enforcement officials, the citizens of Littleton, Colorado who have lost so many beloved members of their community. This terrible tragedy has put our entire nation into mourning, and it reminds us once again that everything in life pales in comparison to our ability to keep our children safe and out of harm's way.

I have talked with a lot of people in the last 48 hours and each of them has expressed a sense of helplessness and sometimes even hopelessness. They ask, "What can we do? How do we talk to our own children? How do we reach out to the people of Littleton to let them know that we are thinking of them and standing with them?"

My husband went to a school today and talked with students and listened to what was on their minds. He reminded them, as I have reminded others, that there is no way to explain or even understand a tragedy such as this. But we have to try. And we have to recognize that we are not helpless or hopeless. There are steps we can take, ways we can try to prevent such tragedies from ever happening again. All we have to do is to look at the people of Littleton to remind ourselves of how good our country fundamentally is. I saw the lines of men and women waiting for hours to give blood, turning out for vigils, and donating money to help with long-term counseling. I thank you, Tom, for your donation to the healing process. Local hotels are providing free rooms for family members of victims who have rushed to Littleton. Clergy, teachers and psychologists are gathering from all over the state to comfort parents and students. So we can see, even now, that in the face of this terrible tragedy people are not helpless or hopeless.

But we have to do more than just reflect on what has happened in Littleton. And again, I turn to Al Shanker. I think about how in 1995 he announced on behalf of the AFT [American Federation of Teachers] a national campaign to argue for safe and orderly schools with rigorous academic standards. He knew, as all of you know, that we had to do the best we could to provide a safe and orderly environment in all of our schools.

Now I am not sure that many of us would have pictured in our minds--when we first heard Al Shanker say that or read his column promoting that--the school in Littleton, would we? We would have had a very different picture about where the problems were, where the violence occurred, the kinds of kids involved. What this spate of school shootings and killings of the last two-and-a-half years have proven, if we ever needed to be reminded, is that there is no community that can afford to think it is immune from what happens in the larger society.

We also need no more powerful reminder that every single day our teachers are on the front lines in our schools. Even as the bullets whizzed around them, the teachers at Columbine High School never forgot their responsibilities to the students in their care. They risked their lives to shield their students and help lead them to safety. One teacher, William David Sanders, gave his life to protect his students. And two teachers were wounded.

So as we gather here tonight, I want to commend this union for being at the vanguard of the movement to stop the violence and to create safe schools where all children are ready and able to learn. And yet I am not sure that we have really absorbed the lessons you have been trying to teach us. We know that most schools in America are safe. They are, in fact, often the safest place that children can be in a community. I do not need to tell you that they are not islands cut off from the rest of society. No school security system can keep society out of the school house door. When a tragedy like Littleton happens, too often the immediate response is a lot of finger pointing. The gun lobby points at the media. The media points back at the gun lobby. Parents point at the schools. And everyone points at the parents. I do not think that is a very useful exercise.

There are reasons why the young men have made so well known the names of their towns--Littleton and Jonesboro and Paducah and Springfield and Pearl. There are reasons why

these events have happened, and there are ways we can better try to prepare ourselves to intervene and prevent them in the future. There is no way to outline completely all of the factors that go into what we have seen with the two young men in Littleton. But there is no escaping the fact that there is responsibility for all of us to fulfill. I believe, as I said in my book, that it takes a village, because I think that all of us have to be willing to accept our share of responsibility for the raising of our children. There were some who criticized me and said, "No, it is only parents." Of course parents are the primary and foremost influences in their children's lives. There is nothing that can, in any way, overtake parental responsibility in the understanding of what motivates and shapes children. But parents do not act in a vacuum. Children are not raised in test tubes. They are influenced by all that goes on around them. And those of us who have lived long enough know enough circumstances where the family does not seem to have played the major role in the creation of the problem that we can see in a young person. So we have to be thoughtful about how we understand the various factors at work and the responsibilities each of us should be taking.

There are a few points that I would like to see us make. I would ask you, who understand more about these issues than most people in our society, to join with me and others in trying to present a clearer picture of what needs to be done. Here are just some thoughts I would like to share with you.

We held a White House Conference on School Safety last October. We brought together parents and teachers, law enforcement officials, religious leaders, elected office holders, child advocates --everyone we could imagine who had a direct stake in contributing to the safety and well-being of our children. We looked at all the experts' opinions and the research about school violence.

Out of that came a guide to safe schools called Early Warning, Timely Response that was issued jointly by the Attorney General and the Secretary of Education. The report was sent to every school district. It would not surprise any veteran teacher to know what it contained in terms of what we should be looking for if we are going to try to intervene and help young people to avoid violence.

I do not know how many of these brochures actually ended up in the hands of teachers, but we are going to be sending out more to try to give those on the front lines, the teachers, the arguments and the support that they need to be able to get the resources that are required to do the job you know needs to be done. We do not have enough resources available to most of our schools to take care of the problems that teachers identify among students. We have got to do a better job of creating more psychological counseling resources, social work counseling resources, and other support services.

I have friends who are teachers--and I am sure this is an experience some of you have had--who have had to work for countless hours and days to try to find some help for a student that they know is likely to hurt himself or others. It is often a lonely and frustrating search. So the community and the school system have to be more willing to provide the support and the resources so that when the alarm bells go off in your heads, you have somebody you can turn to. I hope we will begin to focus on that and have a national response, but we will need your leadership and voice in order to achieve that.

We also have to find some ways for students to make referrals--anonymously, if necessary--so they can bring to teachers' and administrators' attention what they know is happening among some of their peers. I would like to see in every community some kind of hotline, some kind of number that can be called, both to report concerns and to seek help, and a referral service that can really back up the referrals with the services that are needed.

We are attempting in this Administration to provide more support for people with mental illness, and we have dramatically increased the funding for children's mental health

services. I want to thank my friend, Tipper Gore, who has been a real champion of mental health for everyone, particularly for children. We will not make the progress we need until we treat mental illness just as seriously as physical illness and provide the resources to treat it. We know there is a lot of confusion, alienation, and just plain growing-up adolescent angst out there. Some of it is just normal development, and some of it is more serious than that. So we do have to begin to make a distinction, and have enough trained people to treat and counsel those whom we believe are in trouble.

We also have to stand up and say what needs to be said about guns and firearms and bombs. We know that young people will have disagreements, arguments, even fights. We know that adolescents have problems with impulse control. Why on earth would we permit any young person to have access to the kind of firearms that these two young men brought into that school?

In preparation for the White House Conference on School Safety and Violence, we had a roundtable discussion with a lot of very accomplished people--experts and researchers. And I will never forget the comment that one of them made. He said, "You know, I've studied the attitudes and the psychological profiles of young people in many different societies around the world. And I believe that the single biggest difference why our rate of violence is higher than others is because we have so many weapons that are easily available." Unless you take away that capacity to immediately discharge those feelings, to use that weapon against others instead of learning how to deal with your own emotions, we know too well the results.

Now some have still argued against the need for sensible gun control, but we can see the results. When my husband stood up against the gun lobby and fought for the Brady Bill, there were those who said it would not make any difference, it would just interfere with the right of Americans to have access to weapons. Well today we can look back. Since the Brady Bill was enacted, 250,000 felons, fugitives and stalkers have been denied handguns, and I am grateful that they have.

The President will be sending crime legislation to the Congress shortly. In it he is going to ask the Congress to extend the Brady Bill so that young people who commit serious and violent offenses cannot ever purchase handguns when they become adults, and also to ask that child safety locks be put on all guns, and to raise the penalties for juveniles who possess handguns and for adults who illegally transfer them to young people. We should hold people who allow children easy access to firearms criminally responsible for their reckless actions when children get access to their guns.

We also have to recognize something else. Why is it, in addition to the accessibility of these weapons, that a young American can take one and turn it on his fellow classmates, and then on himself? We also have to be willing to stand up and talk about the culture of violence that infects the lives of our children. You can no longer argue against the research findings that started with the Surgeon General's report in 1972 and have continued unabated from this country and others that the constant exposure to violence--on television, in the movies, in the video games, in the music--does not have an effect on the way children see themselves and others. There is just too much evidence that children are desensitized, they lose empathy. There is increasing concern about the impact on vulnerable young people of video games that are interactive and that you win based on how many people you kill.

I was reading about a study that discussed what needed to be done in the military to prepare people to overcome the natural inhibition that most humans feel about killing another human being. The military often has to work very hard to prepare people to be on the front lines. How do they do it? By repetitive practice. By target shooting where the targets look like people. By creating an instantaneous, habitual reaction, much as we see in these video games.

In the last five years we have had an additional concern raised by the Internet. And again, we are getting increasingly worried about the access that children have on the Internet to all kinds of information and propaganda and how difficult it is to mediate between them and the information or to control their access to it. Now in the last several years we have tried in various ways to empower parents and other responsible adults so that they can be the ones to be those mediators. That is the idea behind the V-chip, where parents would be able to control what came in on the television set. That is the idea behind putting some kind of standards in place through legislation for what is pornography on the Internet. So there have been efforts made to try at the national level to equip parents and adults so that they did not feel quite so helpless in the face of this explosion of media images, many of which are violent.

Now the problem of course is, as anyone will quickly recognize, that there is so much of it, we are awash in it, and most kids are not terribly affected by it. The combination of parenting or genetics, resilience, empathy, experience, whatever, guides them through this climate of violence. But for other young people, who for whatever reason are vulnerable, we do not have early warning signals and we do not have enough safeguards built in. We are going to have to do some serious thinking in our country about how we will take more control over what our children see, and what they experience, and how they understand what they see and experience.

Now rightfully we have a lot of concerns about the First Amendment and government censorship, so we have to be very thoughtful about how we navigate through those. But I hope to be working with community groups, parents' groups, educators' groups to try to think of some better ways we can take back responsibility in this area.

We can no longer shut our eyes to the impact that the media is having on all of our children, and on the potentially violent impact it is having on some. I will be asking you to help us--to help Tipper Gore and me and the President, the Vice President and others--to think of ways we can devise to persuade parents to exercise more authority, to help peers influence each other, so that we can begin to fight back against the violence and the impact that it has.

It raises large questions about why we as a culture glorify violence, why we consider it acceptable, why we laugh at it, why we turn our backs to it when our children are involved in it. And I think we are going to have to be very honest about what kind of steps we are willing to take to do something about it.

Finally, parents, of course, have to be equipped and empowered to feel that they have more responsibility and authority on the lives of their children. I hear it from teachers all the time. How for so many reasons, parents are not able to be as involved in their children's lives as they used to be. How you do not see them in school meetings or parent-teacher conferences. How you cannot find them if you are trying to call to discuss a problem. Of course, much of that is because of the long hours and the emotional demands of work and family and single-parent families. We know that from recent reports, parents often have a high level of conflict between the obligations they feel at the workplace and what they feel to their family. Because of these pressures--the breakup of families, the disappearance of fathers from children's lives--we have many young people trying to navigate to adulthood without enough adults around them.

So how do we provide more support for working parents? How do we encourage more parents to stay involved in their children's lives, especially as those children get older? Some say that it is a task for each individual family. I do not believe that. I think we should help parents more than we are. I believe that legislation like the Family and Medical Leave Act should be extended so that parents can go to parent-teacher conferences off the job. I believe it is in all of our interests to subsidize quality child care and after-school programs so that children can be safe. I believe that communities have to work harder to involve

parents in taking care of children, and provide opportunities and places for children to be during summers and evenings and weekends.

There is a lot we can do that we know works. We just lack the will to put into effect what we know works. We are not willing to do all that is necessary to give parents the tools they need to be the best possible parents they can be. We also have to be sure that we help parents know where they can go for help. A lot of parents do not know, and they throw up their hands and they walk away.

We have seen what parents can do when they join together. Just think about how before Mothers Against Drunk Driving, it was considered more or less okay to have a few drinks and get behind the wheel of a car. MADD fundamentally changed the way we think about that now. We have designated drivers. We have people who are under more social pressure not to drink and drive. Well that is one way that parents coming together, citizens banding together, have been able to change the environment and do what they needed to do to change behavior.

There is much we have to talk about. But I know that if Al Shanker were here, he would tell us to say what has to be said and to do what has to be done. Not to be afraid or hide our heads in the sand or back away from the challenges we face. Because we can meet them. It takes courage and faith and sometimes a really thick skin to overcome the hopelessness and helplessness that we can feel at times like these. But think about the amount of courage and faith it took for those students and teachers in Littleton during that crisis--or what the community has shown us in the days since. We owe it to them, and we owe it to all of our children and all of our teachers and all of our parents. And we owe it to ourselves to make sure that we adopt whatever strategy it takes --wiping out gun violence, reaching our kids with counseling, standing up against the culture of violence. Because that is what we should expect from ourselves.

I go back to that motto from PS Number One: No excuses. No exceptions. I can think of no more important tribute to those who lost their lives or those who will be struggling to rebuild theirs than to take on this issue that you led the way on years ago. Help us. Help us to understand how to make our schools safe and orderly, how to make our communities safe and orderly, and how to give hope to children who otherwise feel that no one cares. There is no better group to lead us in this effort than our nation's teachers. I thank you for what you have done. I thank you for this honor you have given me. And I look forward to working with you on behalf of America's children.

Thank you very much.



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Albert Shanker Award for Distinguished Service New York State United Teachers

**Remarks by First Lady Hillary Rodham Clinton
Niagara Falls, New York
April 22, 1999**

Thank you very much, Tom [Hobart, Jr., president of the New York State United Teachers]. I am deeply honored and moved by this award. I feel very grateful to you for your leadership and to all those who lead with you and to all who are assembled here for your commitment and dedication to the causes in which we believe so strongly--our children's future, a nation of which we can be proud citizens--and for your willingness to meet the responsibilities that each of us has to do our part to make certain that those objectives can be realized.

I am delighted to be here in his district with Congressman John LeFalce and with Randi Weingarten [president, United Federation of Teachers] and Sandy Feldman [president, American Federation of Teachers]. I want to recognize and thank each of them. I also want to recognize all of the officers and executive committee who are here. And I congratulate the Niagara Falls All City Marching Band. You are a beautiful sight over there in your red and white uniforms.

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are with people thousands of miles away--the families, the teachers, the students, the law enforcement officials, the citizens of Littleton, Colorado who have lost so many beloved members of their community. This terrible tragedy has put our entire nation into mourning, and it reminds us once again that everything in life pales in comparison to our ability to keep our children safe and out of harm's way.

I have talked with a lot of people in the last 48 hours and each of them has expressed a sense of helplessness and sometimes even hopelessness. They ask, "What can we do? How do we talk to our own children? How do we reach out to the people of Littleton to let them know that we are thinking of them and standing with them?"

My husband went to a school today and talked with students and listened to what was on their minds. He reminded them, as I have reminded others, that there is no way to explain or even understand a tragedy such as this. But we have to try. And we have to recognize that we are not helpless or hopeless. There are steps we can take, ways we can try to prevent such tragedies from ever happening again. All we have to do is to look at the people of Littleton to remind ourselves of how good our country fundamentally is. I saw the lines of men and women waiting for hours to give blood, turning out for vigils, and donating money to help with long-term counseling. I thank you, Tom, for your donation to the healing process. Local hotels are providing free rooms for family members of victims who have rushed to Littleton. Clergy, teachers and psychologists are gathering from all over the state to comfort parents and students. So we can see, even now, that in the face of this terrible tragedy people are not helpless or hopeless.

But we have to do more than just reflect on what has happened in Littleton. And again, I turn to Al Shanker. I think about how in 1995 he announced on behalf of the AFT [American Federation of Teachers] a national campaign to argue for safe and orderly schools with rigorous academic standards. He knew, as all of you know, that we had to do the best we could to provide a safe and orderly environment in all of our schools.

Now I am not sure that many of us would have pictured in our minds--when we first heard Al Shanker say that or read his column promoting that--the school in Littleton, would we? We would have had a very different picture about where the problems were, where the violence occurred, the kinds of kids involved. What this spate of school shootings and killings of the last two-and-a-half years have proven, if we ever needed to be reminded, is that there is no community that can afford to think it is immune from what happens in the larger society.

We also need no more powerful reminder that every single day our teachers are on the front lines in our schools. Even as the bullets whizzed around them, the teachers at Columbine High School never forgot their responsibilities to the students in their care. They risked their lives to shield their students and help lead them to safety. One teacher, William David Sanders, gave his life to protect his students. And two teachers were wounded.

So as we gather here tonight, I want to commend this union for being at the vanguard of the movement to stop the violence and to create safe schools where all children are ready and able to learn. And yet I am not sure that we have really absorbed the lessons you have been trying to teach us. We know that most schools in America are safe. They are, in fact, often the safest place that children can be in a community. I do not need to tell you that they are not islands cut off from the rest of society. No school security system can keep society out of the school house door. When a tragedy like Littleton happens, too often the immediate response is a lot of finger pointing. The gun lobby points at the media. The media points back at the gun lobby. Parents point at the schools. And everyone points at the parents. I do not think that is a very useful exercise.

There are reasons why the young men have made so well known the names of their towns--Littleton and Jonesboro and Paducah and Springfield and Pearl. There are reasons why

these events have happened, and there are ways we can better try to prepare ourselves to intervene and prevent them in the future. There is no way to outline completely all of the factors that go into what we have seen with the two young men in Littleton. But there is no escaping the fact that there is responsibility for all of us to fulfill. I believe, as I said in my book, that it takes a village, because I think that all of us have to be willing to accept our share of responsibility for the raising of our children. There were some who criticized me and said, "No, it is only parents." Of course parents are the primary and foremost influences in their children's lives. There is nothing that can, in any way, overtake parental responsibility in the understanding of what motivates and shapes children. But parents do not act in a vacuum. Children are not raised in test tubes. They are influenced by all that goes on around them. And those of us who have lived long enough know enough circumstances where the family does not seem to have played the major role in the creation of the problem that we can see in a young person. So we have to be thoughtful about how we understand the various factors at work and the responsibilities each of us should be taking.

There are a few points that I would like to see us make. I would ask you, who understand more about these issues than most people in our society, to join with me and others in trying to present a clearer picture of what needs to be done. Here are just some thoughts I would like to share with you.

We held a White House Conference on School Safety last October. We brought together parents and teachers, law enforcement officials, religious leaders, elected office holders, child advocates --everyone we could imagine who had a direct stake in contributing to the safety and well-being of our children. We looked at all the experts' opinions and the research about school violence.

Out of that came a guide to safe schools called Early Warning, Timely Response that was issued jointly by the Attorney General and the Secretary of Education. The report was sent to every school district. It would not surprise any veteran teacher to know what it contained in terms of what we should be looking for if we are going to try to intervene and help young people to avoid violence.

I do not know how many of these brochures actually ended up in the hands of teachers, but we are going to be sending out more to try to give those on the front lines, the teachers, the arguments and the support that they need to be able to get the resources that are required to do the job you know needs to be done. We do not have enough resources available to most of our schools to take care of the problems that teachers identify among students. We have got to do a better job of creating more psychological counseling resources, social work counseling resources, and other support services.

I have friends who are teachers--and I am sure this is an experience some of you have had--who have had to work for countless hours and days to try to find some help for a student that they know is likely to hurt himself or others. It is often a lonely and frustrating search. So the community and the school system have to be more willing to provide the support and the resources so that when the alarm bells go off in your heads, you have somebody you can turn to. I hope we will begin to focus on that and have a national response, but we will need your leadership and voice in order to achieve that.

We also have to find some ways for students to make referrals--anonymously, if necessary--so they can bring to teachers' and administrators' attention what they know is happening among some of their peers. I would like to see in every community some kind of hotline, some kind of number that can be called, both to report concerns and to seek help, and a referral service that can really back up the referrals with the services that are needed.

We are attempting in this Administration to provide more support for people with mental illness, and we have dramatically increased the funding for children's mental health

services. I want to thank my friend, Tipper Gore, who has been a real champion of mental health for everyone, particularly for children. We will not make the progress we need until we treat mental illness just as seriously as physical illness and provide the resources to treat it. We know there is a lot of confusion, alienation, and just plain growing-up adolescent angst out there. Some of it is just normal development, and some of it is more serious than that. So we do have to begin to make a distinction, and have enough trained people to treat and counsel those whom we believe are in trouble.

We also have to stand up and say what needs to be said about guns and firearms and bombs. We know that young people will have disagreements, arguments, even fights. We know that adolescents have problems with impulse control. Why on earth would we permit any young person to have access to the kind of firearms that these two young men brought into that school?

In preparation for the White House Conference on School Safety and Violence, we had a roundtable discussion with a lot of very accomplished people--experts and researchers. And I will never forget the comment that one of them made. He said, "You know, I've studied the attitudes and the psychological profiles of young people in many different societies around the world. And I believe that the single biggest difference why our rate of violence is higher than others is because we have so many weapons that are easily available." Unless you take away that capacity to immediately discharge those feelings, to use that weapon against others instead of learning how to deal with your own emotions, we know too well the results.

Now some have still argued against the need for sensible gun control, but we can see the results. When my husband stood up against the gun lobby and fought for the Brady Bill, there were those who said it would not make any difference, it would just interfere with the right of Americans to have access to weapons. Well today we can look back. Since the Brady Bill was enacted, 250,000 felons, fugitives and stalkers have been denied handguns, and I am grateful that they have.

The President will be sending crime legislation to the Congress shortly. In it he is going to ask the Congress to extend the Brady Bill so that young people who commit serious and violent offenses cannot ever purchase handguns when they become adults, and also to ask that child safety locks be put on all guns, and to raise the penalties for juveniles who possess handguns and for adults who illegally transfer them to young people. We should hold people who allow children easy access to firearms criminally responsible for their reckless actions when children get access to their guns.

We also have to recognize something else. Why is it, in addition to the accessibility of these weapons, that a young American can take one and turn it on his fellow classmates, and then on himself? We also have to be willing to stand up and talk about the culture of violence that infects the lives of our children. You can no longer argue against the research findings that started with the Surgeon General's report in 1972 and have continued unabated from this country and others that the constant exposure to violence--on television, in the movies, in the video games, in the music--does not have an effect on the way children see themselves and others. There is just too much evidence that children are desensitized, they lose empathy. There is increasing concern about the impact on vulnerable young people of video games that are interactive and that you win based on how many people you kill.

I was reading about a study that discussed what needed to be done in the military to prepare people to overcome the natural inhibition that most humans feel about killing another human being. The military often has to work very hard to prepare people to be on the front lines. How do they do it? By repetitive practice. By target shooting where the targets look like people. By creating an instantaneous, habitual reaction, much as we see in these video games.

In the last five years we have had an additional concern raised by the Internet. And again, we are getting increasingly worried about the access that children have on the Internet to all kinds of information and propaganda and how difficult it is to mediate between them and the information or to control their access to it. Now in the last several years we have tried in various ways to empower parents and other responsible adults so that they can be the ones to be those mediators. That is the idea behind the V-chip, where parents would be able to control what came in on the television set. That is the idea behind putting some kind of standards in place through legislation for what is pornography on the Internet. So there have been efforts made to try at the national level to equip parents and adults so that they did not feel quite so helpless in the face of this explosion of media images, many of which are violent.

Now the problem of course is, as anyone will quickly recognize, that there is so much of it, we are awash in it, and most kids are not terribly affected by it. The combination of parenting or genetics, resilience, empathy, experience, whatever, guides them through this climate of violence. But for other young people, who for whatever reason are vulnerable, we do not have early warning signals and we do not have enough safeguards built in. We are going to have to do some serious thinking in our country about how we will take more control over what our children see, and what they experience, and how they understand what they see and experience.

Now rightfully we have a lot of concerns about the First Amendment and government censorship, so we have to be very thoughtful about how we navigate through those. But I hope to be working with community groups, parents' groups, educators' groups to try to think of some better ways we can take back responsibility in this area.

We can no longer shut our eyes to the impact that the media is having on all of our children, and on the potentially violent impact it is having on some. I will be asking you to help us--to help Tipper Gore and me and the President, the Vice President and others--to think of ways we can devise to persuade parents to exercise more authority, to help peers influence each other, so that we can begin to fight back against the violence and the impact that it has.

It raises large questions about why we as a culture glorify violence, why we consider it acceptable, why we laugh at it, why we turn our backs to it when our children are involved in it. And I think we are going to have to be very honest about what kind of steps we are willing to take to do something about it.

Finally, parents, of course, have to be equipped and empowered to feel that they have more responsibility and authority on the lives of their children. I hear it from teachers all the time. How for so many reasons, parents are not able to be as involved in their children's lives as they used to be. How you do not see them in school meetings or parent-teacher conferences. How you cannot find them if you are trying to call to discuss a problem. Of course, much of that is because of the long hours and the emotional demands of work and family and single-parent families. We know that from recent reports, parents often have a high level of conflict between the obligations they feel at the workplace and what they feel to their family. Because of these pressures--the breakup of families, the disappearance of fathers from children's lives--we have many young people trying to navigate to adulthood without enough adults around them.

So how do we provide more support for working parents? How do we encourage more parents to stay involved in their children's lives, especially as those children get older? Some say that it is a task for each individual family. I do not believe that. I think we should help parents more than we are. I believe that legislation like the Family and Medical Leave Act should be extended so that parents can go to parent-teacher conferences off the job. I believe it is in all of our interests to subsidize quality child care and after-school programs so that children can be safe. I believe that communities have to work harder to involve

parents in taking care of children, and provide opportunities and places for children to be during summers and evenings and weekends.

There is a lot we can do that we know works. We just lack the will to put into effect what we know works. We are not willing to do all that is necessary to give parents the tools they need to be the best possible parents they can be. We also have to be sure that we help parents know where they can go for help. A lot of parents do not know, and they throw up their hands and they walk away.

We have seen what parents can do when they join together. Just think about how before Mothers Against Drunk Driving, it was considered more or less okay to have a few drinks and get behind the wheel of a car. MADD fundamentally changed the way we think about that now. We have designated drivers. We have people who are under more social pressure not to drink and drive. Well that is one way that parents coming together, citizens banding together, have been able to change the environment and do what they needed to do to change behavior.

There is much we have to talk about. But I know that if Al Shanker were here, he would tell us to say what has to be said and to do what has to be done. Not to be afraid or hide our heads in the sand or back away from the challenges we face. Because we can meet them. It takes courage and faith and sometimes a really thick skin to overcome the hopelessness and helplessness that we can feel at times like these. But think about the amount of courage and faith it took for those students and teachers in Littleton during that crisis--or what the community has shown us in the days since. We owe it to them, and we owe it to all of our children and all of our teachers and all of our parents. And we owe it to ourselves to make sure that we adopt whatever strategy it takes --wiping out gun violence, reaching our kids with counseling, standing up against the culture of violence. Because that is what we should expect from ourselves.

I go back to that motto from PS Number One: No excuses. No exceptions. I can think of no more important tribute to those who lost their lives or those who will be struggling to rebuild theirs than to take on this issue that you led the way on years ago. Help us. Help us to understand how to make our schools safe and orderly, how to make our communities safe and orderly, and how to give hope to children who otherwise feel that no one cares. There is no better group to lead us in this effort than our nation's teachers. I thank you for what you have done. I thank you for this honor you have given me. And I look forward to working with you on behalf of America's children.

Thank you very much.



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April 22, 1999, Thursday, CITY EDITION

SECTION: LOCAL, Pg. 13C

LENGTH: 414 words

HEADLINE: MRS. CLINTON TO ARRIVE IN MIDST OF PARTY SQUABBLE

BYLINE: ROBERT J. McCARTHY; News Political Reporter

BODY:

First lady **Hillary** Rodham **Clinton** finds herself smack dab in the middle of a local Democratic squabble tonight when she arrives in Niagara Falls to address the New York State United Teachers convention.

Niagara County Democratic Chairman Nicholas J. Forster and Mayor James C. Galie are the main contenders in a bout centering on their roles in the visit of Mrs. Clinton, who is strongly considering a bid to succeed retiring Sen. Daniel Patrick Moynihan, D-N.Y.

Forster said Wednesday he will decline his invitation to a private reception of community leaders for Mrs. Clinton at the Niagara Falls Convention and Civic Center because of the presence of Galie -- who endorsed Republicans for governor and senator in 1998. And he holds Mrs. Clinton and her advisers partly responsible.

"Here's a guy who in 1995 pledged support for the platform and candidates of the Democratic Party, and he's done none of that," he said. "We will not be in attendance.

"If Mrs. Clinton is thinking about running," he added, "she and (adviser) Harold Ickes ought to sit down and do some homework."

Forster said Mrs. Clinton understands protocol, and her failure to reach out to locals dampens his own enthusiasm for her potential candidacy.

Forster and Galie have grown increasingly at odds in recent months over the mayor's handling of city affairs and his backing of Gov. Pataki and former Sen. Alfonse M. D'Amato last year. He charged Wednesday that Galie is a Democrat only as a matter of "convenience," and that his dealings with municipal unions qualifies him as a "union buster."

That proves ironic, he said, when Mrs. Clinton is in town to receive the **Albert Shanker Award** from the teachers union.

"She will receive a very distinguished award in honor of the their former president," Forster said, "but she'll be joined by the biggest union buster Niagara Falls has ever seen."

Galie, however, pronounced his presence at a reception for Mrs. Clinton a "great honor," called himself a proud Democrat, and vowed he is enthusiastic about opposing Forster and his rule of the party.

He called Forster's opposition to his role at the reception "childish."

"The local Democratic Party is in disarray because of the actions of the Democratic chairman," the mayor said. "My support for the governor and Senator D'Amato was for local reasons. This is all about people, not politics."

Galie also said he is enthusiastic about supporting Mrs. Clinton for the Senate seat.

LANGUAGE: ENGLISH

LOAD-DATE: April 25, 1999

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SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, MAY 19, 1999

FINAL

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202/456-5340 FAX
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PREV RON

The White House

9:00am-

BRIEFING

9:05am

Red Room

CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady

Ellen Lovell

SCHEDULE FOR HILLARY RODHAM CLINTON
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9:05am- MEET AND GREET
9:15am Blue Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Please refer to the briefing book
for the participant list.

9:15am- SAVE AMERICA'S TREASURES ANNOUNCEMENT
10:15am East Room
OPEN PRESS/WH PHOTO

FORMAT:

-The First Lady, accompanied by event
participants, is announced into the East Room.

-The First Lady makes remarks and introduces
Secretary Bruce Babbitt.

-Secretary Babbitt makes remarks and introduces
Robert Stanton, Director, National Park Service.

-Robert Stanton makes remarks and introduces
Senator Kennedy.

-Senator Kennedy makes remarks and introduces
Representative TBD.

-Representative TBD makes remarks and introduces
Representative John Murtha.

-Representative Murtha makes remarks and
introduces Linda Waggoner, Grantee.

-Linda Waggoner makes remarks.

-The First Lady makes brief closing remarks.

-Upon conclusion, the First Lady departs.

PARTICIPANTS: 150 guests

SCHEDULE FOR HILLARY RODHAM CLINTON

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10:50am DEPART South Portico
 VIA Motorcade
 EN ROUTE National Sculpture Garden
 [Drive time: 5 minutes]

10:55am ARRIVE National Sculpture Garden
 7th Street, NW, between Madison and Constitution

GREETERS:

Robert Smith, President, National Gallery of Art
Calvin Cafritz, Chairman, The Morris and Gwendolyn
Cafritz Foundation

11:00am- **NATIONAL SCULPTURE GARDEN DEDICATION**

11:45am Tent
 National Sculpture Garden
 HRC Hold: Limo
 Phone: n/a
 Fax: n/a
 OPEN PRESS/WH PHOTO

FORMAT:

-The First Lady proceeds onto stage.

-The Honor Guard presents the Colors.

-The National Anthem is performed.

-Alexander Mellon Laughlin, Chairman, Board of
Trustees of the National Gallery of Art, makes
welcoming remarks and introduces Robert Smith,
President, National Gallery of Art.

-Robert Smith makes remarks and introduces the
First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady proceeds
to her seat.

-Robert Smith thanks the First Lady and introduces
Calvin Cafritz, Chairman, The Morris and Gwendolyn
Cafritz Foundation.

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-Calvin Cafritz makes brief remarks.

-Robert Smith introduces Earl Powell, Director,
National Gallery of Art.

-Earl Powell makes brief remarks.

-Upon conclusion of the speaking program, the
stage participants take a group photograph.

-The First Lady has the option to take a brief
tour of the National Sculpture Garden.

-The First Lady departs.

PARTICIPANTS: 200 guests

11:50am **DEPART** National Gallery Sculpture Garden
VIA Motorcade
EN ROUTE Andrews Air Force Base
[Drive time: 20 minutes]

12:10pm **ARRIVE** Andrews Air Force Base

12:25pm **WHEELS UP** Andrews Air Force Base
EN ROUTE Grand Canyon Airport, Grand Canyon
National Park, Arizona
[Flight time: 4 hours, 40 minutes]
[Time change: -3 hours]
[Meal: Lunch]

2:05pm **WHEELS DOWN** Grand Canyon Airport, Grand Canyon
National Park, Arizona
CLOSED PRESS/WH PHOTO

2:15pm **DEPART** Grand Canyon Airport
VIA Motorcade
EN ROUTE parking lot, El Tovar Hotel
[Drive time: 20 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON

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2:35pm **ARRIVE** parking lot, El Tovar Hotel

GREETERS:

Eugene Conti, Assistant Secretary, Department of Transportation

Robert Arnberger, Superintendent, Grand Canyon National Park

Vera Arnberger

J.T. Reynolds, Deputy Superintendent, Grand Canyon National Park

Dot Reynolds

STAFF NOTE: Staff should proceed directly to the staff viewing area.

2:35pm **PROCEED** to Grand Canyon scenic overlook accompanied by Robert Arnberger, Superintendent, Grand Canyon National Park, and Denise Traver, Trails User

2:40pm-
2:50pm **PHOTO-OP AT GRAND CANYON SCENIC OVERLOOK**
Grand Canyon scenic overlook
POOL PRESS/WH PHOTO

PARTICIPANTS:

The First Lady

Robert Arnberger, Superintendent, Grand Canyon National Park

Denise Traver, Trails User

2:50pm **PROCEED** to stage

2:55pm-
3:40pm **GRAND CANYON MILLENNIUM TRAILS ANNOUNCEMENT**
Grand Canyon National Park
HRC Hold: Coronado Suite, Room 6491
Phone: 520/638-2631
Fax: 520/638-7701
Staff Hold: Room 6486, Room 6487
OPEN PRESS/WH PHOTO

FORMAT:

-Robert Arnberger, Superintendent, Grand Canyon National Park, makes brief welcoming remarks.

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-The National Anthem is performed.

-A traditional Hopi welcome is given by Wayne Taylor, Chair, Hopi Tribe.

-Robert Arnberger makes brief remarks and introduces Eugene Conti, Assistant Secretary, Department of Transportation.

-Eugene Conti makes remarks and introduces Deborah Tuck, President, Grand Canyon National Park Foundation.

-Deborah Tuck makes remarks and introduces Peter Axelson, Member, Greenway Coalition.

-Peter Axelson makes remarks and introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady exits the stage and works a ropeline.

-The First Lady proceeds into the El Tovar.

PARTICIPANTS: 1000 guests

3:45pm

PROCEED to El Tovar Hotel

3:50pm-
4:20pm

**MEETING WITH MILLENNIUM TRAILS CELEBRATION
COMMITTEE**

Canyon Room

El Tovar Hotel

CLOSED PRESS/WH PHOTO

FORMAT:

-The First Lady proceeds into the Canyon Room and greets each participant individually and then proceeds to her seat.

-The First Lady makes brief welcoming remarks and introduces Eugene Conti, Assistant Secretary, Department of Transportation.

SCHEDULE FOR HILLARY RODHAM CLINTON

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-Eugene Conti makes brief remarks and begins the discussion.

-Eugene Conti concludes the discussion.

-The First Lady departs and proceeds to Hold.

PARTICIPANTS: 20 people

4:30pm **PROCEED** to Hold

4:30pm-
7:30pm **DOWN TIME**

STAFF NOTE: Please refer to the staff advisory for down time options and dinner arrangements.

7:30pm **DEPART** El Tovar Hotel
VIA Motorcade
EN ROUTE Grand Canyon Airport, Grand Canyon National Park, Arizona
[Drive time: 15 minutes]

7:45pm **ARRIVE** Grand Canyon Airport, Grand Canyon National Park, Arizona
CLOSED PRESS/CLOSED PUBLIC

8:00pm **WHEELS UP** Grand Canyon Airport, Grand Canyon National Park, Arizona
EN ROUTE Flagstaff Airport, Flagstaff, Arizona
[Flight time: 30 minutes]

8:30pm **WHEELS DOWN** Flagstaff Airport, Flagstaff, Arizona
HRC Hold: 2nd Floor Conference Room
Phone: 520/774-1420, x14
Fax: 520/556-1288
CLOSED PRESS/CLOSED PUBLIC

8:45pm **DEPART** Flagstaff Airport
VIA Motorcade
EN ROUTE Lowell Observatory
[Drive time: 15 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON

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9:00pm **ARRIVE** Visitor's Center, Lowell Observatory
1400 West Mars Hill Road
Flagstaff, Arizona

GREETERS:

William "Bill" Putnam, Trustee, Lowell Observatory
and grand-nephew of Percival Lowell
Katherine Bromin
Bob Millis, Director, Lowell Observatory

9:05pm- **MEET AND GREET**
9:15pm Lecture Hall
Visitor's Center
CLOSED PRESS/WH PHOTO

FORMAT:

-The First Lady takes a group photograph with
the Lowell Observatory staff.

-The First Lady does a receiving line with 11
friends of Lowell Observatory.

PARTICIPANTS: 11 guests

9:15pm **PROCEED** outside to Slipper Hall accompanied by
Bob Millis

9:20pm- **EDUCATIONAL LECTURE WITH STUDENTS AND ASTRONOMERS**
10:05pm Slipper Hall
Lowell Observatory
HRC Hold: Director's Office
Phone: 520/774-3358, x238
Fax: 520/774-6296
Staff Hold: Director's Office
POOL PRESS/WH PHOTO

FORMAT:

-The First Lady, accompanied by Bob Millis,
Director, Lowell Observatory, proceeds to the
first exhibit.

SCHEDULE FOR HILLARY RODHAM CLINTON

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-Bob Millis gives an overview of the history of Lowell Observatory, Percival Lowell and his work regarding Mars. Jeff Hall, Director, Public Programming, explains Slipher's spectograph and Slipher's work regarding the timing of the universe.

-The First Lady, accompanied by Bob Millis, proceeds to the second exhibit.

-Kevin Schindler, Director, Educational Programming, gives an overview of the work that was conducted at Lowell Observatory regarding the discovery of Pluto. An experiment illustrating the temperature of Pluto is also conducted.

-The First Lady, accompanied by Bob Millis, proceeds to the third exhibit.

-Carolyn Schumacher, Astronomer, Lowell Observatory, gives an overview of the moon mapping work which was done in the 1960's to prepare the Apollo astronauts for the moon missions.

-The First Lady, accompanied by Bob Millis, proceeds to the fourth exhibit to view artifacts which need to be preserved.

-Antoinette Biser, Librarian, gives a brief explanation of the artifacts and preservation needs of Lowell Observatory.

-Upon conclusion, the First Lady makes brief closing remarks.

-Upon conclusion of the First Lady's remarks, Bob Millis will invite the First Lady to walk to Clark telescope.

PARTICIPANTS: 20 students

10:05pm

PROCEED to Hold to reposition press

10:10pm

GROUP PHOTO WITH STUDENTS
Slipher Hall
Lowell Observatory
CLOSED PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, MAY 19, 1999

PAGE 10

PARTICIPANTS: 20 students

10:15pm **PROCEED** outside to Clark telescope

10:20pm-
10:35pm **TELESCOPE VIEWING**
Clark telescope
Lowell Observatory
POOL PRESS/WH PHOTO

FORMAT:

-Kim Rodriquez, Senior Supervisor, Lowell Observatory, gives brief instructions and the First Lady and a student look through the Clark telescope to view the planet Mars.

-Upon conclusion of viewing Mars, the Clark telescope will be repositioned to view a star that is 2000 light years away.

-During the repositioning of the Clark telescope, Kim Rodriquez explains the preservation needs of the Clark telescope and the effect of city lights on the night sky.

-The First Lady and a student view the star through the telescope.

-Upon conclusion, the First Lady departs.

PARTICIPANTS:

The First Lady
Bob Millis, Director, Lowell Observatory
Kim Rodriquez, Senior Supervisor, Lowell Observatory
2 students

10:40pm **DEPART** Lowell Observatory
VIA Motorcade
EN ROUTE Radisson Woodlands Hotel
[Drive time: 10 minutes]

10:50pm **ARRIVE** Radisson Woodlands Hotel

RON Radisson Woodlands Hotel
Flagstaff, Arizona

Clinton Presidential Records Digital Records Marker

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**6/2/99 City College of
NY Commencement**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

FINAL

WASHINGTON, D.C./ NEW YORK, NEW YORK/ WASHINGTON, D.C.

NEW YORK

LEAD ADVANCE: DAVID NESLEN ROOM 1535
 SHERATON NEW YORK HOTEL AND TOWERS
 212/581-1000 PHONE
 212/262-4410 FAX
 202/757-9440 CELL
 800/SKYPAGE PAGER
 PIN #216-9761

NEW YORK

SITE ADVANCE: PAUL RIVERA
 ROBERT MCLARTY

NEW YORK

PRESS ADVANCE: ALLISON CHADWICK

SCHEDULER: WENDY ARENDS
 202/456-7007 PHONE
 202/456-5340 FAX
 202/518-8209 HOME
 WHCA PAGER #4781

STAFF NOTE: STAFF VAN DEPARTS WEST BASEMENT AT 7:15AM

PREV RON The White House

7:25am DEPART South Portico [W/POTUS]
 VIA Motorcade
 EN ROUTE Reflecting Pool
 [Drive time: 5 minutes]

7:30am ARRIVE Reflecting Pool

7:40am DEPART Reflecting Pool [W/POTUS]
 VIA Marine One
 EN ROUTE Andrews Air Force Base
 [Flight time: 10 minutes]

7:50am ARRIVE Andrews Air Force Base

8:00am WHEELS UP Andrews Air Force Base
 EN ROUTE La Guardia International Airport
 [Flight time: 45 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

PAGE 2

8:45am **WHEELS DOWN** La Guardia International Airport
FBO: Signature Flight Support
Phone: 718/476-5200
CLOSED PRESS/CLOSED PUBLIC

9:00am **DEPART** La Guardia International Airport
VIA Motorcade
EN ROUTE The City College of New York
[Drive time: 30 minutes]

9:30am **ARRIVE** The City College of New York
138th Street and Convent Avenue
New York, New York

GREETER:

Denise Davison, Assistant Director of Development

9:30am **PROCEED** to Hold

GREETER:

Dr. Yolanda Moses, President, The City College of
New York

9:35am- **HOLD/MEET AND GREET**

9:45am HRC Hold: Room 151
Phone: 212/650-7130
Fax: 212/650-7149
Staff Hold: Office

PARTICIPANTS: 10 guests

9:45am- **1999 COMMENCEMENT OF THE CITY COLLEGE OF NEW YORK**
11:45am The City College of New York
OPEN PRESS/WH PHOTO

FORMAT:

-The First Lady, accompanied by Dr. Yolanda Moses,
President, The City College of New York, processes
to the stage and proceeds to her seat.

-Lorraine Charles, Class of 1999, and Olga Gak,
Class of 1999, sing *The National Anthem*.

-Sattish Babbar, Trustee, makes welcoming remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

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-Roy Moskowitz, Vice Chancellor, makes welcoming remarks.

-Dr. Yolanda Moses, President, reads a citation and presents The City College President's Medal to the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady returns to her seat.

-Chief Marshal introduces Dr. Moses.

-Dr. Moses makes remarks.

-Chief Marshal introduces Dr. David Lavallee, Provost.

-Dr. Lavallee and Dr. Moses present an honorary degree to Robert Geddes.

-Robert Geddes makes brief remarks.

-Dr. Lavallee and Dr. Moses present an honorary degree to Mario Runco, Jr.

-Mario Runco, Jr. makes brief remarks.

-Dr. Lavallee and Dr. Moses present an honorary degree to Josh Weston.

-Josh Weston makes brief remarks.

-Dr. Moses introduces Patricia Burns, Valedictorian, Class of 1999.

-Patricia Burns makes remarks.

-Candidates for Graduate Degrees are presented.

-Candidates for Bachelor's Degrees are presented.

-Jon Paul DeLise, Class of 1971 and President, The City College Alumni Association, leads the graduates in reciting the Ephebic Oath.

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

PAGE 4

-Chief Marshal asks that everyone join in singing
The City College of New York's Alma Mater,
"Lavender, My Lavender".

-Chief Marshal congratulates the Class of 1999.

-The First Lady, accompanied by Dr. Moses,
recesses out and proceeds to hold.

-The First Lady departs.

PARTICIPANTS: 6000 guests

12:00pm-
12:30pm

HOLD

12:30pm

DEPART The City College of New York
VIA Motorcade
EN ROUTE Tavern on the Green
[Drive time: 15 minutes]

12:45pm

ARRIVE Tavern on the Green
Central Park at West 67th Street
New York, New York

GREETERS:

Judith Hope, Chair, New York State Democratic
Committee
Denis Hughes, President, New York State AFL-CIO
Randi Weingarten, President, United Federation of
Teachers
Keith Osborne, Chair, Chemung County Democratic
Party
Karl Heyden, Chancellor, New York State Board of
Regents (T)
Dennis Rivera, President, Union 1199 (T)

12:50pm

PROCEED into the luncheon

12:50pm-
2:00pm

LABOR LEADERSHIP LUNCHEON
Tavern on the Green
HRC Hold: Office
Phone: 212/873-4111
Fax: 212/724-5621
Staff Hold: Office
OPEN PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

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FORMAT:

-The First Lady, accompanied by Judith Hope, Chair, New York State Democratic Party, and Denis Hughes, President, New York State AFL-CIO, proceeds to greet luncheon participants at their tables.

-The First Lady proceeds to her table.

-Judith Hope, Chair, New York State Democratic Committee, makes welcoming remarks and introduces Senator Charles Schumer.

-Senator Schumer makes remarks and introduces Denis Hughes, President, New York State AFL-CIO.

-Denis Hughes makes remarks and introduces the First Lady.

-The First Lady makes remarks and introduces Randi Weingarten, President, United Federation of Teachers.

-Randi Weingarten makes remarks.

-Upon conclusion, Judith Hope presents Randi Weingarten with a gift.

-The First Lady has the option to work a ropeline and departs.

PARTICIPANTS: 120 guests

2:00pm

DEPART Tavern on the Green

VIA Motorcade

EN ROUTE Waldorf Astoria Hotel

[Drive time: 15 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

PAGE 6

2:15pm ARRIVE Waldorf Astoria Hotel

GREETERS:

Angela Taylor

Kevin Corrigan, Resident Manager

Carla Garbi, Meeting and Convention staff

2:15pm-

5:05pm

DOWN TIME

HRC Hold: Suite 35-H

Phone: 212/355-3000

Fax: 212/872-7272

Staff Hold: Suite 35-4H

5:05pm

DEPART Waldorf Astoria Hotel

VIA Motorcade

EN ROUTE The Water Club

[Drive time: 20 minutes]

5:25pm

ARRIVE The Water Club

500 East 30th Street

New York, New York

GREETERS:

Representative Carol Maloney

Harley Lippman, Event Co-Chair

Phil Christopher, Event Co-Chair

Buzzy O'Keefe, Owner, The Water Club

5:30pm

PROCEED to Balcony

5:30pm-

5:55pm

RECEIVING LINE

Balcony

The Water Club

CLOSED PRESS/MALONEY PHOTO

PARTICIPANTS: 50 guests

5:55pm

PROCEED to South Barge Room

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

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6:00pm- RECEPTION FOR REPRESENTATIVE CAROL MALONEY
6:30pm South Barge Room
The Water Club
HRC Hold: Office
Phone: 212/545-1155
Fax: 212/696-4099
Staff Hold: Office
POOL PRESS/MALONEY PHOTO

FORMAT:

-Representative Carol Maloney makes welcoming remarks and introduces Harley Lippman, Event Co-Chair, and Phil Christopher, Event Co-Chair.

-Harley Lippman and Phil Christopher make remarks.

-Representative Maloney makes remarks and introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady has the option to work a ropeline.

-The First Lady departs.

PARTICIPANTS: 175 guests

6:35pm **DEPART** The Water Club
VIA Motorcade
EN ROUTE La Guardia International Airport
[Drive time: 45 minutes]

7:20pm **ARRIVE** La Guardia International Airport
CLOSED PUBLIC/CLOSED PRESS

7:35pm **WHEELS UP** La Guardia International Airport
EN ROUTE Andrews Air Force Base
[Flight time: 50 minutes]

8:25pm **WHEELS DOWN** Andrews Air Force Base

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JUNE 2, 1999

PAGE 8

8:45pm DEPART Andrews Air Force Base [W/POTUS]
 VIA Marine One
 EN ROUTE Reflecting Pool
 [Flight time: 10 minutes]

8:55pm ARRIVE Reflecting Pool

9:05pm DEPART Reflecting Pool [W/POTUS]
 VIA Motorcade
 EN ROUTE South Portico
 [Drive time: 5 minutes]

9:10pm ARRIVE South Portico

RON The White House

**City College of New York Commencement
Address by First Lady Hillary Rodham Clinton**

**New York, New York
June 2, 1999**

Thank you very much, President Moses. I am deeply honored by this recognition from this college, and I am honored to join all of you on behalf of City College's 1999 graduating class—the very last class in this century and the very first to shape the next century.

You know, as I look out at this great crowd of students and faculty, I can't help but remember that it was 30 years ago that I graduated from college. And when I think back on those days and the challenges that we faced, I can see in my mind's eye the way generations respond to whatever it is that is challenging each of us at the time we enter into the world after we finish our education. Just as my parents and those people who are here that were of my parents' generation would talk about the Depression or World War II, my husband and I talk about the dreams of the Civil Rights Movement, the space program, the Peace Corps. We remember the tragedies of the assassinations of President Kennedy, Martin Luther King, and Bobby Kennedy. We wonder about the ongoing lessons from a divisive war, and the deadly mixture of poverty, racism, and despair that burst our cities into flames.

And today, looking back 30 years, or looking back to my parents' generation, we can say that much has changed—and much has changed for the better in America. You will be able to tell a different story. Those of you who are already parents or even grandparents in this class, as well as those of you who have not yet started families or have other ideas in mind about your own futures, you'll be able to talk about the technological advances that allow you to be interconnected across the world with just a click of a mouse. You'll be able to marvel at the revolution in biology that is finally allowing us to confront some of our biggest killers. And you will be able personally to attest to the importance of opening the doors of education and employment for all Americans. But we have many challenges, just as every generation has faced. We do have to confront those challenges because while change is certain, progress is not. And what we call the American Dream is really a compact between generations.

We believe in America that we can—through hard work and the acceptance of responsibility and the offering of opportunity—we can move closer to our stated ideals. We can, in fact, move closer to realizing the ideals and values on which this college was based.

If we think back 152 years, we can imagine the dreams of those who came together to found this school. They understood clearly that in America, if the doors of education were not available, if people did not believe they could make progress for themselves and their children, then the whole idea of America would not survive. So imagine that first class 150 years ago. There were only 143 students, and the president of

what was then called The Free Academy, Dr. Horace Webster, told those students, "The experiment is to be tried whether the children of the people, the children of the whole people, can be educated."

Well, I think that you have proven that that dream, and really that hope that was held by those founders, has been realized. But we have to continue to push forward to make sure that it always is. When people want to know whether that dream is being fulfilled, when they want to know whether the children of the whole people are being educated, I would want them to look at this class to see what happens when students are blessed with opportunity, when they are inspired by dedication, when they accept responsibility, and when the larger community invests in their hopes and dreams.

I hope they will think about a student like Jorge Becerra, whose family fled Cuba in his junior year of high school. During college, he helped translate for Spanish-speaking patients at Columbia Presbyterian Hospital, and today he is graduating with a Bachelor of Science degree in biology as this year's salutatorian. I hope they will think about Shenez Carmichael, who was accepted into City College through the Seek Program. She could not have afforded college were it not for this college. She worked 30 hours a week to pay her tuition and other expenses, and today she is graduating with a 3.95 GPA and a 4.0 in her history major.

I hope that people will also think about Guadalupe Bermeo. She came to this country from Ecuador 13 years ago. And when her last child was ready to go to school, she thought, "Well, what about me?" She overcame a lack of English skills. She overcame nursing a child with cerebral palsy. She overcame her own health problems that kept her out of school for a year. And today she will graduate with a degree in chemical engineering and, at the young age of 50, begin a new life.

Now all of us know that each of us is here—from those of us on the platform to those of you graduating—each of us is here because of the contributions that others have made to enable us to be here. And I want to thank, on behalf of this class and on behalf of all of us who care about education, the family members who supported you with endless patience, the teachers and faculty whose ears and offices were open and who never gave up, and the alumni and other supporters of City College who have never given up on you or this institution. Let's give them all a round of applause.

When you walk around this campus today, especially during Club Hours, you can see the children of the whole people. More than half of the members of this class were born in other countries, from places as far away as Egypt and Japan, Israel and Poland, Nigeria and the Dominican Republic. What an example this college and this class is to people all over the world who need to understand and see for themselves how much better it is when we work and learn together to build a common future.

You know, the story of City College is really the story of New York and the story of America. It is the story of waves of immigrants who came here from different lands, many escaping hardship and oppression, all yearning to breathe free.

Fifty years ago, E.B. White said of New York, "The city is like poetry; it compresses all life, all races and breeds into a small island and adds music and the accompaniment of internal engines." Well, you've had a lot of engines moving you forward because you would not be here had you not seized the opportunity, accepted the responsibility, and become part of this community.

Now we have to look back and think of all those who came before, graduates of this institution who shaped America. What would America be without the legal mind of Felix Frankfurter? Or the music of Ira Gershwin? Or the leadership of Colin Powell? Or the guidance of Stanley Kaplan, who tutored countless students when he attended City College, and has helped so many young people make it through their entrance exams, and just celebrated his 60th reunion? He is here today. And on behalf of all the caring alumni, let us thank Mr. Kaplan.

And yet as we gather today, we know we cannot just celebrate. We have to think about what comes next. We have to be willing to accept the challenges of this time. I'm very impressed with a story I just learned about one of the distinguished graduates of City College, Jonas Salk, who discovered a vaccine for polio which saved generations of children from that cruel fate. When they offered him a ticker-tape parade in 1955, he asked that they use the money instead for scholarships. I'm sure that he would be very proud of all those students who have received the Jonas E. Salk Scholarship for Medical Education. And I know he'd be proud of Patricia Burns, who moved to New York and began working at restaurants and at other various jobs and continued to volunteer in hospitals, keeping the dream of medicine in the back of her mind. Then when she lost a close friend to AIDS, she knew she did not want his death to be in vain, so she decided to pursue her dream. She will graduate today as the valedictorian and will go on to medical school along with so many other graduates of City College.

Now some of you may be wondering, "Well what does this have to do with me? Isn't it enough that I got my own degree, that I had to work to put myself through school, that I had to continue perhaps to raise my family?" As I was walking in, one of the graduates held up a sign which said, "It takes a village." And I know that for all of you, it's taken a village to get you here. But when you take your oath to this city later, you're going to be promising to do what you can to make this city, and by extension this state and country, a better place than the place you found.

Let me just read from what you will be saying. You will be saying, "We will strive unceasingly to quicken the public's sense of civic duty and thus, in all these ways, we will strive to transmit this city not only not less, but greater, better, and more beautiful than it was transmitted to us."

Now there are many ways to put that oath into action, but one of the most important is to be part of the transformation of public education that will enable this city, this state, and this country to continue to offer opportunities for all people to come. We know that in today's global, information-based economy, higher education is often the

fault-line between those who will make it and those who will be left behind. That is why this Administration, under the President's leadership, has fought so hard to open the doors of college to all those willing to work for that opportunity—to use Pell and Hope Scholarships and Lifetime Learning Credits to make the 13th and 14th years of school as universal as the first 12. And we know that in order to make good on that promise, our public schools and our public colleges must be able to perform at the highest possible standards.

One of the most important questions facing this university and public schools across the country is this: How do we make sure that all students, all teachers, all schools meet those high standards? How do we ensure that students receive the education that will lift them as far as their aspirations and ambitions will take them? How do we make sure that we fulfill the vision of making it possible that any student, regardless of where you came from, can walk out of this and other public colleges with an education that prepares you for the challenges of the new global economy?

No one wins, especially our children, if our schools are plagued by poor test scores and performance, by low expectations and social promotion. No one wins, especially our children, if politics takes up much-needed seats in the classroom. We have to be willing to demand high standards and accountability, but we have to pursue strategies that work, that actually lift up the performance of students, enabling all schools to do better, not just score political points. We can never lift up our public schools or the students they serve by tearing them down. We can never ensure the economic future of this city or state, or our nation, by undermining the public education system that is at the very foundation of the American Dream. And we can never succeed in educating the children of the whole people if we breach the promise of affordable, quality public education. But the fact is that we have to fulfill that promise long before a student reaches this college. Even long before that student enters high school, or junior high school, there is enough responsibility to transform our public education system to go around to all of us.

Let me just list a few of the ways each of us can help fulfill the promise of quality, public education. We can fulfill it by convincing parents that they are their child's first teachers. And where parents may not understand that, or they themselves do not have much education to even grasp that concept, let us try to help parents be the best parents they can be to give their children the best start in life. We can help fulfill that promise by investing in the early, critical years when a child's brain is literally being formed for future education. My husband said in a State of the Union address that education begins at the age of zero. It is time we began to take that seriously. That means we need to invest in more early childhood development programs, pre-school programs, Head-Start programs. It means we need to provide for the children of the whole people what those of us able to afford for our own children give to those children—the kind of enriching experiences that prepare them for school. It means we need to lower classroom size and put more qualified teachers in them.

When I was a principal for a day, which meant that I followed a real principal around for a day, I was in a school in Queens—a junior high school that was built for 1,500 students but had 2,000 students and was putting in mobile classrooms for 500 more. Now that is no way to value education and give children the attention they need to learn. We have to rebuild and modernize crumbling schools, we have to build new schools where they are needed, and we have to turn failing schools around. No parent—*no* parent—should have to send any child to a failing public school. That should be a solemn promise we make.

And we know so much more about how to make schools succeed, but we also know it takes some time. We did not get into this situation over night. We have disinvested in public schools in too many places. We have not given the support that teachers and parents and principals need, but we cannot excuse poor performance. We need to hold everybody accountable and provide the best possible education. One of those strategies that will work is providing more charter schools and public school choice. It will also work to give more young people the kind of mentoring and extra assistance they need to get ready for college as you do here with the Gear-Up Program.

We also have to keep our schools free from violence. We have to identify young people who are troubled and get them help before it is too late.

I hope you will think about the gifts that your education now gives you that you can transmit; gifts not only as workers, but also as parents and as citizens. There is much work to be done to pass on our guarantee of freedom and opportunity for all. To pass on the dual mission of this institution: access and excellence. To pass on a belief in public service just as many of you have done by volunteering at local schools and hospitals, what you have done with the unprecedented Crosstown 116 Project, how you are transforming this city. You can pass on those gifts and a commitment that you too will do your part to keep faith with the American Dream.

You've had many distinguished alumni. Each has left this institution at a different time with a different set of experiences, and each has had to take their own gifts into the future. Think of them not just as what you can do for yourselves, but think about what you can do for everyone else as well. There are countless young people in this city who are not here in an institution of higher education; who somewhere along the line were discouraged, were put down, were sent the wrong messages, didn't get the kind of support that it does take a village and a strong family to provide. Each of you can reach out in your own ways to the young people of this city, to lift them up and point them forward.

We've made a lot of progress in America in the last six-and-a-half years. It's not only the booming economy that is really beginning to transform every level of society, because it's not just those at the top who are doing well. For the first time we are seeing wage gains and income increases all the way down the ladder of opportunity, and for the first time we have turned around the much too prevalent unemployment of poor people—African-American males and others who are finally sharing in the prosperity that we now

enjoy. But it is not just economics that I would ask you to address. We've also done some good work in many of our social problems. Teenage pregnancy is down; crime is down; people are once again more focused on making their neighborhoods work and turning inward to ask themselves what they can do to make a contribution to a stronger community.

In the last few weeks I have been in two very different places. I went to Macedonia to see the Kosovar refugees. I visited them in their tents. I talked with them and heard their stories of atrocities and brutality and oppression. And I was also in Littleton, Colo., right here in the United States, where I talked with the family members of those who lost loved ones in that terrible tragedy. Now one would think there's nothing really in common between those two places and those groups of people, but I could not get out of my mind their stories. Each of them have lost so much because of hatred and violence, because of people who wanted to push down and oppress somebody else in order to lift themselves up, because the problems that fester that were not identified, treated, and hopefully solved.

Here we are at the end of this bloody century where so much has been lost and yet so much progress has been made alongside the horrors that have been inflicted—ending this century in Europe with yet another bloody conflict caused by forces of oppression and bigotry, discrimination and evil. And each of us must make a stand in our own minds and, I would argue and suggest, also a stand in the public arena as well for the kind of society we want here at home and around the world. There is no doubt that if we educate people and prepare them to take their places, they cannot just be part of the economic engine if our society and culture are to provide the support for what we most value.

So as you go forth in this graduating class, you bear not only the hopes and dreams of all those who helped you get here, but you also are carrying the aspirations of those who came before, and you will help determine who comes after. I congratulate you, for many of you have overcome incredible obstacles to make it here. And I wish you the very best as you go forward. And I ask you do not turn your back on those who will need your example and the gifts you have cultivated, because we all hope to leave not only this city but our nation better than what we found.

God bless you and Godspeed, Class of 1999!

June 1, 1999

THE CITY COLLEGE OF NEW YORK COMMENCEMENT

DATE:	Wednesday, June 2
TIME:	9:45 a.m. - 11:55 a.m.
LOCATION:	City College of New York New York, New York
FROM:	Brenda Costello and Natasha McMahan

I. PURPOSE

To deliver the 1999 *Spring Commencement* address at the City College of New York and to receive the City College *President's Medal*.

II. BACKGROUND

The City College of New York (CCNY)

The City College (CCNY) was founded in 1847 by Townsend Harris to offer higher education to the children of the working class and immigrants. At that time New York City had over 500,000 inhabitants and only two private colleges with fewer than 300 students. For over 150 years CCNY has been a primary avenue to economic and social advancement for generations of New Yorkers who might not have had the opportunity to attend college.

Since then, the College's mission has remained the same: *Access and Excellence*. CCNY is a public, coeducational college, part of the City University of New York located in New York City (CUNY). As part of the City University system, it is a comprehensive institution that offers undergraduate students a strong grounding in the liberal arts and sciences - including education - plus engineering, architecture, and biomedical sciences. At the same time, the college engages in a high level of research and graduate training in a wide range of masters and doctoral programs.

CUNY traces its roots to the 1847 founding of the Free Academy, which became The College of the City of New York in 1866 and The City College of New York (CCNY) in 1929. Today, its mission remains to "educate the whole people"--to uphold a commitment to academic excellence while providing equal access to and opportunity for education. Tuition was imposed on the students for the first time in 1976. CCNY is financed by the State of New York, student fees, gifts from private individuals and organizations, and fundraisers. Although 70 percent of students receive financial aid, 20 percent work full time and 20 percent are raising children. More students than ever before have to work to pay for the tuition that was imposed in 1976 and is now up to \$3,200 a year for in-state and \$6,800 for out-of-state.

CCNY is a small university consisting of a College of Liberal Arts and Science, and Schools

of Architecture, Education, Engineering and the Sophie Davis School of Biomedical Education/CUNY Medical School. City College is among the top ranks of public colleges nation-wide because of the achievements of its graduates. Eight alumni have won the Nobel Prize. Also, City College is ranked ninth nationally in graduates who have earned Ph.Ds. In addition, CCNY's faculty has won numerous of prestigious awards including a Grammy, National Book, and ASCAP Music Awards and Pulitzer Prizes.

CCNY has one of the most diverse student bodies of any college in America. In 1951, women were allowed to attend CCNY. In 1970, student strikes at CCNY led to an "Open Admissions" policy which opened the doors of the school to students of color. Today, 60 percent of CUNY and 38.3 percent of CCNY students are African-American, 31 percent are Hispanic, 15.4 percent are Asian and 10.2 percent are white, roughly the proportions in the New York City schools.

Over half of CCNY's 15,000 students (11,300 undergraduates and 3,700 graduate students) come from some 90 countries. CCNY is also first in New York State and eighth nationally in graduating minority engineers. CCNY is America's second leading source of African-American bachelor's degree recipients, apart from historically Black colleges. It is the nation's top producer of African-American Ph.D.'s in engineering and is responsible for ten percent of all doctorates awarded to African-Americans in engineering. From 1983 to 1992, CCNY produced more students who went on to earn doctorates than Columbia University.

Alumni of The City College include Supreme Court Justice Felix Frankfurter, authors Bernard Malamud and Upton Sinclair, scientist Jonas Salk (discovered the polio vaccine), A. Philip Randolph (the Black union organizer who desegregated the railroad workers in the 1940s). Other graduates include Colin Powell, artist Faith Ringgold, and writer Oscar Huejlos (the *Mambo Kings*).

Community Service

CCNY also has received a \$266,000 grant to train and deploy students in community service. The award is from the New York State Office of National and Community Service through its Americorps Program. CCNY also prepares more teachers for the city's schools and is working closely with the New York State Department of Education to upgrade teacher training.

Remediation

In recent years, there has been some controversy surrounding the issue of *remediation* at CCNY. In May 1998, the City University Board of Trustees approved a resolution to end remediation at CCNY and the other senior colleges of CUNY. This elimination of remedial classes at four-year colleges would mean that all students whose placement test scores indicate any need for remedial instruction will have to try and be admitted at one of the six two-year community colleges in New York, barring half of the students who ordinarily enter four-year colleges. The policy was scheduled to take effect at CCNY in September 2000. However, a court ruling halted implementation of the plan pending the resolution of a law suit on the issue (see attached State Assembly member E. Sullivan's testimony and

President's Report).

In the Fall 1997 semester, 800 undergraduate students were in remedial courses. Remedial and developmental education are currently limited to less than 3 percent of CCNY's budget. Therefore, CCNY spends over ten times as much on doctoral and master's level research as it does on remedial and developmental education combined. As a solution, CCNY has worked closely with the New York State Department of Education to upgrade teacher training, to prepare high school students for college admission, and to maintain academic excellence and educational opportunity at CCNY.

Professors at CCNY have accused Mayor Guiliani and Governor Pataki of doing "everything they can do to throw obstacles in CCNY students' paths." According to these professors, the Governor has imposed devastating budget cuts which meant the elimination of programs and higher tuition.

Format

Upon arrival, you will be greeted by Denise Davidson, City College representative. You will then proceed to Shepard Hall, where your academic robe will be, to greet Honorary Degree recipients --Robert Geddes, Doctor of Humane Letters; Mario Runco, Jr., Doctor of Science; and Josh S. Weston, Doctor of Humane Letters. Following the Academic Procession, you and the Commencement participants will be seated on the platform. The Honorable Satish K. Babbar, CCNY Member of the Board of Trustees and Roy P. Moskowitz, CCNY Acting General Counsel and Acting Vice Chancellor for Legal Affairs will deliver greetings.

President Yolanda T. Moses will then present you with *The City College President's Medal*. You will accept the medal and deliver the commencement address to the Class of 1999. Following your address, President Moses will confer degrees. At the end of the commencement, you will take a photo with President Moses and depart.

III. PARTICIPANTS

Meet and Greet

- The First Lady
- Denise Davidson, City College representative
- Robert Geddes, Doctor of Humane Letters
- Mario Runco, Jr., Doctor of Science
- Josh S. Weston, Doctor of Humane Letters

Program

- Yolanda T. Moses, President, CCNY
- Janet Steele, Professor of Music, CCNY (Academic Procession)
- Lorianne Charles, Class of 1999 (Soloist, *The National Anthem*)
- Olga Gak, Class of 1999 (Pianist, *The National Anthem*)
- Honorable Satish K. Babbar, CCNY Member of the Board of Trustees
- Roy P. Moskowitz, CCNY Acting General Counsel/Vice Chancellor for Legal Affairs

- David Lavallee, Vice-President for Academic Affairs & Provost (Presenter)
- Patricia Burns, Valedictorian

IV. SEQUENCE OF EVENTS

- Upon arrival, you will be greeted by Denise Davidson, City College representative.
- You will then proceed to Shepard Hall, where your academic robe will be, to greet Honorary Degree recipients --Robert Geddes, Doctor of Humane Letters; Mario Runco, Jr., Doctor of Science; and Josh S. Weston, Doctor of Humane Letters.
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- President Yolanda T. Moses will then present you with *The City College President's Medal*.
- You will accept the medal and deliver the keynote address to the Class of 1999.
- Following your address, President Moses will confer degrees.
- At the end of the commencement, you will take a photo with President Moses and depart.

V. PRESS

Meet and Greet:

Closed Press/WH Photo.

Commencement:

Open press/WH Photo.

VI. REMARKS

Provided by Laura Schiller.

► THE ONE HUNDRED FIFTY-THIRD COMMENCEMENT**Wednesday, June 2, 1999, 10:00 a.m.****Adolph Lewisohn Plaza at The City College****PRESIDING**

Yolanda T. Moses
President of The City College of New York

ACADEMIC PROCESSION

Janet Steele, Professor of Music
Chief Marshal

THE NATIONAL ANTHEM

Lorianne Charles, B.A., Psychology, Class of 1999 (Soloist)
Olga Gak, M.A., Music, Class of 1999 (Pianist)

GREETINGS

Hon. Satish K. Babbar
Member of the Board of Trustees
The City University of New York

Roy P. Moskowitz
Acting General Counsel and
Acting Vice Chancellor for Legal Affairs
The City University of New York

PRESENTATION OF THE CITY COLLEGE PRESIDENT'S MEDAL

Hillary Rodham Clinton
Honoree

ADDRESS

Mrs. Clinton

CHARGE TO THE STUDENTS

President Moses

CONFERRING OF HONORARY DEGREES

Presenter:
David Lavalley
Vice President for Academic Affairs & Provost

Robert Geddes, Doctor of Humane Letters

Mario Runco, Jr., Class of 1974, Doctor of Science

Josh S. Weston, Class of 1950, Doctor of Humane Letters

VALEDICTORY ADDRESS

Patricia Burns, B.S., Biology

The City College of New York
Platform Party

Commencement, Wednesday, June 2, 1999

Yolanda T. Moses, President

David Lavalley, Provost

John Lubbe, Vice President for Development and Institutional Advancement

Nathan Dickmeyer, Vice President for Finance and Management

Thomas Morales, Vice President for Student Affairs

Robert Geddes, Honorary Degree Recipient

Josh Weston, Honorary Degree Recipient

Mario Runco, Jr. CUNY Trustee

Sattish Babbar, CUNY Trustee

Roy Moskowitz, CUNY Vice Chancellor

Patricia Burns, Valedictorian

Jose Becerra, Salutatorian

Bernard Sohmer, CUNY Trustee

Mizanoor Bizwas, CUNY Trustee

Jon DeLise, President, Alumni Association

Zeev Dagan, Deputy Provost

Diane Irvine, Dean, Faculty Relations

Lance Brown, Chair, Department of Architecture, School of Architecture

Stanford Roman, Dean, Sophie Davis School for Biomedical Education

Oliver Patterson, Chair, Department of Education, School of Education

Charles Watkins, Dean, School of Engineering

Martin Tamny, Dean, Division of Humanities

Sam Frank, Dean, Professional Studies

Dennis Weiss, Dean, Division of Science

Ronald Farrell, Dean, Division of Social Science

Maudette Brownlee, Acting Assistant Dean, S.E.E.K.

William Herman, Associate Dean, Center for Worker Education

Francis Terrell, Director, Max E. and Filomen M. Greenberg Center for Legal Education and Urban Policy

Lillian Brown, Associate Dean, Academic Standards

Louis Cregler, Deputy Dean, Sophie Davis School of Biomedical Education

Jodie Meyer, Associate Dean, Sophie Davis School of Biomedical Education

Edward Lilly, Vice Dean, School of Education

Mumtaz Kassir, Associate Dean, School of Engineering

Joe Barba, Associate Dean, School of Engineering

Josh Wilner, Deputy Dean, Division of Humanities

Gail Simmons, Associate Dean, Division of Science

Paul Bobb, Associate Dean, Student Affairs

Feed Kogut, Associate Dean, Student Affairs
Marina Fernando, Deputy Dean, Division of Social Science

Ellen Smiley, Assistant Provost
Barbara Gliwa, Assistant Dean, Sophie Davis School of Biomedical Education
Ramona Brown Assistant Dean, School of Engineering

John Graziano, Chair, Faculty Senate

Pamela Gillespie, Chief Librarian and Assistant Dean
Celia Lloyd, Registrar

Stanley Kaplan, Chairman, City College Fund
Herb Robinson, President, City College Fund

Marshals:

Annette Weintraub
Micki Itami
Joe Birman
Lynn Appelbaum
Rochelle Ring

DR. YOLANDA T. MOSES

Since taking office as City College's tenth President in 1993, Dr. Yolanda T. Moses, a nationally recognized cultural anthropologist, has dedicated herself to ensuring City's place as one of America's premiere urban public institutions. To this end she has instituted ongoing program reviews of all academic departments by outside experts, introduced a College-wide planning process to chart City's future, developed a strategic fund-raising plan and raised admission standards.

Dr. Moses came to CCNY from California State University Dominguez Hills, where she was Vice President for Academic Affairs and Professor of Anthropology, a position she had held since 1988. From 1982 to 1988 she was Dean of the College of Arts and Professor of Social Science (Anthropology) at California State Polytechnic University, Pomona.

In 1995 Dr. Moses was elected President of the American Anthropological Association (AAA), the world's largest association of anthropologists, with over 11,000 members. She was the first African-American President in the AAA's 93-year history. Active in the AAA for over 20 years, she has also served as President of the Council on Anthropology and Education; served on the Executive Committee of the General Anthropology Division; on the Board of the Association of Black Anthropologists; and is a member of numerous AAA committees. She has also served in editorial capacities for *The American Ethnologist*, *The Women's Studies Journal*, *Frontiers: A Journal of Women's Studies* and *The Anthropology and Education Quarterly*.

Dr. Moses has many years of experience in higher education administration, faculty development and curriculum reform. She is affiliated with numerous national and international associations concerned with higher education and community and regional development. She chairs the American Council on Education Commission on the Status of Women, and the United Negro College Fund National Advisory Board for Service Learning, and has been a member of many boards and service organizations in New York City, including the Commission on School Facilities and Maintenance Reform.

Dr. Moses is a member of the National Science Foundation's Advisory Committee for Social, Behavioral and Economic Sciences, and the Board of Trustees of the Ford Foundation. She is also a member of The Women's Forum, Inc., an organization of leading women in the professions, the arts and business in New York. She was recently named by *Crain's New York Business* as a Top Minority Executive.

Dr. Moses is the author of numerous articles, monographs and papers on issues related to cultural change in the United States and in the Caribbean, cultural change in higher education and cultural diversity and public policy issues. She was a consultant and researcher for the Association of American Colleges and Universities (AAC & U), which resulted in her ground-breaking monograph, "Black Women in Academe," and she was a

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. bio	re: Dr. Yolanda Moses [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19009

FOLDER TITLE:

Education #8 [Binder] [1]

2013-0534-S
rc1874

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)]

- 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]
- 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]

member of the Association's national panel on liberal learning in the major that resulted in two significant publications.

She serves on the Executive Board of the AAC & U. Under Dr. Moses' leadership, CCNY played a leading role in launching a national higher education diversity initiative, in cooperation with the AAC & U, entitled "Racial Legacies and Learning: An American Dialogue." The project brings together a coalition of leaders from education, business, politics, the religious community and grassroots organizations to discuss Building One America in support of President Clinton's Initiative on Race.

A nationally recognized expert on cultural diversity, she was selected by the Ford Foundation as one of four consultants in the country to evaluate its diversity projects in universities and colleges across the nation. Her writing, research and lecturing in this area have taken her to New Zealand, Japan, India and Western Europe.

Dr. Moses is a Professor in the Department of Anthropology at The City College as well as a member of the CUNY Graduate School and University Center's doctoral faculty in Anthropology. She has done anthropological fieldwork in the United States (Alaska), the British West Indies, and in East Africa.

A native of (b)(6) Dr. Moses is a product of public higher education of that state. She received her A.A. degree from San Bernardino Valley College in 1966, and is a member of its Alumni Hall of Fame. She received her bachelor's degree in Sociology with highest honors from California State College, San Bernardino, in 1968. She earned both her master's and doctorate with highest honors in Anthropology from the University of California at Riverside in 1976, and recently received the University's Distinguished Alumnus Award. [002]

Dr. Moses was awarded an honorary Doctor of Letters Degree from Bloomfield College of New Jersey at its 125th Commencement Exercises on May 21, 1998. She was cited for her commitment to CCNY's historic mission of access to excellence in higher education, and for "making City College an international model for enhancing human potential."

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. bio	re: Robert Geddes [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19009

FOLDER TITLE:

Education #8 [Binder] [1]

2013-0534-S

rc1874

RESTRICTION CODES

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

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Robert Geddes FAIA

Robert Geddes has received two of the highest honors in the architectural profession: the Topaz Medallion for lifetime achievement in architectural education, jointly awarded by the American Institute of Architects and the Association of Collegiate Schools of Architecture; and the Architectural Firm Award, given to Geddes Brecher Qualls Cunningham for "design quality, respect for the environment, and social concern."

Geddes was born (b)(6) 1923. After receiving his Master of Architecture degree from the Harvard Graduate School of Design in 1950, Geddes returned to Philadelphia to join the University of Pennsylvania faculty. In 1954 he co-founded the architectural firm, Geddes Brecher Qualls Cunningham. In four decades as design partner, Geddes won more than one hundred design awards, medals and competitions. He was the author of articles on the useful relationships between theory and practice. COO 37

As an architect, Geddes' major works are buildings for the Institute for Advanced Study, Princeton; the Franklin Institute Science Museum, Philadelphia; the J.E. Speed Art Museum, Louisville; the Muhlenberg College Library, Allentown; the University of Pennsylvania Medical Center, Philadelphia; and Richard Stockton College in New Jersey. As an urban designer, Geddes' major works are the master plan of Liberty State Park on the New York Harbor, 1976; the Center City Plan of Philadelphia, 1988; the Alexanderpolder district plan for AIR Architecture International Rotterdam, 1983; and the Third Regional Plan of New York, 1997. Currently, in partnership with Ann Geddes AIA and Mark Demshak AIA, he is working on buildings for the Cleveland Institute of Music, University Circle, Cleveland; Jump Street USA, a community revitalization retail and entertainment center in Philadelphia; and The Institute for Advanced Study, Princeton, having recently won the design competition for Bloomberg Hall for the School of Natural Sciences.

Geddes has carried forward his career on two tracks simultaneously: professional practice and teaching.

In 1985, Geddes was appointed the first Dean of the Princeton University School of Architecture, and served for 17 years. While he was Dean at Princeton, the School was a center of inter-disciplinary studies of architecture and urbanism. During that period, he was co-director of the American Institute of Architects national study of architectural education and co-author of "The Princeton Report."

In 1990, Geddes was appointed the Henry Luce Professor of Architecture, Urbanism and History at New York University. During the 1990s, his work focused on civic affairs in New York, working with the Regional Plan Association and the United Nations Centre for Human Settlements.

Geddes is a Fellow of the American Institute of Architecture, Academician of the National Academy of Design, and Fellow of the New York Institute for the Humanities. He was awarded the honorary degree of Doctor of Humane Letters by the New Jersey Institute of Technology.

Internationally, Geddes was the architecture advisor with the United States delegation to the United Nations 1997 international conference on cities, Habitat II, in Istanbul. In preparation for the Istanbul conference, he was the Director of an inter-university Conference on Cities in North America, and editor of its report, *Cities In Our Future*, published by Island Press. Supported by a grant from the US Department of Housing and Urban Development, Geddes was co-director, with Lance Jay Brown AIA, of *Crosstown 118*, a collaborative initiative of the City College of New York School of Architecture and Environmental Studies, the American Institute of Architects New York Chapter, and local communities in Upper Manhattan. The goal of *Crosstown 118* was "to bring home the principles of Habitat II, from Istanbul to Harlem."

In 1997, Geddes served as President of the New York Chapter of the American Institute of Architects. During his tenure as President and Board member of the Chapter, he developed initiatives to broaden the membership and increase the civic engagement of architects. The five major initiatives were the following:

1. Creating The Young Architects Group (with Adam Yarinsky AIA) and The Senior Roundtable (with Sarelle Welsberg FAIA and others).
2. Creating the *Architecture and Ethics* symposiums (with Deborah Berke AIA), on Practical Ethics and on Civic Ethics, in collaboration with The New York Institute for the Humanities.
3. In collaboration with the Regional Plan Association, presenting *AIA / RPA Design Workshops* at the annual RPA Regional Forums.
4. Establishing the Chapter's Housing Committee as an accredited NGO of the United Nations. The Chapter and Committee participated in the UNCHS Habitat World Conference on Cities in Istanbul and UNCHS Forums in New York.
5. Creating the *Grosstown 116* civic triumvirate in Upper Manhattan (with Lance Jay Brown AIA and the City College of New York School of Architecture and Environmental Studies) supported by the United States Department of Housing and Urban Development.

Commander Mario Runco, Jr.

Astronaut Runco is the first City College graduate to fly on the Space Shuttle.

He received a bachelor of science degree in meteorology and physical oceanography from CCNY in 1974. He was a highly decorated Navy officer before joining NASA in 1987, and earned a Navy Achievement Medal, two Navy Sea Service Ribbons, and the Navy Battle Efficiency Ribbon, among other awards, during his nine-year service. From NASA, the Bronx-born astronaut has received two NASA Space Flight Medals, and one for Exceptional Service.

Commander Runco's technical assignments with NASA have included assisting in the design, development and testing of the Space Shuttle crew escape system; testing and evaluating Space Shuttle mission-specific flight software, and assisting in preparing Space Shuttle missions for launch. A veteran of two space flights, he has logged over 310 hours in space. Commander Runco received CCNY's Townsend Harris Medal in 1993 and the CCNY President's Medal in 1990.



THE WHITE HOUSE
WASHINGTON

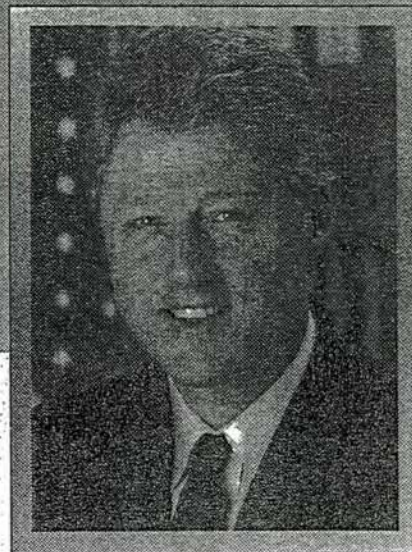
January 10, 1997

Greetings to all those gathered to celebrate the 150th anniversary of the City College of New York.

Excellence in education is the key to our future. For 150 years, the faculty and staff of CCNY have been offering an ideal learning opportunity for their students and preparing them for the responsibilities that lie ahead. Our nation relies on schools such as yours to supply the knowledge and skills necessary to compete in the twenty-first century. I am confident that The City College of New York will continue to endow future generations with expertise and guidance.

Best wishes for a memorable celebration.

Bill Clinton



President Clinton, in his recent State of the Union Address to Congress, underscored the importance of higher education.

THE CITY COLLEGE OF NEW YORK PRESIDENT'S REPORT '98-'99

PUBLISHED FOR ALUMNI & FRIENDS OF THE CITY COLLEGE/CUNY



President Yolanda T. Moses

BUILDING FOR THE FUTURE

I am happy to share the following report with you. The current academic year is full of promise. Enrollments have stabilized and we are not facing budget cuts. City College has emerged from the fiscal turmoil of recent years in remarkably good shape.

What follows are highlights of recent achievements by students and faculty, as well as institutional honors. We have forged new programmatic partnerships, established new scholarships and are building for the future.

The document ends with a summary of City's vision and mission statement, which will be our blueprint for the new millennium. I will keep you posted as it evolves and seek your input as we finalize it and plan for its implementation through the year 2004.

Yolanda T. Moses



Photo: Philip J. Carvalho

Grand Reopening of The Great Hall

Professor Nathan Glazer '44 lectured on "The College and the City, Then and Now," on February 3, 1998 at the reopening of the fully-restored Great Hall, Shepard Hall. Professor Glazer came to the College as the Samuel Rudin Distinguished Visiting Scholar.

Dr. Glazer, who is professor emeritus of sociology and education at Harvard University, has written extensively on urban issues, race relations, education, ethnicity, immigration and multiculturalism. He is the co-author, with Senator Daniel P. Moynihan, of the classic *Beyond the Melting Pot*.

The Distinguished Visiting Scholars Program, named for Samuel Rudin '18, the civic and philanthropic leader, is supported by a grant from the May and Samuel Rudin Family Foundation.

The lecture was part of *New York City 100: The Greater New York Celebration*—a year-long celebration illuminating the city's rich history and heritage, made possible through the support of The New York Times Company Foundation, Founding Centennial Sponsor.

Great Hall Wins Preservation Award

The magnificently restored Great Hall received the 1997 Lucy G. Moses Preservation Award, the highest honor of The New York Landmarks Conservancy. The awards are named in honor of the late Lucy G. Moses (1887-1990), whose generous gifts benefited New York's civic and cultural institutions.

NATION'S LARGEST MAGNETIC RESONANCE RESEARCH CENTER

City College and CUNY are part of a consortium of 10 leading academic medical institutions that have joined to create the New York Structural Biology Center on the South Campus, the nation's largest magnetic resonance research center. Park Gymnasium will be converted to house the complex, which will help scientists understand the structure and function of the molecules that govern the basic processes of life.

Among the other consortium members are Memorial Sloan-Kettering Cancer Center, The Rockefeller University, Columbia University, Cornell University, SUNY Stony Brook, Wadsworth Center and The New York State Department of Health.

Following are additional details about the South Campus Renaissance:

- A new Business Institute to assist small businesses will be especially targeted to the surrounding community;
- A new building will dramatically expand the Child Development Center, which provides day-care services for children of CCNY students;
- New support facilities will be provided in Eisner Hall for the Herman Goldman Sports Center; as well as space for technical start up companies;
- Dormitory facilities will be located in Park Gym for visiting researchers;
- Parking areas and roadways will be re-paved and upgraded.

Some facilities should be ready within the next year and the entire project will be finished in three or four years.

INSIDE FEATURES

- Dr. Andrew Grove Honored at City College Gala
- Colin Powell Center Opens
- 1 Million Whitaker Grant to CBE
- CCNY's Publishing Certificate Program receives \$325,000 in grants
- Tri-State Summit On Race Relations



Dr. Andrew Grove '60

CCNY HONORS DR. ANDREW GROVE '60, CHAIRMAN OF INTEL CORP.

In 1956 Dr. Andrew S. Grove, Chairman of Intel Corporation, fled Hungary in the aftermath of the uprising in that country. Four years later, he graduated first in his City College class with a degree in chemical engineering; subsequently, he earned his doctorate at the University of California at Berkeley. Dr. Grove is the author of the widely used text, *Physics and Technology of Semiconductor Devices*, as well as his take on successful corporate culture, *Only the Paranoid Survive: How to Exploit the Crisis Points that Challenge Every Company and Career*.

Not to be outdone by Time Magazine, which named him Man of Year for 1997, City College honored Dr. Grove with a special program at the Starlight Roof of the Waldorf-Astoria on Sept. 23 for his tributions to the digital revolution. In remarks made at the gala black-tie event, Dr. Grove admitted he was "a guy in a hurry," even missing his graduation ceremony because "I was high-tailing it to California at the time."

The rest is amazing corporate history. Following is an excerpt from Dr. Grove's eloquent reminiscences about his City College years.

I arrived in America from Hungary in January 1957 on a horrible winter day, and I found myself surrounded by the gray marshes of New Jersey. I was having serious second thoughts about coming here, but was soon bailed out by my uncle. He worked at Brooklyn College for 27 years before retiring, but lived in the Bronx. I didn't realize it then, but he had, so to speak, laid the tracks for my acceptance into Brooklyn College in record time. My uncle and I took the one-and-a-half hour subway down to the campus to register in time for the new semester.

I was stamped and approved, and got all kinds of credit for courses I had taken in Hungary. But then I rapidly figured out that, though I had left very early in my sophomore year, I was matriculating on the other side of the ocean as a beginning senior. I was happy at first, but as the day wore on, I began to see there was something wrong with this picture. They will give me a degree in nine months' time, I thought, and somebody will actually think I'm a chemist!

I knew how little I knew to be a proper chemist, and when I calculated that I only needed two more courses to graduate in chemistry, I panicked. My English wasn't very good, and I struggled to explain my situation to an official. He leaned back with a big sigh and said, "Andy—may I call you Andy?—if you want more technical

courses, maybe you should go to an engineering school." Yes to "Andy"—it's been Andy ever since—and yes to engineering school! "But Brooklyn College doesn't have one." Where is one? He gave me directions to Brooklyn Polytechnic.

The next day I went there and announced I was a Hungarian refugee and wanted to become a chemical engineer. But they said the two scholarships they had in that field were already given away, and the tuition was \$2,000. Well, that might as well have been \$200 million! The two gentlemen saw "unthinkable" written on my face and suggested I look into City College: "They have a pretty good engineering program there."

By noon I was in the Registrar's office of Shepard Hall. I asked how much the tuition was and was told "there is none, just a \$39 fee or so." I concluded I was in the right place.

But then I was asked for my transcript, which I had not thought to pack when I left Hungary. My heart sank, but the official said, "That's OK—just tell me what you took and what your grades were, so we can get you into the right courses." That became my "transcript." Coming from such a different society, that level of trust really impressed me, shocked me.

That's how I entered City College, and it has been a love affair from the word go. It was "tough love"—it was not an easy journey, but it was warm, it was interactive, it was caring. Among the people who left an enormous impression on me was Professor Morris Kolodney, my faculty adviser.

I remember his asking me once, "Andy, how do you like New York?" And I said, without thinking much about it, "I hate it." This was mainly because the weather was god-awful that winter. He was shocked, but when I explained, he said "If it's weather you want, you should go to California." Ladies and gentlemen, that was it! When I was asked about my plans for my life, I said, "Move to California."

Another life-forming experience was with Professor Alois X. Schmidt, the epitome of a tough teacher and a caring teacher. He helped me to develop as a young man, an engineer, and a manager. I am very sorry he never saw what happened to me subsequently in life, since he had a lot to do with it.

By way of concluding, I want to recall one cultural element at City College then—I have no idea whether it prevails today or not—which was that, whenever a professor handed back exams, if you didn't like your grade you went on the attack and tried to show the professor the error of his ways. Like a pack of dogs, it usually worked better if ten of us ganged up on the professor and argued with all the facts at our disposal.

Well, that method was not very gentlemanly, but it was a very effective way of exchanging knowledge, information, and assessments. It made a lasting impression on me, and perhaps Intel's confrontational culture and decision-making processes owe something to my City College years!

Let me add, more seriously, a lot of what is good in America I learned at City College. I learned the skills of my trade, and I learned self-confidence. My time there, in fact, was for me the quintessential American experience, and for that I will be forever grateful. I just hope that it remains this for future generations of immigrants to this country. And I hope the experience will be as positive and provocative for them as it was for me.

THE PRESIDENT'S REPORT '98-'99

COLIN POWELL CENTER

Colin L. Powell Center for Policy Studies has been established to study the most pressing public and social policy issues facing New York City, with a view toward their impact and application for other urban centers. The Center officially began operations in September, 1998 with the first planning and organizational meeting of its Advisory Board and the appointment of Distinguished Professor Paul L. Wachtel of the Psychology Department as Acting Director. It is located in Lincoln Corridor, Shepard Hall, the largest of the College's landmark neo-Gothic buildings.

Even before it was officially launched the Center hosted a three-day United Nations conference at CCNY entitled "Rebuilding Fractured Communities." Representatives from Bosnia, Burundi and Cambodia came to discuss international conflict resolution and the many issues faced by countries whose societies are crippled by violence, wars and genocide.

During the coming year, Acting Director Wachtel will work with faculty and leading policy experts throughout the country to formulate specific topic issues to be addressed through conferences, workshops, seminars, and individual study. Among the thematic areas being considered are Immigration and Public Policy; Race, Ethnicity and Social Division; and Promoting Jobs and Skills in the Inner City.

A major conference is planned for the Spring, 1999, to be led by James G. Blight, Professor of International Relations, Thomas J. Watson Jr. Institute for International Studies, Brown University. His topic will be "Reconciliation and the Search for Historical Truth: Revisiting the Cuban Missile Crisis, the Vietnam War, and the Legacies of Foreign Policy."

America's Promise Scholarship Program

General Colin L. Powell and his sister, Mrs. Marilyn P. Berns, have contributed \$250,000 to establish a scholarship fund at City College in honor of their parents. The Maud and Luther Powell America's Promise Scholarships will be awarded to graduating seniors enrolled

in New York City secondary schools. They will pay full tuition (\$3,250 a year) for the four years that the student attends CCNY. Scholarships will be awarded on the basis of academic excellence (minimum grade point average of 85), a demonstrated record of community service and a 400-500 word essay entitled, "The Lessons I Learned from Serving My Community."

General Powell, a 1958 graduate of City College, is a product of the New York City public school system and serves as a role model for young people. He has stressed the importance of voluntary service to the community and the nation, which benefits society and provides the individual with a valuable personal, moral, and educational experience. Through this scholarship program CCNY will attract talented young men and women with a commitment to serve others.



President Moses and General Colin L. Powell '58

Photo: Frank Capri

Tri-State Summit On Race Relations Held At CCNY

Over 400 higher education and community leaders met in The Great Hall on October 7, 1998, for a New York Summit organized around the question "How can higher education, with its local communities, prepare graduates to address the legacies of racism and the opportunities for racial reconciliation in the United States?"

The Summit was a major event of the Association of American Colleges and Universities' (AAC&U) national initiative, Racial Legacies and Learning-An American Dialogue. Campus/community teams from over 45 colleges and universities from New York, New Jersey and Connecticut attended. Prior to the Summit, each team, representing religion, grassroots leadership, business and other communities, participated in a dialogue to assess



the work ahead of them to foster racial understanding.

The Hon. C. Virginia Fields, Manhattan Borough President, delivered welcoming remarks. Michael Wenger, Deputy Director of Outreach and Program Development for President's Clinton's Initiative on Race, was the Keynote Speaker. His topic was The President's Initiative on Race: Forging a New Future.

President Yolanda T. Moses is one of four higher education leaders who coordinated the event. The others are Shirley Strum Kenny, President, The State University of New York College at Stony Brook; John Noonan, President, Bloomfield College of New Jersey; and Richard Guarasci, Provost and Vice President for Academic Affairs, Wagner College, Staten Island. A follow-up conference will be hosted by Bloomfield College in the Spring 1999.

Racial Legacies and the New York Summit were supported by the Ford Foundation. The Summit was also part of New York City 100: The Greater New York Celebration.

Left to right: President Yolanda T. Moses; Deputy Director of Outreach and Program Development for President Clinton's Initiative on Race, Michael Wenger; and President of the AAC&U, Dr. Carol Geary Schneider.



Professor William Boto (right), director of City College's Minority International Research Training (MIRT) Program, and one of the world's foremost experts on the various African strains of the HIV virus, talks to student researchers at CCNY during a lab session recently. Every summer, Dr. Boto takes a group of minority researchers to Uganda in the search for an AIDS vaccine. CCNY students (from left) Frank Appah, Luciana Guerra, Culette Francis and Janice Riley (background) have all participated in the program.

Board of Trustees Votes to End Remediation at CUNY Senior Colleges

Last May The City University Board of Trustees approved a resolution to end remediation at CCNY and the other senior colleges of CUNY. The policy was scheduled to take effect at CCNY in September 2000. However, a court ruling halted implementation of the plan pending resolution of a law suit on the issue.

Since there has been some misunderstanding surrounding the issue of remediation at City College, the following information would be helpful:

- Under 10 percent of all undergraduate students were in remedial courses in the Fall, 1997 semester (around 800 students). This includes students in Math 80 and Math 90, for which most other institutions grant full credit, while we grant partial credit.
- Remedial and developmental education at CCNY are currently limited to less than 3 percent of our budget. This includes Math 80 & 90 and English as a Second Language (ESL) courses, which are really developmental and not remedial, particularly ESL.
- For some perspective on the cost of remediation at City, we spend over ten times as much on doctoral and master's level research as we do on remedial and developmental education combined.

Nevertheless, it is imperative that CCNY put plans in place now to ensure that students who come from the high schools are prepared to pass the University's Freshman Skills Assessment Tests in reading comprehension, essay writing and mathematics.

The College is putting into place a highly proactive initiative with the public schools and with community colleges both inside and outside of CUNY to ensure that CCNY receives students who qualify under the College's tightened admission standards. Chancellor Rudolph F. Crew has expressed his willingness to work with CCNY on the issue of reaching into the high schools - with a special focus on 10th, 11th and 12th graders - to prepare them for admission to City College.

To sum up: City College is developing a blueprint that will maintain academic excellence and educational opportunity at CCNY, in partnership with the public and parochial schools, and the community colleges.

CCNY Professor Leads Search For An AIDS Vaccine

Dr. William Boto, one of the world's foremost experts on the various African strains of the HIV virus that causes AIDS, spent last summer in Africa with a team of students and faculty to continue the search for an AIDS vaccine. Dr. Boto, who came to CCNY in 1989, is Director of City's Minority International Research Training (MIRT) Program. It was the fifth trip in what has become an annual summer pilgrimage to Uganda's Makerere University Medical School for Dr. Boto and some of the most promising undergraduate and graduate minority researchers from around the country.

This year the group's focus was to study the AIDS virus with the aim of contributing to the development of vaccines that will be effective against the different strains of the virus found in Africa.

A young research associate when he was forced to flee his native Uganda 25 years ago during the brutal reign of Idi Amin, Dr. Boto was among the first to identify the different strains of the AIDS virus that circulate in East Africa. His African research was funded by a \$280,000 grant from Fogarty International Center at the National Institutes of Health (NIH), where Dr. Boto started as an AIDS researcher in the mid-80's.

\$1 Million Whitaker Grant to CBE

The College's Center for Biomedical Engineering (CBE) has received a three-year, \$1 million award from the Whitaker Foundation to establish a new Ph.D. "subprogram" in Biomedical Engineering and to create three new research laboratories.

The CBE was founded in 1994 with the support of an earlier award from the Whitaker Foundation which established the Center as a consortium of the School of Engineering, CCNY's Sophie Davis School of Biomedical Education/CUNY Medical School, the Hospital for Joint Diseases/NYU Medical School and the Hospital for Special Surgery/Cornell University Medical College.

It is the first consortium in the New York region in which public and private institutions have joined together to train undergraduate and graduate students in biomedical engineering. One of the major goals is the recruitment, support and graduation of minority students.

The CBE is headed by Dr. Sheldon Weinbaum, Distinguished Professor of Mechanical Engineering at CCNY. The Whitaker Foundation is a private, nonprofit foundation that is the largest supporter of research and education in Biomedical Engineering in the United States.

\$750,000 Bequest to CWE for Holocaust Courses

Frances S. Patai, a 1955 alumna who died in January 1998, left approximately \$750,000 to the Center for Worker Education (CWE), to establish a fund in her name to support courses to promote understanding of the unique history of the Nazi Holocaust. The Frances S. Patai Fund will also offer an annual \$1,000 prize for the best undergraduate research paper on the role of women volunteers in the anti-fascist struggles of the 1930s.

A historian and writer who was a long-time instructor at CUNY, Ms. Patai once said that City College gave her "the education that enabled me to work all day (often in factories), attend classes at night, and work my way out of poverty's entrapment."

The Center for Worker Education, a bachelor's degree program for working adults, is located in the Tribeca area of lower Manhattan. Established in 1981, the Center enrolls nearly 900 working people.

THE PRESIDENT'S REPORT '98-'99

NEW PROGRAMS

Publishing Certificate Program:

CCNY's Publishing Certificate Program recently held its first anniversary celebration at the River Mansion, home of Sherry Bronfman, a member of the program's board. The certificate program's first six graduates were honored and President Yolanda T. Moses praised it for working to "change the face of the publishing industry."

Best-selling mystery writer Walter Mosley ('91 MA), who played a key role in launching the program in 1997, announced an additional personal donation of \$5000 and challenged publishing executives to support "a unique effort which allows minority students to channel their enthusiasm for books and book cultures into viable careers" in publishing. Professor David Unger, who directs the program, said he expects it to produce about 15 graduates per year. "There is no existing public program anywhere in the U.S. that attempts to attract minorities into publishing," he added.

Each graduate completed four courses of 25 offered in the editorial, publicity or marketing and design tracks and took part in paid internships at New York publishing houses including Grove/Atlantic, Harcourt Brace and Company, W.W. Norton, Scholastic Inc., John Wiley and Sons, and The New Press. The Publishing Certificate Program received \$325,000 in support from corporations during its first year.

Writer Walter Mosley and Board Member Sherry Bronfman at the Publishing Certificate Program of the City College of New York's first anniversary celebration honoring the Program's first graduates. Ms. Bronfman hosted the event at her River Mansion residence.



M.F.A. in Media Arts:

A new Master of Fine Arts degree program in Media Arts Production is being offered by CCNY through the Department of Communications, Film and Video. The two-year program provides graduate students with an opportunity to work extensively in the realm of independent production, one of the fastest growing areas of the film and video industries, and one of the greatest markets for jobs in New York City. It is the only MFA of its kind at an affordable public university in the region, according to Professor David Davidson, director of the program.

STUDENT ACHIEVEMENTS

■ Three top City College premed graduates, Catherine U. Okonji, Colette M. Knight, and Rhondalyn C. McLean, were awarded prestigious Jonas E. Salk Scholarships for medical school by CUNY. Two, Jennifer Duchon and Robert Maitta, received honorary awards. They have been accepted to leading medical schools, including Harvard and Albert Einstein College of Medicine. The scholarships are named for Dr. Jonas E. Salk '34, developer of the anti-polio vaccine.



Alain Jean-Noel

United States. Mr. Jean-Noel received a \$2,000 prize with the award and an intern position with Motorola.

■ Michelle Soto, a recent graduate of CCNY's Sophie Davis School of Biomedical Education/CUNY Medical School, received a \$10,000 fellowship from the National Medical Fellowships (NMF) and the W.K. Kellogg Community-based Training Fellowship Program for Minority Medical Students. She was one of 15 recipients in the national medical student fellowship program, which enabled her to spend 8 weeks last summer at the Medical Center of Camden-on-Gauley in West Virginia, where she focused on rural health problems. Ms. Soto has entered the SUNY Health Science Center in Brooklyn for the last two years of study leading to her M.D. She will complete the second phase of the fellowship next year. The 15 Fellows come from top medical schools around the country, including Harvard, Yale, Stanford, NYU, Ohio State and Tufts.



Michelle Soto



Sindy S. Louis

■ Sindy S. Louis, a junior majoring in chemical engineering, was named a 1998 Barry M. Goldwater Scholar for her research into a method of preventing the leakage of underground nuclear waste storage tanks. Ms. Louis' research was conducted under the auspices of CCNY's Center for Analysis of Structures and Interfaces (CASI). She is the fourth CCNY student to receive a prestigious Goldwater scholarship in the past four years. The Goldwater Scholarship and Excellence in Education Program was established by Congress in 1986 to honor Senator Barry M. Goldwater. Thousands of talented students in science, engineering and mathematics compete for the awards annually. As a Goldwater Scholar Ms. Louis will receive a year of scholarship funding up to a maximum of \$7,500. She also received a fellowship from Merck & Company, Inc., that enabled her to spend last summer working as a "Merck Engineering and Technology Scholar" at the pharmaceutical company's Rahway, New Jersey facility.



Photo: Waldinger Photo Group



Kaleb Sanchez

■ The College's Frederick Douglass Debate Society defeated teams from over 30 top New England schools, including Ivy League giants Harvard and Yale, to win the 1997 Brandeis University American Parliamentary Debate Association (APDA) championship. Team captain John Castelly and Kaleb Sanchez, both seniors in the Urban Legal Studies Program, led the debaters to victory over Harvard's 'A' team in the championship round.

FACULTY EXCELLENCE

■ Ron Carter, Distinguished Professor of Music, has been named 1998 American Jazz Master by the National Endowment for the Arts. The fellowship includes an award of \$20,000. American Jazz Master Fellowships recognize significant contributions to jazz, artistic excellence and impact on the music field. With more than 2000 albums to his credit, Professor Carter has made recordings with jazz greats including Tommy Flanagan, Gil Evans, Lena Horne and B.B. King. From 1963 to 1968, he was a member of the legendary Miles Davis Quintet.



Professor Ron Carter

■ Dr. Latif M. Jiji, Herbert G. Kayser Professor of Mechanical Engineering, received the American Society of Mechanical Engineers (ASME) International Faculty Advisor Award for his mentorship, since 1991, of CCNY's Student Section of ASME. Under his guidance City's students won the prestigious Allied Signal Award for five consecutive years. In 1993, CCNY swept all the major awards in ASME's Region II. A member of the faculty since 1964, Dr. Jiji has received five Best Teacher Award honors from the CCNY Chapter of Pi Tau Sigma, two Teacher of the Year awards from the College's ASME Student Section, as well as CCNY's Outstanding Teacher Award. In 1995 he



Prof. David Davidson

received the Alumni Association's Faculty Service Award.

■ Professor David Davidson of the Department of Communications, Film and Video, won an Emmy award as director and co-producer of a documentary on Thomas Edison and the genesis of the motion picture industry titled, "Into the Light—The Furious Birth of the American Film Industry." Along with co-producer Amber Edwards, Professor Davidson recently received the Mid-Atlantic Regional Emmy award for Best Cultural Program from the Philadelphia Chapter of the National Association of Television Arts & Sciences.

■ Dr. John J. Lee, Distinguished Professor of Biology at CCNY, was elected as the first President of the International Society of Symbiology, which was formed at the second International Congress on Symbiosis at the Marine Biological Laboratory in Woods Hole, Massachusetts. "The new society will provide a needed forum for biologists interested in symbiosis to communicate with scientists of



Dr. John J. Lee

similar focus and interests," Dr. Lee said.



Dr. Myriam P. Sarachik

■ Dr. Myriam P. Sarachik, Distinguished Professor of Physics at City College, has been elected a Fellow of the American Association for the Advancement of Science (AAAS), the world's largest federation of scientists, with more than 144,000 members. Dr. Sarachik is an internationally recognized researcher in the field of condensed matter and low temperature physics. She has done work on metal-insulator transitions in semiconductors and research on

shown at left, the
'v restored
trangle, The City
College of New York/
CUNY. Left to right:
Vice President Thomas
Morales, President
Moses and Day Student
Government President
Mohamed Mazhar cut-
ting ribbon at formal
reopening of the North
Campus Quadrangle
area after several years
of renovation.



superconducting films, which was important to the early theory of superconductivity. Recently, Dr. Sarachik was also elected to the National Academy of Sciences and is a Fellow of the American Physical Society and the New York Academy of Sciences. In 1995, she received the Mayor's Award for Excellence in Science and Technology from Mayor Rudolph W. Giuliani.

■ President Yolanda T. Moses was selected as one of Crain's New York Business Top 100 Minority Executives. Dr. Moses also served as a member of a panel of experts for a nationally telecast two-hour conference from Washington, D.C. that launched the national observance of African-American History Month. She was also among a number of women leaders from across the U.S. who met at the Women's Economic Leadership Summit in Washington, D.C. with President Clinton and First Lady Hillary Rodham Clinton to chart an economic agenda by women for America.

Serving the Community

The College has received a \$266,000 grant to train and deploy students in community service. The award is from the New York State Office of National and Community Service through its Americorps Program. Professor Marina Fernando, who heads the new program, is also the Director of International Studies. Americorps members are eligible to earn academic credit, and are given a living allowance and educational award.

Training Teachers

City College prepares more teachers for the city's schools than any other institution and is working closely with the New York State Department of Education to upgrade teacher training. To this end the School of Education has been made part of the College of Liberal Arts and Science and an 8 point plan has been implemented that features close collaboration in all areas of curriculum and instruction between CLAS faculty and programs, and Education faculty and programs.

Students with better writing skills and more course-work in mathematics pass the teacher certification exams at significantly higher rates. CCNY has, therefore, implemented the following measures:

- Increased the number of required courses in English and math for all education students; and
- Increased the amount of writing required in all education courses.

In addition, admission standards have been raised, together with the GPA requirements for students to continue as education majors. A joint committee of faculty from Liberal Arts and Science and Education has developed a conceptual framework for teacher education that has been praised as a model by the New York State Education Department.

Strengthening the Public Schools

Better teachers help to make better schools. But there are other factors that go into upgrading the public schools. They include fixing crumbling school buildings, reducing class size, and providing access to computers and the latest technology for both students and teachers.

These things cost money, however, which raises the larger question of society's commitment to the public schools. Are we willing to commit the tax dollars and other resources required to give inner city school children the same opportunities as their more affluent suburban counterparts? That is a crucial element in the effort to upgrade the public schools, and City College is working very hard to increase support for the schools among alumni and friends.

In recent years CCNY has dramatically expanded its ties to the public schools. City now has approximately 40 programs that provide public school students with academic instruction, counseling and recreation; and that help enhance teacher training and skills. The College is working with Chancellor Rudolph F. Crew and the Board of Education to nurture the talents of students and teachers through these partnerships.



New York City Schools Chancellor Rudolph F. Crew received an honorary doctorate at CCNY's Commencement exercises on June 2, 1998

Plaza of Honor Campaign

CCNY's Plaza of Honor Campaign is a major fund-raising initiative that offers alumni, family and friends the chance to have their name, or the name of an honoree, timelessly engraved in stone in Lewisohn Plaza outside the main entrance to the North Academic Center. A dramatic new Plaza design was created by Architecture students and the campaign has already raised over \$300,000 for scholarships, academic programs and other institutional priorities. Directed by the Office of Development and Institutional Advancement, the Plaza of Honor Campaign has begun its second phase of solicitation, reaching out to more alumni and friends in hopes of cultivating increased interest and much needed support for CCNY.

Development and Fundraising

Private support for the College topped \$6.5 million in fiscal 1998, a record high and 20% increase over the previous year. Significant increases occurred in gifts to the College directly and to The City College Fund, The City College 21st Century Foundation and the Research Foundation of CUNY for the City College. This amount does not include approximately \$25.5 million received in the form of research contracts.

More and more alumni and friends are providing for the College in their wills, or through other gift vehicles such as charitable remainder trusts, charitable lead trusts and living trusts. CCNY received over \$1 million from the estate of Rebecca Mage for financial aid to premedical students, \$750,000 from the estate of Frances S. Patai '55, '57 M.A. and \$740,000 from the estate of Raymond Duddleston '38. In addition, Julia and Richard H. Rush, the great grandnephew of the College's founder Townsend Harris, and Bertram S. Kaiser '38, have established large trusts for the benefit of College.

CCNY's second annual benefit gala, honoring Andrew S. Grove '60, Chairman of the Intel Corporation, at the Waldorf-Astoria Hotel in September, 1998 received \$525,000 in gross proceeds. The dinner committee was chaired by Josh Weston '60, honorary chairman of Automatic Data Processing, with substantial support from vice chairs John Morgridge, Chairman of the Board of Cisco Systems and Seymour Kaufman '60 of Robertson, Stephens and Co. in San Francisco.

The College was fortunate to receive several major gifts from individuals including more than \$1.9 million from a member of the Class of 1955 to establish the K.D. Irani Visiting Professorship in Philosophy, and \$250,000 from Colin L. Powell '58 and his sister to establish a scholarship fund in the name of their parents, Luther and Maud Powell. In addition, the contribution of Harold Shames '44 will establish the Harold Shames Presidential Junior Faculty Professorship in Biomedical Engineering.

Approximately \$325,000 has been pledged by publishing industry companies and individuals for the support of the Publishing Certificate Program. Lead gifts have come from Bantam Doubleday Dell, Harcourt Brace & Company, John Wiley and Sons, Bernard Mazel, Walter Mosley '91 M.A. and W.W. Norton and Co.

We are now in the second phase of the Plaza of Honor campaign to pave Lewisohn Plaza with bricks and pavers sponsored by alumni and friends of CCNY. Over \$300,000 has been raised by the project.



Students on the City College Campus

In January 1998 The School of Engineering held a benefit luncheon at the Waldorf-Astoria honoring Martin Rubin '54, the retiring Chairman of Parsons Brinkerhoff, and Maysore Nagaraja, Senior Vice President/Chief Engineer of the Metropolitan Transit Authority. An active gala committee for the event, chaired by Michael Haratunian '55, Chairman and CEO of STV Group, raised \$120,000. The Advisory Board for the School of Engineering is now headed by Norman Nadel '49, who succeeds Paul DeLuca '55.

City College Meets the Millennium

The College will soon begin planning a 15 month celebration of a new century and new millennium. In addition to forums on the future and the launching of new partnerships and programs, members of the campus community will contribute their creativity and energy toward building the College of the next 150 years. President Moses would like your ideas on how to enhance this effort. Please send them to the Office of the President (212-650-7285; Fax: 212-650-7680) or to Vice President for Development John Lubbe (212-650-7125; Fax: 212-650-7149).

CCNY in the 21st Century

The College is preparing a vision and mission statement to position it for the 21st Century. Entitled "The City College for the 21st Century," the document is based on the following premises:

- That City College is a premiere research institution.
- That City provides a first-rate undergraduate education.
- That it focuses on teaching and learning issues of students.
- That it offers invaluable service to city, state and nation.

Over the next year implementation plans will be developed and the College is seeking the input of alumni and friends. For a more detailed look at the document, please visit the CCNY Public Relations Office Web Site at www.ccnycuny.edu/pr

PUBLISHED BY THE CITY COLLEGE FUND
IN COOPERATION WITH CCNY'S OFFICE OF PUBLIC RELATIONS

Closing doors at CUNY

By WILLIAM CRAIN

On Jan. 25, the City University of New York's Board of Trustees voted to eliminate remedial classes at the 11 senior (four-year) colleges. Soon, all students whose placement test scores indicate any need for remedial instruction will have to try to find a spot in one of the six community (two-year) colleges. CUNY's central administration has estimated that the new policy will bar half of the students who ordinarily enter the four-year colleges.

The new policy creates huge practical problems. CUNY's two-year colleges are already overcrowded and can't possibly handle the influx of new students.

More fundamental are issues of social justice. Within CUNY, a disproportionately large number of students barred from the four-year colleges will be students of color. This fact alone should raise widespread concern, but the policy's unfairness is even more evident when considered within the national context. The National Center for Education Statistics reports that 81 percent of the nation's public four-year colleges offer remedial courses. Most of these colleges primarily serve white, middle-class students. CUNY's students are predominantly people of color and poor. To deny CUNY students the same opportunities that most others enjoy is a cruel setback to civil rights and equal opportunity.

The Jan. 25 meeting was rocked by protest. Surrounded by police, an audience of 350 to 500 students, faculty and community members shouted and chanted in anger ("Education is a right," "One, two, three, four,

CUNY needs an open door"). The anger, which was mixed with many tears, has deep historical roots. After all, it wasn't too long ago that many state laws prohibited African-Americans from learning to read and write. Even CUNY, whose historical mission has been to provide access to poor and working-class students, didn't open its doors to significant numbers of student of color until 1970. On Jan. 25, the doors were being shut. As a faculty member and an African-American, one woman said at a meeting the next day, "I had this image of George Wallace standing in front of the school building to block kids from entering."

The audience's outrage also was fueled by the purely ideological nature of the board's vote. For over a year, the board's majority had cavalierly ignored all educational data presented to it — including data provided by its own staff. The board majority simply adhered to the right-wing agendas of Gov. George Pataki and Mayor Rudolph Giuliani, who had appointed most of the trustees and had kept constant pressure on them to vote for the remediation policy.

To be sure, the mayor, governor and board majority have defended their policy with various arguments, most of which have to do with CUNY's supposedly low standards. But these arguments don't stand up to scrutiny.

For example, Giuliani has loudly and repeatedly accused CUNY of low standards because, he said, the university allows students to linger for years before graduating. The mayor overlooks the fact that students nationwide

are increasingly taking several extra years to graduate. He also ignores the serious obstacles CUNY students face. Most must resort to several semesters of part-time study because they have to work long hours to make ends meet. In addition, many CUNY students, who tend to be older than students elsewhere, have child-care responsibilities. Given students' real-life circumstances, their graduation rates are hardly deficient. CUNY's Office of Institutional Research reports that after five years, CUNY's graduation rates are higher than the national average for public two-year colleges. After eight years, CUNY's rates exceed the national average for public four-year colleges.

Many trustees argue that CUNY's four-year colleges are admitting students who need so much remediation that they aren't "college material." But the vast majority of the students complete their remedial course work within two semesters and go on to graduate at nearly the same rates as those who didn't need remediation. CUNY students take advantage of remedial opportunities efficiently and move forward.

The Board of Trustees' vice-chair, Herman Badillo, has repeatedly attacked CUNY's standards on another count, accusing it of grade inflation. This charge is absurd. Two recent U.S. Department of Education surveys (the Post-Secondary Longitudinal Study and Clifford Adelman's transcript files survey) show that CUNY doesn't give out anything like the high grades that most of United States colleges and universities do.

Other indicators point to the exceptional quality of a CUNY college education. The most recent (1997) National Research Council data indicate that the graduates of Brooklyn, City, Hunter and Queens colleges are earning doctoral degrees in higher percentages than the graduates of almost every other college in the New York metropolitan area. And other CUNY colleges are achieving national prominence in their own distinctive domains, such as business, criminal justice and the arts. An impartial person looking at the New York region's colleges for the first time would undoubtedly conclude that most colleges could learn a lot from CUNY's success. Yet the board has done little but tear away at our great public university.

Nor has the board, as directed by the mayor and the governor, finished its job. The mayor has appointed a task force, headed by Benno Schmidt, to recommend ways of delivering remedial courses to private firms. Since private firms typically charge higher fees for these courses, it's likely that many students will find it even more difficult to get a college education.

The Jan. 25 vote occurred one week after the celebration of Martin Luther King's birthday. When one considers how much African-Americans and other people of color have had to overcome to gain basic rights and opportunities, it's almost impossible to believe that New York public officials could inflict such damage upon them.

William Crain is professor of psychology at the City College, CUNY.



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CHAIR
Committee on Higher Education

Testimony of State Assembly Member Edward C. Sullivan
Offered to the City University Board of Trustees
January 19, 1999

Madame Chair, Ladies and Gentlemen:

Thank you for allowing me to speak before your Board on the subject of remediation at City University. I would like to proceed by responding to several questions that have been raised about CUNY's remediation efforts.

IS REMEDIATION APPROPRIATE AT SENIOR COLLEGES?

Harvard thinks so. Princeton thinks so. Hundreds of other senior colleges around the country, including 84% of public senior colleges think so, since they all offer remedial programs on their campuses. Incidentally, the Mayor of New York apparently thinks so because he has suggested offering vouchers to students who want to take remedial courses at N.Y.U., St. John's and Fordham - all senior colleges.

IS CUNY CAPABLE OF TEACHING REMEDIAL COURSES?

Absolutely! In fact, students who complete remedial courses at CUNY graduate at the same or better rates than students who don't take remedial courses at all.

BUT DO THEY GRADUATE ON TIME?

There is no longer any such thing as graduating "on time" from colleges anywhere in the United States. Students are older these days, more likely to be working full- or part-time, more likely to be parents, more likely to be women, more likely to be the first in the family to go to college. Less than a third of American college students are "traditional" students these days. As far as CUNY is concerned, if you plot college attendance over an eight year period, CUNY students are more likely to have graduated than the average of public college students in the United States.

DOESN'T OFFERING REMEDIAL COURSES AT A SENIOR COLLEGE LOWER STANDARDS?

How so? It has never been demonstrated by those who claim it to be so. I would say that the contrary is more likely. Students who have passed remedial courses are certainly more likely to have improved their skills in math, reading, and especially writing, moving toward graduation with *enhanced* ability to benefit from their course work.

SHOULDN'T STUDENTS BE ALLOWED TO VOTE WITH THEIR FEET ON WHICH SCHOOL CAN BEST OFFER THEM REMEDIAL COURSES?

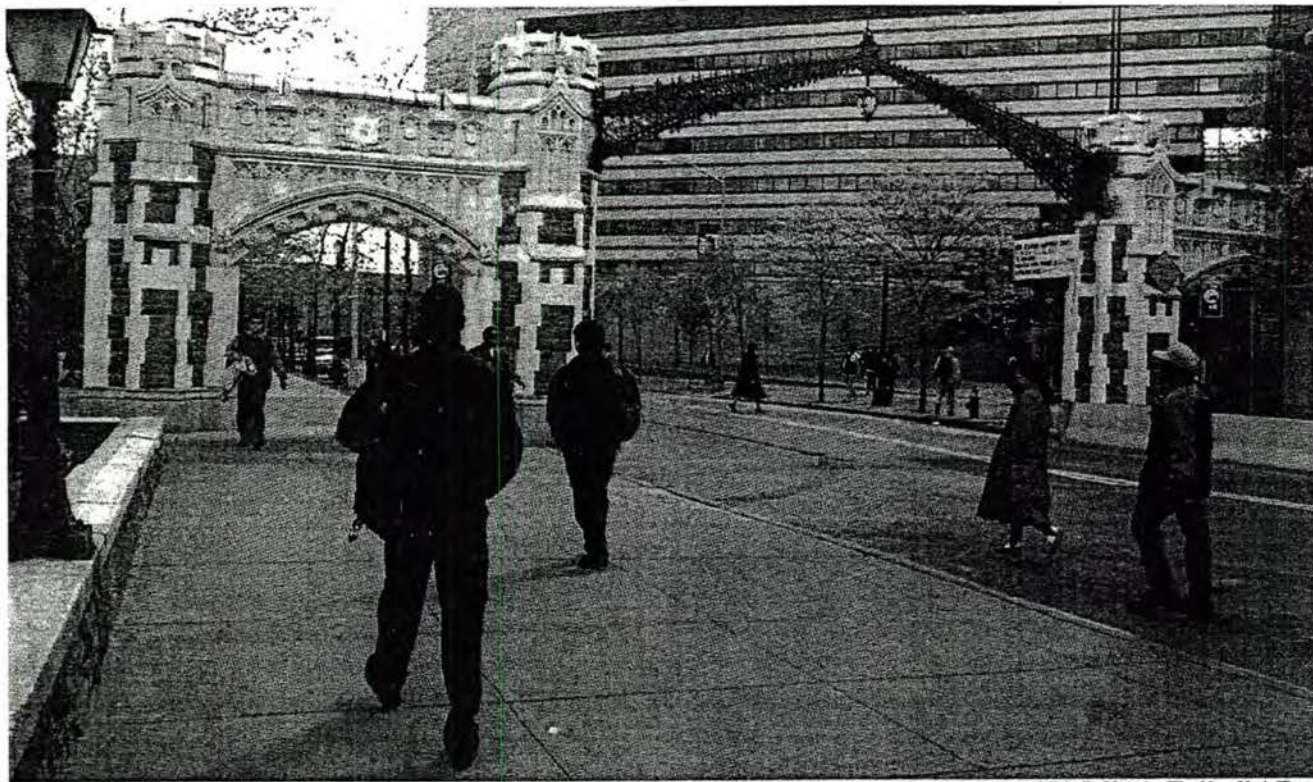
Yes, and they have voted with their feet. Tens of thousands of them have made the *choice* to take these courses at CUNY even though they have the option of attending other schools, with TAP, Pell and other financial aid. What exactly is the problem?

Two more points. It would be helpful if the Mayor of New York would concentrate on funding CUNY's community colleges, as required by State law, at one-third the cost instead of less than 21% of the cost as he is at present. That would be a giant step forward in improving education at CUNY's community colleges.

And it must be remembered that City University is and has been the Golden Door promised to new New Yorkers by the Statue of Liberty. Closing that Golden Door would be a denial of who we are as New Yorkers, a denial of our city's history and purpose. Please don't do that.

The New York Times

THURSDAY, MAY 8, 1997



Michelle V. Agins/The New York Times

Looking down Convent Avenue toward City College Academic Center. The college just marked its 150th anniversary.

At City College, Rich Tradition Meets Change

Proletarian Harvard Turns 150, Its Mission Expanding

By Joseph Berger

City College alumni in tuxedos and evening gowns packed the ballroom of Manhattan's Sheraton Hotel last month to show their affection for a school that turned 150 years old yesterday. These sons and daughters of the working class paid \$500 a plate for the pleasure, more than

their entire college education had cost them (books and subway tokens included).

The evening was a tribute to the astonishing achievement of a college that has become legendary as a proletarian Harvard. At one table sat five of the college's eight Nobel Prize winners, and at other tables were real estate magnates, Wall Street financiers, mayors, judges and newspaper editors. There was a film that showed off such graduates as Felix Frankfurter, Upton Sinclair, Bernard Malamud and Ira Gershwin. And the featured speaker was Gen. Colin L. Powell, Class of 1958, the hero of the Persian Gulf War whose military career was spawned in the college's early-morning R.O.T.C. drills.

Several miles uptown, at the college's campus in Harlem, its 9,620 students are aware, sometimes frustratingly so, of this rich tradition. And while the college is now very different from the white, largely Jewish institution of decades past, with far more immigrants and more students



Townsend Harris,
a City College founder.

Proletarian Harvard Is 150 Years Old



Zvi Lowenthal/The New York Times

Students walking to class in March 1971 on the Harlem campus of City College. The college instituted an open admissions policy in 1970, and over the years, has attracted increasing numbers of immigrants.

who require remedial courses; they say it continues to meet its historic mission of transforming New York City's poor and working class and sending them off as doctors, engineers and social workers.

"I think it's still the Harvard of the poor, I just don't think we realize that any more," said Jonathan A. Flory, a junior majoring in music. "After open admissions in the 1970's, people's view of City College dropped drastically, but the education didn't drop as far as people think it did. And you'll see at the upper echelons in every department people who could compete with any Harvard or Yale graduate."

The students say there are aspects to the college today that weren't there two or three generations ago, including an esprit de corps and a maturity that they say

has flowered on a polyglot campus where half the students were born abroad, where 40 percent work at least half the week, and more than a few students bring children to class when they can't get baby sitters.

"Students here are survivors," said Marcel Hinds, who is in an undergraduate biomedical program that embraces the first two years of medical school. "You might as well be in a dormitory because students are here until 1 or 2 in the morning, and some sleeping over. There's a real camaraderie, a kind of struggling."

At a round table interview with 19 of the school's top scholars, students said the college is still an academic standout, with an accomplished, energetic and demanding faculty and programs that have qualified thousands of students for

the professions, business and government. But its reputation has been tarnished by a public focus on unpleasant news—anti-Semitic remarks by a black-studies professor, Leonard Jeffries, and a 1991 rap concert in a gymnasium at which nine young men and women, none of them college students, were trampled to death.

Some graduate school administrators say the college has slipped, even though between 1983 and 1992, 860 of its alumni earned doctorates, more Ph.D.'s than Columbia produced. One New York University graduate school administrator who spoke on condition of anonymity said some applicants rival those at good private colleges, but there are fewer top prospects than there were 25 years ago.

Today's City College is far different from the campus of old where tuition was free and in some years a high school average approaching 85 was essential for admission. Indeed, by the 1960's the school had become so selective that it was attracting

'Students here are survivors', says an undergraduate.

middle class students who felt there was no point in wasting money on an elite private school.

Today, 38.3 percent of the students are black, 31 percent are Hispanic, 15.4 percent are Asian and 10.2 percent are white, roughly the proportions in the New York City schools. Students hail from 90 different nations, with substantial

contingents from the Dominican Republic, Jamaica, Haiti, China, India, South Korea, Russia and Poland. While the admission average is still a relatively selective 80, 1,000 students are admitted through the SEEK program, which requires a 70 average for those who meet criteria of financial need. Three-quarters of the entering freshmen are assigned to at least one remedial or English-as-a-second-language class.

The campus even looks different. The graceful neo-Gothic spire of Shepard Hall has been dwarfed by two buildings of more workaday architecture and the South Campus has been replaced by an athletic field.

The students at the round table lamented that the public does not know that City College, whose charter was signed on May 7, 1847, is a place where teachers with degrees from the finest Ivy League schools continue to impose stiff standards. And it is a place where students cannot take college for granted, the way some students in the 1960's might have.

"I get to see a lot of English-as-a-second-language students, and I've never seen people who want to learn so badly, to the point where they're jumping up and physically touching me to try to understand," said Stephen Sykes, a philosophy major who tutors in the remedial program. "I've audited courses at Harvard and M.I.T., and I've never seen students want to learn so badly."

James Traub, who spent a year and a half visiting classes on the campus for a book, "City on a Hill: Testing the American Dream at City College" (Addison Wesley, 1994), said that people in the school's upper echelons "have every reason to feel good about the education they're getting, and that's overlooked." But he said that in other parts of the school, particularly the remedial sections, students

are "sometimes dreadfully prepared," and that is a departure from City College's past.

Dr. Yolanda T. Moses, the college's president, differs with such views, saying, "The college has always represented the demographics of New York and as the demographics have changed, so has that



City College was founded as the Free Academy in 1847 at Lexington Avenue at 23rd Street. The school's name was changed in 1866.

of the college." What in fact is different, she said, is that Western European immigrants have been replaced by immigrants from Asia, the Caribbean, Africa and Eastern Europe. City College, administrators said, continues to produce graduates like the Pulitzer Prize-winning novelist Oscar Hijuelos, the mystery writer Walter Mosley and the astronaut Mario Runco Jr.

To meet criticism like Mr. Traub's and to shave enrollment, officials of the parent City University said two years ago that by 1999 freshmen entering the city colleges must have 16 Regents-level courses.

Mr. Traub also pointed out that the City College that peaked in the 1960's was the result of "a historical

moment" when it was teeming with students barred by prejudice or inadequate family incomes from entering the top private colleges.

The current students suggested that they regard their years at the college as something of a golden age. They repeatedly spoke of a communal spirit born of the hardships many share. That spirit, they ventured, did not exist a generation ago.

More students than ever before have to work to pay for the tuition that was imposed in 1976 and is now up to \$3,200 a year. Although 70 percent of students receive financial aid, 20 percent work full time and 20 percent are raising children.

"Students here recognize what they're paying for because it comes out of their own pockets and their own time," said Nahla Kahlek, a biomedical student who came to the college from the prestigious Stuyvesant High School and will be entering her third year at New York Medical College in September.

Students have strong views on why the college's reputation has fallen. Roland Charpentier, a senior and an architecture major, said that "what got City College in trouble is that it opened its doors to a population that other schools shun."

And Lamon Fenner, a graduate education student, called the scorn of some for the college today a "subtle racism."

"This campus is located in Harlem USA," Mr. Fenner said, "and to some Harlem is a buzzword for crime and poverty, but not something of quality."

Many students said they felt fortunate just to be at City College. "When you're talking about deprivation, you're talking to the wrong people," Mr. Hinds said. "We're all here and we're making it. The people who are deprived are the people who can't attend school because they have to work or don't have the money."

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Chase High School**

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004. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	06/03/1999	b(6)

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SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 3, 1999

FINAL

WASHINGTON, D.C.

CONSTITUTION HALL

LEAD ADVANCE:

TERRY BISH

202/208-4969

PHONE

703/527-5077

HOME

PRESS ADVANCE:

MARISA LUZZATTO

SCHEDULER:

WENDY ARENDS

202/456-7007

PHONE

202/456-5340

FAX

202/518-8209

HOME

WHCA PAGER

#4782

PREV RON

The White House

9:15am-

DROP-BY with

(b)(6)

[004]

9:20am

Map Room

CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady

(b)(6)

9:20am-

DROP-BY with Children's Miracle Network

9:35am

South Portico

CLOSED PRESS/WH PHOTO

PARTICIPANTS: 280 guests

9:35am

DEPART South Portico

VIA Motorcade

EN ROUTE D.A.R Constitution Hall

[Drive time: 5 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JUNE 3, 1999
PAGE 2

9:40am ARRIVE D.A.R. Constitution Hall

GREETERS:

Jean Haven, Acting Principal
Dale Kelly Love, President-General, Daughters of
the American Revolution

9:45am-
10:00am **MEET AND GREET**
Presidential Meeting Room
D.A.R. Constitution Hall
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 40 guests

10:00am-
11:30am **BETHESDA-CHEVY CHASE HIGH SCHOOL 1999 COMMENCEMENT**
D.A.R. Constitution Hall
HRC Hold: Presidential Meeting Room
Phone: 202/879-3303
Fax: n/a
Staff Hold: Presidential Meeting Room
OPEN PRESS/WH PHOTO

FORMAT:

-The First Lady, accompanied by Jean Haven, Acting Principal, Richard Meagher, Assistant Principal, Susan Murray, Assistant Principal, Steven Seleznow, Associate Superintendent, William Wilhoyte, Director, Office of School Administration, and Jeffrey Hanson, Senior Class Sponsor and Teacher, proceeds onto stage.

-The Class of 1999 processes into the room.

-Jean Haven makes welcoming remarks and introduces Sarah Rosenbaum, Senior Class Officer.

-Sarah Rosenbaum makes remarks and introduces the Senior Quartet.

-The Senior Quartet performs *The National Anthem*.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 3, 1999

PAGE 3

-Sarah Schwertner, Senior Class Officer, makes remarks and introduces the Bethesda-Chevy Chase Madrigals.

-The Madrigals sing "*Let the River Run*".

-Sarah Wright, Senior Class Officer, presents the gift of the Class of 1999.

-Sarah Wright introduces Jeffrey Hanson, Senior Class Sponsor and Teacher.

-Jeffrey Hanson makes remarks.

-Sarah Wright introduces the Bethesda-Chevy Chase Jazz Ensemble.

-The Jazz Ensemble performs "*The Funky Cha-Cha*".

-Jeffrey Hanson introduces Anne Hancock, Class President.

-Anne Hancock makes remarks and introduces the Bethesda-Chevy Chase Madrigals.

-The Madrigals perform "*Set Me as a Seal*".

-Jared Prushansky, Class Vice President, introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady proceeds back to her seat.

-Steve Abrams, Member, Board of Education, makes remarks.

-Upon conclusion, Jean Haven and Jeffrey Hanson present diplomas to the Class of 1999.

-Susan Jada Jones, Senior Class Officer, makes closing remarks.

-The Class of 1999 recesses out of the hall.

-The First Lady proceeds offstage and departs.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JUNE 3, 1999
PAGE 4

PARTICIPANTS: 3300 guests

11:40am	DEPART D.A.R. Constitution Hall VIA Motorcade EN ROUTE South Portico [Drive time: 5 minutes]
11:45am	ARRIVE South Portico
11:50am- 11:55am	DROP-BY with Larry King [W/POTUS] Oval Office CLOSED PRESS/WH PHOTO
12:00pm- 1:00pm	PRIVATE MEETING Map Room CLOSED PRESS/WH PHOTO
1:00pm- 2:00pm	DOWN TIME
2:00pm- 2:45pm	TALK MAGAZINE PHOTO SHOOT Residence CLOSED PRESS/WH PHOTO
3:00pm- 3:45pm	WHITE HOUSE BOOK PHOTO SHOOT Blue Room/Center Hall CLOSED PRESS/WH PHOTO
4:00pm- 4:30pm	VIDEOS Room 459, Old Executive Office Building CLOSED PRESS/NO WH PHOTO
4:30pm- 4:45pm	DROP-BY with Molly Melching Map Room CLOSED PRESS/WH PHOTO
	PARTICIPANTS: The First Lady Molly Melching
4:45pm- 5:30pm	DOWN TIME

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 3, 1999

PAGE 6

5:30pm-	PRIVATE MEETINGS
6:30pm	Map Room
	CLOSED PRESS/WH PHOTO
6:30pm-	BRIEFING FOR <i>GOOD MORNING AMERICA</i> INTERVIEW
7:00pm	[W/POTUS]
	Map Room
	CLOSED PRESS/NO WH PHOTO
7:00pm-	DOWN TIME
7:30pm-	
9:15pm	RECEPTION FOR WELLESLEY REUNION [W/POTUS]
	East Room
	Attire: Cocktail
	CLOSED PRESS/WH PHOTO

FORMAT:

-The President and the First Lady arrive in the Map Room and begin a receiving line.

-Upon conclusion of the receiving line, the President and the First Lady proceed to the East Room.

-The President makes welcoming remarks and introduces Diana Chapman Walsh, President, Wellesley College.

-Diana Chapman Walsh makes remarks and introduces Karen Williamson, President, Class of 1969.

-Karen Williamson makes remarks and introduces the First Lady.

-The First Lady makes concluding remarks.

-The President and the First Lady depart.

PARTICIPANTS: 550 guests

RON

The White House

TRANSCRIPT FINISHED – NEEDS TO BE EDITED
Bethesda-Chevy Chase High School Commencement
Address by First Lady Hillary Rodham Clinton

Washington, D.C.
June 3, 1999

Thank you, Jared. I am especially delighted to be here at this celebration and your graduation, and more than that I see a celebration of young people of energy, and power and commitment.

As you were listening to the Madrigles(?) and the jazz ensemble, I was poked on the back by one of the people sitting behind me who said, "You know, you must get to travel around our country and see an awful lot of talented young people," and that is one of the greater privileges I've had. To see the kind of dynamism and energy... the power, the hard work, and the perseverance of American young people. So for me this is a great privilege and pleasure to join you.

I want to thank the three young men who invited me to be here, Micah, Jonathon, and Carter. I learned after I received a very well written and well reasoned letter as to why I should come today, that the administration knew nothing about the invitation, but I apparently accepted before that could become an issue. The invitation was extended and I obviously accepted.

I want to thank also everyone associated with this school and the school system of which it is a part. I thank Mrs. Haven. I want to thank the school board and other members of the administration. I thank the faculty, the teachers, the staff. I particularly want to commend the parents and the citizens that support this school for understanding how important investing in education is today. It is an honor not only to be here to congratulate you, but to commend the community... the village if you will, that supported this high school and made it possible for you to have the opportunities to pursue your own dreams and aspirations.

Now I've been told that this particular class is something special, not that's not just because I know some of your parents and they're pretty high to me. But I've been told that over and over again they pushed the academic curve up, and save that they might have let it slip just a little bit this last semester. Perfectly understandable. That you have led championship sports teams. Eleven of you are members of the record-breaking girls' field hockey championship team. And soccer, and swimming, and track, and tennis, you also excelled, led again by members of this class. I think it's kind of unheard of to have three All-Met students from a school as small as B-CC. And so I commend all of you who have made your mark on the athletic field. You've also helped to stage first-rate dramatic performances, from "Death Takes a Holiday" to "Happy Birthday Wanda June." You've managed to squeeze in National Honor Society activities alongside other extracurriculars, like Chips, and Tattler, and Pine Tree, and Horizons, NOW, and Baron Buddies.

I have seen and heard with my own ears the talented musicians and singers that you have in this class as well. In addition, you have performed thousands of hours of community service -- participated in foreign exchange programs with students from

Russia, Israel, France, Guatemala, and China. And, I know, that each of you who has contributed to this class have a lot to look back on with satisfaction and a lot to be proud of. I'd like to ask that all of those who performed for us today... really, gave us the spirit and the feeling of this class stand, so that we can thank them and Mr. Riley for the hard work that went in to preparing for today.

You know, it was 62 years ago that one of my favorite predecessors broke tradition at a B-CC graduation. Up until then, only B-CC seniors had participated as speakers at the ceremony. But on that day, June 15, 1937, Eleanor Roosevelt spoke to the graduates. She urged them to participate in their communities and reminded them that "young people who think," with the emphasize on think, "...are needed today to help solve the problems of the nation." Well, I've learned from my years in the White House that everywhere I go, Mrs. Roosevelt has been there first. If I am visiting a factory or a social service project, or some far away celebrate(?), on this continent or elsewhere, I'm likely to be greeted by the welcome, "Well you are the second First Lady to have come to see us." And this year I cannot deny copying Mrs. Roosevelt and I told her I'd be here today. She encouraged me merely to reread her speech, because the timeless words of congratulations, and encouragements, and challenge that she set forth are just as timely today as they were then because there is something about commencement ceremonies. I know that sometimes that they are looked down as circumstance because people like me, or your acting principle, or student speakers come before the event and an (sounds like epicouth) the myriad of feelings that must be racing through each of you, your parents, your family, and friends. I'm trying to put into words the very difficult moments, and I know that sometimes in retrospect it is totally forgettable... hard to remember who said what, when did it happen at your graduation... I don't have a clue who spoke at my graduation in high school. I can remember the building being filled to capacity, I can remember what began, I can remember that the (??) of the shoes I bought were too high and that I tried to trip on my way down the aisle. Those were the memorable moments but I was mostly concerned with what I could do after it was all over with my friends. But there is a ritual to this, which is a product of time, a passing of generational advice, of hope, that I understand that I have been out on both sides of it. And there are so many people sitting in this great hall who have watched you grow to maturity... who are wondering how fast it could have gone in just a blink of an eye that this young child, this great boy or girl that is now this young man and this young woman, and Annie Page from (?) said, "You know, now I'm ready to go out on my own." I felt a catch in my throat and I think I heard a (?) in the hall, because it is a daunting responsibility that you pay as you move out of high school, but that we also pay as we look back in wonder how well-prepared, how ready you are. Mrs. Roosevelt in her remarks recognized the awesomeness and the talent of the B-CC graduates of 1937 and I feel that as well. Because I am privileged to travel around our country and listen to young people in all kinds of settings. And for years now I've been saying to any audience that I could reach that we have the best young men and women, right here on America that I have ever seen. Now that's not sometimes the way that you are portrayed because of stereotypes and the sensational images of the one's that broke off and pushed away. And so if we miss all of the triads of heroism, and hard work, of courage, of resilience that make us more biased.

In the aftermath of the tragic shootings at Columbine High School in Littleton, Colorado, many people asked me, themselves, and all of us should be... what is it we owe our young people? You are about to cross into a new stage in your lives, where deaths will still be done, but you too will be seeking answers to some of these questions about how to live a life of satisfaction for yourself, how to make commitments to work above the evil to terrorize your community. That there should be and continue to be so many opportunities.

When my husband and I were at Littleton, seeking in a gymnasium of a neighboring high school, the students of Littleton and Humblebar(?) – fellow high school students from a nearby school. I looked out at all this and I saw faces very much like yours.

I know that you talked about what happened there in some of your classes, and I assume you talked about it with your friends, I hope you talked about it with a few of your parents, and others as well. You did send letters of condolence and planted columbines in memory of the dead. I was particularly impressed when I learned that a group of ninth-grade girls went to Mrs. Haven to ask permission to form a club that would reach out to kids who might feel alienated and alone. Those girls asked themselves the same hard question we all have to ask – “What can we do?” But they didn’t stop with a question. They looked deep into their own hearts for an answer.

There are many ways you can respond. On the national level, the President and I, reached out to people of a cross-section of Americans, asking them to come to the White House to talk about what happened and what new possibilities the press(???) would make. There were gun manufacturers and hunters with sports gears. There were media representatives from TV networks, cable stations, video games and the Internet. There were parents’ groups like the PTA and community groups like the Boys’ and Girls’ Clubs. There were experts and researchers, elected officials, police officers, educators and students. There was no acrimony, or personal attack, or insult because the aftermath of this latest tragedy, we wanted to avoid getting blamed(?), instead, to speak plainly, to bring people together on behalf of the young citizens of America.

We all acknowledge that we might never truly know what motivated those two young men – or indeed any other young people who turn weapons on themselves or others. But even if we cannot fully understand, that does not absolve us of concern or responsibility. We are neither helpless nor hopeless.

Each of you has demonstrated your own commitment to endorsing this, and I am delighted that one of these students ended up back being at the White House, a senior at a local high school, and a peer mediation counselor like many of you have been. She told us, “You know, I’ll probably get in trouble with some of my friends for saying this, but I think that kids do really want parents to pay attention to them, to ask them questions about who their friends are, where they are going and what they are doing. Even if we act like we really don’t like it, we really do want it.” For a lot of us who are parents, that is an important reminder. On the one hand, we must take more time with our children and listen to them. I recently learned that in today’s world, because of the pressures of work and commuting and other stresses on families, whether it’s a two parent family or a one parent family, parents are spending on average 22 fewer hours with their children than they did 20 years ago. That is something we have to address, and has to be addressed in a way that is organized, works, how we try to strike a better balance between work and family and what our priorities are. There are, and we must never forget, necessary limits and safeguards that are important for adults to create and impose, so that young people are better able to navigate that all forgotten course to adulthood safely.

When I met with the families that lost loved ones at Littleton, I went from family group to family group, I was so struck, not by the grief which was evident, but their capacity to reach out through hugs and stories, but their will to congregation, that they would commit themselves to do what they could to make sure to avoid tragedies like this to commit ourselves to be open and faithful, realistic and helpful to young people everywhere. We cannot roll back the clock and undo the tragic events not only of (sounds like) Bradstate and Columby(?) but in other school shootings, and other violent activities that take the lives of our young people too soon. But we can involve ourselves to fight the cynicism and apathy that keeps us from being active participants in our own communities. We can reach out, teaching children to care about one another, empathize with people in different situations than themselves, to avoid hate as an excuse for working for some better resolution. We can also do those simple things that sometimes are easy to forget, but minimize... you know, we can offer a kind word, we can offer to bridge the differences that come to often between us, we can look for the small ways to change if possible.

You've certainly established a tradition of service to your school and community -- that not only helps others, but, I would hope, serves to reduce that necessary human condition that strikes all of us from time to time -- feeling alone or disconnected. You have performed at least 60 hours of community service and I commend the state of Maryland for the service learning requirements that you had to fulfill. But, many of you have done much more, working with Amnesty International, or Youth Ending Hunger and the Cancer Awareness Club. You have collected food and clothing for the victims of Hurricane Mitch and the Kosovar refugees. You have worked in nursing homes and day care centers. You have coached soccer teams and baseball teams of younger kids. And with every hour of service, the thread tying you to, not only your community and your school, but to your fellow human beings, has made you stronger. I hope, as you leave B-CC and go on to college or job, or whatever your future holds, that you don't give up that sense of service because it's no longer required. I hope it is a habit you don't want to kick, because it is a way, especially in America today, of making sure we come together, that we work towards community and inclusion as opposed to divisiveness and extreme.

This is not a new problem for America. I went to a very large public high school and there were corridors I was afraid to walk down. There were so many different groups, there were, in those days, the greasers and preppy and the hoods, and all kinds of other people... labeled by themselves or labeled by others. The things we called each other might have been different and the music we listened to might have been different, although I am absolutely sure that, from my own experience, my college disliked the music I listened to as much as maybe some of your parents dislike what you listen to. But despite those superficial differences, every problem that we had to address then as well. I remember very well that the administration of my school decided the fights, the pushes, the throws, the active civil confrontations, couldn't go on and created something that was then called a Cultural Values Committee, like the welcoming diversity committee. Our job was to listen to people we considered different and it was a real eye-opening experience for me. I was on that committee sitting with people whom I'd never exchanged a word with, whom I'd never come anywhere near before I was forced to be around the table with them. And I was so surprised to learn that they were just as worried and put off by me as I was by them. And as I listened to them and we broke down the

barriers between us and my feelings of fear and alienation began to melt away. And I recognized there was a lot we all had in common. (... for high school but for all Americans.) Yours is the last class of this century. And you maybe must feel really special... you're the last class of the millennium. And much of the rest of the country is preparing to celebrate the transition from 1999 to 2000, and you're here in the B-CC community pondering the move from an old building to a 21st century school. But as the last school to graduate from this excellent school, I know you'll carry with you a lot of the questions, the values, and the traditions, not just outdoors, but, I hope, far into the future.

I'll be traveling to Boston this weekend for my 30th college reunion. Reunions are a time for people to come together to think about what we've done, to honor the past but also imagine the future. There's a lot to imagine, we have so many blessings in America today. We need people who will think hard about how to make those blessings continue for all Americans and deepen our commitment to what makes us such a unique experiment for the history of the human race. You'll play your part in that. There are many values and traditions that make B-CC a strong community and I would hope to see them as the same kind of strong values traditions that America needs for you now. I kept in touch with my high school friends. In fact, they've been a great source of support and friendship for me over the last few years, particularly the high school group. Sometimes when the headlines are not so happy or positive, I'll be proud to be somewhere and I'll be met by a group of my friends from high school who are carrying comfort with my deep dish pizza. And we'll sit around and we'll talk about everything else, but what's in the headlines. But I was sent here for a reason, and when I was back in Chicago, and it was around the time of my birthday and a bunch of my friends had rented out the place we used to go to with the incredibly politically incorrect name of Boobies. So there we all were, at Boobies, eating my (????) with about 30 of my high school friends, eating the same fat-laden, wonderful food we used to eat when we could afford to do so. And a man whom I hadn't seen much of in the years since I had graduated from high school, named "Teeny," and he had been one of those greasers. He had been a really big, hulky guy, who, kinda put the fear of whatever in his heart. And I struck up an acquaintance with him, and I had began talking with him, oh in the halls and maybe I'd seen him in the cafeteria. He was a wrestler and I ran into him one time and he said he was wrestling that day and I went to see him - nobody would ever go to see him; they had their family or their sports (???). But I had lost touch with him... I knew that he had been drafted and he would serve in Vietnam... had trouble with his life and finally got himself together... married; now the father of children he is very proud of. He came to see me in (???) and he said, "You know, years and years ago when I was back at Horace High, one of my teachers, and I was a teacher, took me aside and gave me this book, and it was a collection of memories of your brother." An unlikely gift from a young man, I would have thought, but this teaches that there can, there is a lot here that will help you pave the path for the new millennium. When he came to see me, he had this dog-eared (...). And he said, "You know, in those years a long time ago when I stopped and talked with you (...) and I want you to have this book now. Take it back to the White House and share it with the President (...). I guess, not that he'll ever show up in transcripts, not anybody even left any notes or remarks about his graduation. But it was those human connections that mutually cross those lines that too often divide us, whether its race, or

ethnicity, or religious ties, or class, or any other difference. (Last sentence unintelligible). Thank you all very much!

June 2, 1999

BETHESDA-CHEVY CHASE HIGH SCHOOL COMMENCEMENT

DATE:	Thursday, June 3
TIME:	9:45 a.m. - 11:40 a.m.
LOCATION:	Constitution Hall Washington, D.C.
FROM:	Brenda Costello and Natasha McMahan

I. PURPOSE

To deliver the 1999 commencement address at the Bethesda-Chevy Chase High School graduation ceremony.

II. BACKGROUND

On Friday morning, you will address more than 260 students who are scheduled to receive their diplomas at Bethesda-Chevy Chase (B-CC) High School. As you may know, one of the three students who invited you to speak at B-CC's commencement is Carol Beach's son (see attached letter). In fact, these students took it upon themselves to invite you to speak at their commencement without the school administrators' knowledge.

Bethesda-Chevy Chase High School

Established in 1926, Bethesda-Chevy Chase (B-CC) is located in downtown Bethesda and has students from more than 55 countries -- 58% Caucasian, 21% African-American, 13% Hispanic, 7% Asian and 1% Native American. With an enrollment of 1,100 students, B-CC serves the communities of Bethesda, Chevy Chase, and Silver Spring in Montgomery County, Maryland. From fall 1999 through spring 2001, B-CC will be housed at the Norwood High School in Wheaton because of renovations. In the fall of 2001, B-CC will move into a newly renovated facility which will combine old historical and new modern structures, including a new gym and auditorium.

As you may know, one historical note of B-CC is that Eleanor Roosevelt addressed the B-CC's graduating class on June 15, 1937.

B-CC is a comprehensive public senior high school and offers a wide variety of course offerings to its student body. The students may choose among five foreign languages, including French, Spanish, Latin, Russian and Chinese. B-CC also offers technology classes and AP courses. B-CC's elective choices include Peace Studies, Psychology, Law, Black Experience, Latin and Russian History. B-CC also offers opportunities for students to participate in internships and cooperative work experiences. B-CC is accredited by the Middle States Association of Colleges and Secondary Schools and by the Maryland State Department of Education.

B-CC Programs

B-CC's International Baccalaureate Program (IB), a program which educates young people

to act intelligently and responsibly in a complex global society, offers students an internationally recognized program characterized by an academically rigorous curriculum, such as IB students writing extended essays which demonstrates their understanding of their topic and reflects their ability to gather data, focus, and synthesize material. IB is a program for those students who are motivated and dedicated in their educational pursuits. On Friday morning, the International Baccalaureate Program will bestow diplomas to its first group of B-CC students. In addition, students must become active and responsible members in school and in the community-at-large.

B-CC's *Lazarus Leadership Program* combines leadership training with community service. After completing a series of eight leadership training seminars, each participant develops a 200-hour project designed to bring about positive change in the community. As you may be aware, Lieutenant Governor Kathleen Kennedy Townsend implemented a Student Service Learning requirement for students in Maryland making it mandatory for each student to devote at least 60 hours to community service.

The B-CC Class of 1999 consists of 7 National Merit Semifinalists, 20 Commended Students, 1 National Achievement Scholar Semifinalist, 1 National Hispanic Scholar, and 26 Maryland Distinguished Scholars.

Format

Upon your arrival, you will briefly meet with 40 people -- friends and family of Carol Beach, Marna Tucker, and Kathy Ruckman (children wrote attached letter). You will then be accompanied to your position on stage (see attached list of stage participants) by Acting Principal Jean Haven, Assistant Principals Richard Meagher and Susan Murray, Associate Superintendent Steven Seleznow, Director of Office of School Administration William Wilhoyte, and Senior Class Sponsor/Teacher Jeffrey Hanson.

Jean Haven will make welcoming remarks and introduces Sarah Rosenbaum, Senior Class Publicity Chair. Ms. Rosenbaum will then make welcoming remarks. Following the National Anthem, Special thanks, the presentation of the class gift, and musical selections, you will deliver your commencement address. Upon conclusion, you will proceed back to your seat. Following the Class of 1999 recession, you will depart. There will be 3,300 guests present.

III. PARTICIPANTS

Meet and Greet

-The First Lady

-Jean Haven, Principal, Bethesda-Chevy Chase High School

-Richard Meagher (pronounced Mayor), Assistant Principal, B-CC and Phil Verveer's College Roommate.

-Carol Beach

-Carter Beach, Carol's son and graduate

-Ben Beach -John Beach

-Jeane Mast -Joanne Mast
-Peggy Mast -Jack Zigler
-David Mast -Brownee Kennedy

-Kathy Smith Ruckman
 -Jonathan Ruckman, Kathy's son and graduate
 -Roger Ruckman -Robert Ruckman
 -Stephen Ruckman -Karen Ruckman
 -Bonnie Derbyshire -Erin Cooper-Gay

-Marna Tucker
 -Micah Baskir, Marna's son and graduate
 -Larry Baskir -Cecily Baskir
 -Debbie Tucker -Tom Rall
 -Brady Rall

-Colin Finan -Stephen Finan
-Griffin Finan -Mary Finan
-Vincent Finan -Nancy LeaMond
-Carol Peasley

IV. SEQUENCE OF EVENTS

- Upon your arrival, you will briefly meet with 40 people -- friends and family of Carol Beach, Marna Tucker, and Kathy Ruckman (children wrote attached letter).
- You will then be accompanied to your position on stage (see attached list of stage participants) by Acting Principal Jean Haven, Assistant Principals Richard Meagher and Susan Murray, Associate Superintendent Steven Seleznow, Director of Office of School Administration William Wilhoyte, and Senior Class Sponsor/Teacher Jeffrey Hanson.
- Jean Haven will make welcoming remarks and introduces Sarah Rosenbaum, Senior Class Publicity Chair.
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- Following the National Anthem, Special thanks, the presentation of the class gift, and musical selections, you will deliver your commencement address.
- Upon conclusion, you will proceed back to your seat.
- Following the Class of 1999 recession, you will depart.

V. PRESS

Meet and Greet Closed Press/WH Photo.

Ceremony Open Press/WH Photo.

VI. REMARKS

To be provided by Carol Beach.

FROM : Beach House

PHONE NO. : 3019510340

Mar. 05 1999 05:02PM P2

Marna Tucker

Micah Baskir
3715 Bradley Lane
Chevy Chase, MD 20814

Carol Beach

Carter Beach
7207 Denton Road
Bethesda, MD 20814

*Smith
Kathy Ruckman*

Jonathan Ruckman
7607 Maple Avenue
Chevy Chase, MD 20814

January 3, 1999

Dear Mrs. Clinton,

We are seniors at Bethesda-Chevy Chase High School, the best high school in Montgomery County (maybe in the State of Maryland). The three of us have known each other for many years, but we keep finding out new things that we have in common.

This year, we found out that our moms are all friends of yours. Now we're sure that fate has brought us together. That same fate has now given us the courage to ask if you would speak at our graduation. We know how busy you are and how many speaking invitations you receive each day, but this one is just a five-minute walk from your house. Our commencement ceremonies are scheduled for June 3 at 10 a.m. at Constitution Hall. Your presence will give all of us a graduation to remember.

Perhaps it will help you make up your mind if we give you a little information about our school.

Built in 1926, B-CC is one of the oldest schools in the county. Located in downtown Bethesda, it has always been an integral part of the community, benefiting from the large talent pool and cultural diversity of the area. We have students from more than 55 countries; 58% of the population is Caucasian, 21% is African American, 13% is Hispanic, 7% is Asian and 1% is Native American.

One historical note that will interest you: Eleanor Roosevelt addressed B-CC's graduating class on June 15, 1937.

For the next two years, B-CC's buildings will be renovated and classes will be held at the Northwood holding facility in Wheaton. As the millennium ends, so, too, will an era at B-CC. But everyone here is looking forward to starting fresh in a state-of-the-art facility with modern labs, new athletic facilities, a roof that doesn't leak and a heating system that works. We, like you, are seriously engaged in Honoring Our Past and Imagining our Future these days.

B-CC has a great faculty, including columnist Colman McCarthy, who teaches one of the most popular courses at the school - Peace Studies. Ninety percent of our classmates go to college, and B-CC prepares us rigorously for the future with honors classes, AP classes, a very active chapter of the National Honor Society and an International Baccalaureate degree and certificate program.

As you probably know, the State of Maryland, under the leadership of our great Lieutenant Governor, Kathleen Kennedy Townsend, has implemented a Student Service

FROM : Beach House

PHONE NO. : 3019510340

Mar. 05 1999 05:03PM P3

First Lady Hillary Rodham Clinton, page 2

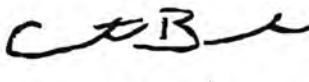
Learning requirement, so each of us devotes at least 60 hours to community service. But many do much more. We are very proud of the Lazarus Leadership Program, which combines leadership training with community service. After completing a series of eight leadership training seminars, each participant develops a 200-hour project designed to bring about positive changes in our community. Last year's projects included creating and teaching a drama program for inner city children, painting a mural over graffiti in a run-down neighborhood (with the help of neighborhood kids), and a program to bring senior citizens and B-CC students together through their love of animals.

That's enough for now. If you have any more questions about us or about our school, please feel free to call. We hope you'll accept our invitation and that we'll see you on June 3.

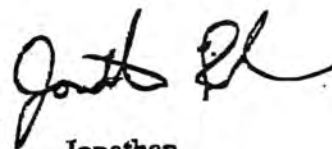
Sincerely,



Micah
301-652-1456



Carter
301-951-9643



Jonathan
301-951-8432

Bethesda-Chevy Chase High School



Seventy-second
Commencement Exercises

Thursday, June 3, 1999

10:00 A.M.

D.A.R. Constitution Hall
Washington, D.C.

PROCESSIONAL B-CC Combined Band & Strings

"Pomp and Circumstance March #1"

Edward Elgar

Principal's Greeting Mrs. Jean Haven

Welcome Sarah Rosenbaum

National Anthem Senior Quarter

Katherine Bromberg, soprano

Emily Ogden, alto

Seth Herring, tenor

Robert Crotty, bass

Special Thanks Sarah Schwertner

"Let The River Run" B-CC Madrigals

Carly Simon

Matthew Hartman, Conductor

Adapted by J. Davidson

Presentation of Class Gift Sarah Wright

Mural by Jeff Wainwright

"Funky Cha Cha" B-CC Jazz Ensemble

Arturo Sandoval

Led by Marshall White

Class President Anne Hancock

"Set Me as a Seal" B-CC Madrigals

René Clausen

Matthew Hartman, Conductor

Guest Speaker Mrs. Hillary Rodham Clinton
The First Lady

Board of Education Guest Mr. Steve Abrams

Presentation of Diplomas and Certificates

Closing Susan Jada Jones

RECESSIONAL B-CC String

"Spring" The Four Seasons

Marshall White, Conductor

by Antonio Vivaldi

**PLEASE REMAIN AT YOUR SEATS
UNTIL CONCLUSION OF RECESSIONAL**

There is to be no videotaping or still photography
from seats, aisles or the stage.

Boxes 1 through 12 have been reserved for
filming only. Thank you.

Special Request:

Please hold your applause until all graduates
have received their diplomas so that the names of
all graduates can be heard by the audience.

Mrs. Hillary Rodham Clinton, Guest Speaker
 Dr. Paul J. Vance, MCPS Superintendent of Schools
 Mr. David G. Fischer, Associate Superintendent
 Dr. William Wilhoyte, Director
 Mr. Steve Abrams, Member of the Board of Education member
 Ms. Janice Mostow, Principal
 Mrs. Jean Haven, Acting Principal
 Mr. Richard Meagher, Assistant Principal
 Mrs. Susan Murray, Acting Assistant Principal
 Mr. Richard Bishop, Assistant Principal
 Mrs. Irene Dzubak, Principal's Secretary
 Mrs. Barbara LeFevre, Business Manager
 Mrs. Joya Fields, Former Financial Assistant
 Ms. Jackie Torrey, Financial Assistant
 Mrs. Melissa Roller, Attendance Secretary
 Ms. Joanna Greer, Former Assistant Principals' Secretary
 Ms. Nancy Ehrenreich, Assistant Principals' Secretary
 Mrs. Claire Gargano, Main Office Secretary
 Mrs. Noreen Fair, Main Office Secretary
 Mr. Peter Flynn, Lighting Specialist
 Mr. Matthew Hartman, Music Department
 Mr. Marshall White, Music Department
 Mrs. Kathy Kirk, Graduation Assistant
 Ms. Evanthia Lambrakopoulos, Graduation Assistant
 Mr. David Zimmerman, Graphic Communications
 Mrs. Gail Edie, B-CC PTSA
 Mrs. Mary Allen, B-CC PTSA President
 Mrs. Patty Jensen, After Prom Breakfast Coordinator
 Mrs. Niki Yianilos, After Prom Breakfast
 Mrs. Pamela Mertz, After Prom Breakfast
 Mrs. Joan Zwack, Cover Artist
 Mrs. Reather Kelly, Career Center Coordinator
 Ms. Harriet Haber, B-CC Alumni Association
 Bethesda Urban Partnership
 Mr. Lawrence Levin, SGA Sponsor
 Mr. Ed Mullaney, Class Sponsor '95-'96
 Ms. Christina Kyong, Class Sponsor '96-'97
 Mr. Damon Monteleone, Class Sponsor '97-'98
 Mr. Jeffrey Hanson, Class Sponsor and Graduation Coordinator '98-'99

and

to all of our parents, families, teachers, staff and friends
who have helped to make this day possible.

Senior Class Officers

President Anne Hancock
 Vice President Jared Prushansky
 Treasurer Sarah Wright
 Corresponding Secretary Susan Jada Jones
 Recording Secretary Vital Nero
 Publicity Chair Sarah Rosenbaum
 Community Service Chair Sarah Schwertner
 Special Affairs Coordinator Kebeh Akwafo

Administration

Acting Principal Mrs. Jean Haven
 Assistant Principal Mr. Richard Meagher
 Acting Assistant Principal Mrs. Susan Murray
 Business Manager Mrs. Barbara LeFevre

Adam Najimi Adebisi
Micheal Akinrunde Akinbolaji
Kebeh E. Akwafo
Salim Joseph Alam
Nicholas Sewell Allen
Jacqueline S. Amobi
Gabriela Antunes
Nicolas Alberto Arnal
+ Julius Harry Aruna
Yosra Faisal Awad Alla
Anna T. Awosika

Susan Nicole Barker
David Barrios
+ Micah Tucker Baskir
+ Carter Mast Beach
Steven J. Beale
+ Lauren Alexandra Beck
Erika Yamileth Beltran
+ Thomas Bergan
+ Katherine Coale Bergman
Ezha A. Berhanu
Melissa Eileen Bertenthal
+ Anika Locke Binnendijk
Charles Durham Boyd
Evan Charles Brewster
+ Katherine Lauren Robins Bromberg
Luis Burguillo
Micheal Christopher Burke
Jonathan Tyler Burton
Jason Michael Butler

Rith Calixte
+ Brian Matthew Callery
+ Scott Houk Camillo
Margaret Elizabeth Campbell
+ Katharine Lammert Carlson
Kisha D. Carlyle
Richard J. Carter
Marwan F. Castellani
Mayra Faria Castro
+ Danielle Denice Cauthen
+ Andrew Spring Caylor
Angie Michelle Chang
Gladys Anwi-Anga Chi
+ Brooke Dawn Clarkson
Mario Cmaric
+ Robert Sean Crotty
Katherine Dimatatac Cruz

+ Pepper Marie Daigler
+ Lydia E. Dale
+ Jonathan Philip Dandois

Christopher Fors Davis
Daniel Robert Davis
Karel Alois DeCock
Erin Lynn DeSabra
Ronaldo Vasquez Diaz
Edivaldo J. DosSantos
Andrew Eisenberg Doyle
Marcus Dwanye Duncan
+ Abigail Helene Dwyer

Joanna Clark Edie
Brandon Jared Eisenman
Marina Issa El-Ghoul
Atakan Ergin
José Maximino Escobar
+ Edwin H. Evans
Kristen Elizabeth Evans

+ Leslie Ruth Farren
+ Rebecca B. Fertziger
Yanoulla Matos Fialho
+ Colin Stephen LeMond Finan
James Patrick Finlay, III
Zak Forrest
Ricardo Fort
Peter Daniel Fox

+ Louise Elizabeth Galher
+ Sarah Jane Gallo
Kemah Mayo Gbolokai
James Gillespie
+ Kathleen Jonelle Godfrey
Amy Catherine Golladay
Carlos Wilson Gomez
Nathaniel Maurice Gordon

André David Gueory
Raj Gupta
Lissa Marie Gutierrez

Tarig O. Haboub
+ Katherine Rachel Hais
Lily Alice Hammond
+ Anne Carlisle Hancock
Justin Jamaar Harried
+ Peter Hart
Bobbie Lynn Hawkins
+ Seth Benjamin Herring
+ Julia Amanda Hiatt
+ Magdalena Beattie Hill
Tanner Maximilian Holbrook
Erin Juanita Holloway
+ Susan Dunham Hoppock

Bethesda-Chevy Chase High School**Class of 1999**

+ Allison Cathleen Houseworth
Joi Monique Howard
+ John Kenneth Hughes
Shawn Paul Jesse Hunter

Obafemi Idowu
Matthew C. Irely

Joshua Thomas Johnson
+ Susan Jada Jones
Susan Melissa Julien

+ Daniel Evan Kalick
Anyia Hooff Kamara
Tomoko Kanamitsu
Celestin Mbane Kane

+ Peter Karalis
Klara Kavanova
Keon Kelly

+ Lisa Johanna Keskitalo
Pratamaporn Kesomthong

Abdul Salam Khan
+ Megan Sara Kingery
Meredith Lean Kinner
John Paul Klaffky

Liana B. Knight
Nathan I. Krauthamer

+ Megan Ariel Kressler
Lenka Kristofová
Rita P. Kumi

+ Kay Olson Kutzke

Bicry David La France
Daniel Joseph La Porta
Kevin Michael Lanik
Graziella Gina Lantella

+ Vincent Laporta
+ Scott Patrick Lee
Michelle R. Leigh
Joshua Paul Lennon
Edward Christopher Lewis-Smith
Jason Arthur Linnehan
Lu Lu
Edwin Giovanni Lutin

Pierre Daniel Manshande
+ Lauren Elisa Mansky
Ligia Carina Fernandes Alfonso
Manuel

Caitlin Ann Mara
+ Erin Irene Martin
Holly Ann Martin

German Amilcar Martinez
Tamas Marton

Jennifer D. Carmen Mata
Nelson Werstein Matos
Jocelyn Tayem Mattalug

Lusvin Mayen
Mynor Mayen

Jeremy W. McDougal
Timothy P. McGoldrick

Lindsay Anne McKinney
Angela Anastacia Mejia

Reyna Isabel Mejia
Victor Alberto Melara

David Christopher Melton
David Haym Minberg

+ Jessica F. Mockrin
Courtney Elizabeth Moore
Shatisha Weodella Burrell Moore

Ivan Leite Morais
Claudia G. Morales

Josue Morales

+ Megan Catherine Moran
John Murnane, Jr.
Megan Cadbury Murphy
Shelley Noor Musleh

Julia Catherine Nelson

+ Martha Irene Nelson

+ Vital William Nero

John Kwabena Nkansah

Nicole Jennifer Nocerino

Christine Therese Nolan

Ricardo Cruz Nolasco

+ Kendall Elizabeth Normyle

+ A. Zarinah Nuri

Liam Harwood O'Malley

Haben A. Ocbamichael

+ Emily Bonneville Ogden

Cindy O. Onyekwere

Monalisa Onyekwere

Kwame Dei Otoo

+ Michael William Ott

Samantha Mae Panton

Maria V. Parshin

Hardy Lee Pearce, III

Nina Antoinette Perry

Dejan Petreski

Laura Gardner Petrillo

Nicholas Allen Petty

Joel Whitford Pincock
+ Jared Benjamin Prushansky
+ Rebecca Jeanne Radovsky
+ Rashard Jaie Raigns
+ Amit Ram Reddi
+ Anand Reddi
+ Jose S. Reyes
+ Emilia Winifred Rockwell
+ Kathleen Romeo
+ Ana M. Romero
+ Sarah Jennifer Rosenbaum
+ Camille Roussel
+ Jonathan Roger Ruckman
+ Nida Sahr
+ Sydney Kojo Salakpi
+ Ranmal Aleka Samarasinghe
+ Dazia Victoria Sanchez
+ Svetlana Sanovich
+ Naela Saraireh
+ Christina Lea Saunders
+ Rebecca Merrill Schatzkin
+ Margit Elizabeth Schiffman
+ Matthew Henry Schoellhamer
+ Sarah Louise Schwertner
+ Jed Furst Seifert
+ Andrea R. Seltzer
+ Pieter Shapar
+ Jessica Lynn Sharrow
+ Michelle Robin Silberstein
+ Daniel Koshes Simms
+ Richard Skeem
+ Meredith Lynn Slesinger
+ Joshua J. Smalls
+ Lydia Wheaton Slater Smith
+ Michael O. Sogunro
+ Chao Song
+ Mattea Elizabeth Soreng
+ Alexander Marcus Steiner
+ Caroline Rogers Sten
+ Henrik Martin Stenvall
+ Peter Stewart
+ Shawntae Everte Still
+ Hilary Anne Strahota
+ Meredith Anne Suniewick
+ Patricia Targete
+ Erin Audrey Taylor
+ Jonathan Stanley Taylor
+ Haymanot Tesfaye
+ Emily Thomson

Susanna Tsukerman

Katrina D. Urso

Marlyn Felicia Valerio

+ Lilit Vardanian

Melissa Abreu Vaz

Keith Robert Vess

James Patrick Vollono

Jeffry Wainwright

Laura Rachel Waldman

Jun Wang

Catherine Rebecca Wanko

Kim Vanessa Watson

+ Bethanie Gail Weitz

+ Chase Scott Wells

Meghan Campbell Welsh

+ Emma Claire Werner

Miriam White

Benjamin Wielgosz

+ Deborah Lauren Wiesenfelder

Yonas Habtegiorgis Woldemicael

+ David Samuel Wolfowitz

Ana Wolk

Katarzyna Maria Wolska

+ Marion Elke Womack

+ Sarah Elinor Wright

Ayana B. Wylie-Forth

+ Xiao Yang Yang

+ Ming Ye

Yuri I. Yurlov

+ Olga Zimonjic

+ National Honor Society

Name	Position				
------	----------	--	--	--	--

Adults on Stage

Mrs. Jean Haven	Acting Principal Bethesda-Chevy Chase High School
Mr. Richard S. Meagher	Assistant Principal Bethesda-Chevy Chase High School
Mrs. Susan K. Murray	Assistant Principal Bethesda-Chevy Chase High School
Dr. Steven G. Seleznow	Associate Superintendent, Office of School Administration
Dr. William P. Wilhoyte	Director, Office of School Administration
Mr. Jeffrey Hanson	Senior Class Sponser, Teacher, Bethesda-Chevy Chase High School
Mrs. Diane Hanson	Spouse, Senior Class Sponsor
Mr. Marshall White	Instrumental Music Director, Bethesda-Chevy Chase High School
Mr. Ronald Joyner	Security Team Leader, Bethesda-Chevy Chase High School
Mr. Robert J. Freeman	Security Team Member, Bethesda-Chevy Chase High School
Mr. James Britton Jr.	Security Team Member, Bethesda-Chevy Chase High School
Mr. Matthew Hartman	Choral Music Teacher, Bethesda-Chevy Chase High School
Camera Man	

Senior Class Officers (on stage)

Anne Hancock	President
Jared Prushansky	Vice President
Sarah Wright	Treasurer
Kebeh Akwafo	Special Affairs
Sarah Schwertner	Community Service
Sarah Rosenbaum	Publicity Chair
Vital Nero	Recording Secretary
Susan Jones	Corresponding Secretary
Lauren Beck	Special Assistant

Other Students Who MAY Be on Stage (Sent Student Letter to Mrs. Clinton)

Carter Beach	Student
Micah Baskir	Student
Jonathan Ruckman	Student

VITA

JEAN HAVEN
1 Cherbourg Court
Potomac, MD 20854

301-299-8525 (Home)
301-657-4909 (Work)

EDUCATION

1970	M.A.	French	The George Washington University	Washington, DC
1968	B.A.	French	Cornell University	Ithaca, NY

TRAINING/POST-MASTERS EDUCATION

1990-1994	Graduate level courses in administration and supervision at Johns Hopkins University, Hood College and Trinity College.
1978-1990	Graduate level courses in English (for dual certification), curriculum development, reading, and special education at University of Maryland and through MCPS in-service courses. Additional workshops in cooperative learning, team teaching, legal issues in education, student service learning, Title IX, multi cultural education, special education inclusion issues and technology.

CERTIFICATION

Maryland Advanced Professional: French (7-12), English (5-12); Secondary Principal and Supervisor

WORK HISTORY

1999-present	Acting Principal	B-CC HS	MCPS
1994-1998	Assistant Principal	B-CC HS	MCPS
1989-1994	Instructional Team Leader	Hoover MS	MCPS
1980-1989	Resource Teacher	Tilden JHS	MCPS
1977-1980	Teacher	Broome MS	MCPS
1976-1977	Teacher	Georgetown Prep HS	Rockville, MD
1972-1976	Child Care		
1971-1972	Teacher	Ballou HS	Washington, DC
1970-1971	Teacher	Cathedral Latin HS	Washington, DC

1968-1970 Instructor

The George Washington University Washington, DC

SELECTED PROFESSIONAL EXPERIENCE**Management and Supervision****As Acting Principal (January 1999-present)**

- Supervise and evaluate: Resource Teachers, Assistant Principals, Business Manager/Financial Assistant; provide on going communication with supporting services staff including secretaries, security team members, custodians, cafeteria staff
- Supervise special programs: International Baccalaureate program, School/Business Partnerships, Lazarus Leadership program, all academic support programs (TAP, CAPP, Baron Buddies, National Honor Society tutoring, Study Skill)
- Oversee curriculum and program development including the master schedule as well as all staffing efforts to hire and replace professional and supporting services personnel best qualified to achieve school wide instructional goals and objectives
- Supervise SGA, school newspaper, yearbook, literary magazine, drama/Thespian activities, National Honor Society
- Supervise all modernization/relocation efforts
- Coordinate articulation activities of feeder elementary and middle schools
- Provide administrative support to Soviet Exchange and French Exchange programs
- Coordinate activities with the PISA and other community organizations
- Plan and coordinate all Faculty meetings, Leadership Team Meetings and school in-service programs
- Oversee maintenance and use of facilities
- Manage and direct all financial activities and capital projects in collaboration with the Business Manager
- Supervise all Awards/Recognition activities

As Assistant Principal:

- Coordinated and implemented B-CC's master schedule
- Middle States Steering Committee member
- Designed and assembled the student handbook as well as The B-CC Course Offerings booklet
- Helped organize BASE (Bethesda Area Student Enrichment) program for suspended students (with Walter Johnson High School at Bethesda Presbyterian Church)
- Coordinated all senior class activities (Prom, After Prom Breakfast, Graduation, Senior Day)
- Supervised B-CC's Cultural Diversity Project (N.C.B.I. sponsorship)
- Supervised and co-chaired B-CC's Global Access Technology Committee. Planned and implemented technology training for 90 professional and support services staff.
- Participation in school and community drug programs (MSAP and Bethesda Area Network)
- Developed new teacher orientation and support program at B-CC
- B-CC Modernization/Relocation Team member
- Supervised and evaluated support services staff, Foreign Language, English, Science, Math, Social Studies, ESOL, Special Education, Technology Education, Physical Education, Home Economics, Music, Art, and Computer Science departments

- Member of MCPS's new teacher recruitment team (chosen to travel to college campuses to interview prospective new teachers)

Curriculum Development/Training

- Helped initiate the International Baccalaureate program at B-CC
- Helped reorganize the computer science/technology program at B-CC (support of web page, enriched curriculum with beginning and advanced programming classes in C++, Computer Maintenance and Repair, training initiatives for staff)
- Revised and implemented the MCPS Foreign Language Program of Studies
- Developed curriculum for sixth grade introduction to language program (POL)
- Planned in-service programs for staff on Title IX, Interdisciplinary Instruction, Technology
- Served as presenter on team teaching techniques for state and national middle school conferences
- Served as panel member for new resource teacher/IRT training

Community

- Selected as Maryland State Assistant Principal of the Year (1998) (NASSP/McDonald's Corporation)
- Selected as Finalist for the NASSP/McDonald's Corporation's Assistant Principal of the Year Award (1997)
- Appointed by the Montgomery County Board of Education to the Advisory Committee on Counseling and Guidance (1997)
- Member of B-CC Cluster's Character Education committee
- Served as a member of B.A.N. (Bethesda Area Network)
- Selected as *Teacher of the Year* by the Poromac Almanac (1994)
- Coordinated school partnerships with Kaiser Permanente and McDonald's Corporation
- Coordinated B-CC's Health Fair (ten health related organizations and 800 students involved)
- Organized first annual memorial basketball game at Hoover MS (raised \$4000 for pediatric cancer research)
- Hosted MCPS cable TV show "Cultural Exchange"

RICHARD S. MEAGHER

14631 Pinto Lane • Rockville, MD 20850 • 301-294-2412

EDUCATION

1971 M.S. Major: Linguistics, Minor: German
 1966 B.S. Major: Linguistics, Minor: German

Georgetown University
 Georgetown University

Washington, DC
 Washington, DC

CERTIFICATION

Maryland Advanced Professional Certificate:

- English Grades 5-12
- German Grades 7-12
- Secondary Principal and Supervisor
- English for Speakers of Other Languages (ESOL) Grades K-12

WORK HISTORY

1997-Present Assistant Principal, Bethesda-Chevy Chase High School, Montgomery County Public Schools (MCPS)
 1995-1997 Assistant Principal, Earle B. Wood MS, MCPS
 1992-1995 Assistant to Associate Superintendent, Office for Instruction and Program Development, MCPS
 1982-1992 Teacher Specialist, Division of ESOL/Bilingual Programs, MCPS
 1981-1982 ESOL Resource Teacher, Montgomery Blair HS, MCPS
 1978-1981 ESOL Teacher, Division of ESOL/Bilingual Programs, MCPS
 1977-1978 Fulbright Exchange Teacher, Würzburg, Germany
 1973-1977 Teacher, Archbishop Rummel High School, Metairie, LA

LEADERSHIP EXPERIENCE**Bethesda-Chevy Chase High School**

- Supervise and evaluate staff in English, science, art, physical education/health, ESOL, technology
- Provide administration/supervision for students in all grade levels, schoolwide testing, transportation, substitute teachers and emergency class coverage, athletic program, extracurricular activities, Technology/Global Access Initiative
- Chair ARD, EMT, parent, staff, and committee meetings and participate in PTA and community meetings
- Chair Career Communications Technology, Health and Safety, Assemblies, and Special Activities Committees
- Assist in development of master schedule

Earle B. Wood Middle School

- Supervised/evaluated Grade 8 teams, special education, deaf/hard of hearing, special needs, media center, counseling
- Provided administration/supervision for teams Grades 6-8, schoolwide testing, school calendar, transportation, substitute teachers, staff handbook, implementation of Comprehensive Behavior Management training
- Developed master schedule of classes working closely with school leadership
- Provided administrative/instructional leadership to world studies, science, ESOL, and special education departments as well as the deaf and hard of hearing and alternative programs
- Coordinated training for all staff and provided workshop for parents
- Assisted in development/implementation of improved system for providing identified students with free or reduced meals
- Chaired ARD, EMT, parent, staff, and committee meetings and participated in PTA and community meetings

Office for Instruction and Program Development

- Assisted in the administration/coordination of the work of the Office for Instruction and Program Development (OIPD)
- Coordinated expansion of the computer network at central office and outlying sites for OIPD staff
- Worked closely with OIPD department and division directors, coordinators, and supervisors on development of papers for the Board of Education, correspondence, and directives from the associate superintendent
- Coordinated production of the MCPS Course Bulletin
- Served as executive secretary to the Council on Instruction
- Assisted with preparation of MCPS instructional budget as well as the operational budgets for OIPD units

Division of ESOL/Bilingual Programs

- Coordinated 14 Intensive English Language Centers with 2,200+ students, Grades 9-12
- Developed and maintained computer data management system on 6,500+ Limited English Proficient students, 300 ESOL staff members, accounts, inventories, and other data
- Coordinated entry/exit testing on 4,000+ limited English proficient students at ESOL Testing Center and in 150 schools

Other Leadership Experiences

- Chaired curriculum subcommittee for Mid-level Task Force
- Developed/taught two graduate-level courses and three MCPS in-service courses in linguistics/ESOL
- Worked as assistant to director, Georgetown University Summer Program, Salzburg, Austria
- Served as president of Louisiana Chapter of the American Association of Teachers of German

AWARD

- Received Above and Beyond the Call of Duty (ABCD) award for development of computer data management system

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. resume	re: Susan K. Murray [Personally Identifiable Information] [partial] (1 page)	06/01/1999	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19009

FOLDER TITLE:

Education #8 [Binder] [1]

2013-0534-S

rc1874

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)]

- 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]
- 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]

Susan K. Murray
5912 Welborn Drive
Bethesda, MD 20816

(b)(6)

COOSJ

Education

Albertus Magnus College BA June, 1968
Georgetown University MA June, 1973

Employment

Bethesda-Chevy Chase High School
Acting Assistant Principal February, 1999-Present
Social Studies Resource Teacher July, 1994-February, 1999
Teacher July, 1982-June, 1986

Poolesville High School
Resource Teacher July, 1987-June 1994

Westland Middle School
Resource Teacher July, 1986-June, 1987

John F. Kennedy High School
Teacher February, 1977-June, 1982

President's Commission on Olympic Sports January, 1976-February, 1977
Acting Assistant Director of Communications

D.C Public Schools
Terrill Junior High School September, 1971-June, 1973
September, 1973- June, 1974
Wilson High School February, 1971-June, 1971

Izmir American High School, Izmir, Turkey August, 1973-June, 1974
Defense Department School System

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

6/10/99 VH1

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 10, 1999

FINAL

NEW YORK, NEW YORK/ EWING, NEW JERSEY/ WASHINGTON, D.C.

NEW YORK

LEAD ADVANCE: ROB ROSEN ROOM 23-M
 WALDORF-ASTORIA HOTEL
 212/355-3000 PHONE
 716/776-0197 FAX
 800/759-8888 PAGER
 PIN #210-3266
 202/607-6204 CELL

NEW YORK

SITE ADVANCE: ROBERT MCLARTY

NEW YORK

PRESS ADVANCE: ALLISON CHADWICK

NEW YORK RON: CHARLIE GERY ROOM 611

NEW JERSEY

LEAD ADVANCE: DAVE SOBLEMAN ROOM 432
 HOLIDAY INN
 609/452-2400 PHONE
 609/452-2494 FAX
 800/618-1195 PAGER

NEW JERSEY

SITE ADVANCE: KATHLEEN CONNERY ROOM 336

NEW JERSEY

PRESS ADVANCE: LARS ERICKSON

SCHEDULER: WENDY ARENDS
 202/456-7007 PHONE
 202/456-5340 FAX
 202/518-8209 HOME
 WHCA PAGER #4781

PREV RON Waldorf-Astoria Hotel
 New York, New York

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 10, 1999

PAGE 2

7:35am DEPART Waldorf-Astoria Hotel
 VIA Motorcade
 EN ROUTE *The Today Show* Studio
 [Drive time: 5 minutes]

7:40am ARRIVE *The Today Show* Studio
 35 West 48th Street
 New York, New York

7:40am PROCEED to Hold

7:45am- HOLD
7:55am HRC Hold: Dressing Room A
 Phone: 212/664-3806
 Fax: 212/664-6238
 Staff Hold: Dressing Room A

8:00am- INTERVIEW WITH *THE TODAY SHOW*
8:16am *The Today Show* Studio
 CLOSED PRESS/WH PHOTO

FORMAT:

- (8:00am) -The First Lady, accompanied by John Sykes,
 President, VH-1, Katie Couric, Matt Lauer, and
 Al Roker, proceeds outside to receive instruments
 from the public.
- (8:04am) -Upon conclusion, the First Lady, accompanied by
 John Sykes and Katie Couric, proceeds indoors.
- (8:09am) -The First Lady and John Sykes are interviewed by
 Katie Couric.
- (8:16am) -Upon conclusion, the First Lady and John Sykes
 depart.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, JUNE 10, 1999

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PARTICIPANTS:

The First Lady

Katie Couric, Anchor, *The Today Show*

John Sykes, President, VH-1

8:25am **DEPART** *The Today Show* Studio
EN ROUTE P.S. 72M
[Drive time: 25 minutes]

8:50am **ARRIVE** P.S. 72M
131 East 104th Street at Lexington Avenue
New York, New York

GREETERS:

Irada Hada, Principal, P.S. 72M

8:50am- **MEET AND GREET**
9:05am Lunchroom
 P.S. 72M
 CLOSED PRESS/WH PHOTO

PARTICIPANTS: 40 guests

9:05am- **PULL-ASIDE WITH VH-1 CAMERA**
9:10am Lunchroom
 P.S. 72M
 CLOSED PRESS/WH PHOTO

9:15am- **VH-1 ANNOUNCEMENT**
10:00am Auditorium
 P.S. 72M
 HRC Hold: School Administration Office
 Phone: 212/860-5831
 Fax: 212/423-9436
 Staff Hold: School Administration Office
 OPEN PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JUNE 10, 1999

FORMAT:

- The P.S. 157 band performs.
- Irada Hada, Principal, P.S. 72M, makes welcoming remarks and introduces Barry Rosenblum, President, Time-Warner Cablevision.
- Barry Rosenblum makes remarks and introduces Aaron Lisboa, Student.
- Aaron Lisboa makes remarks.
- John Sykes, President, VH-1, makes remarks and introduces Rudy Crew, Chancellor, New York City Public Schools.
- Rudy Crew makes remarks.
- John Sykes introduces Jewel.
- Jewel makes remarks.
- John Sykes introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, Barry Rosenblum and John Sykes present a check to Rudy Crew.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady proceeds to the lunchroom.

PARTICIPANTS: 400 guests

10:00am-
10:10am

DROP-BY OVERFLOW ROOM
Lunchroom
P.S. 72M
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 200 students

10:15am **DEPART** P.S. 72M
 VIA Motorcade
 EN ROUTE La Guardia International Airport
 [Drive time: 30 minutes]

10:45am **ARRIVE** La Guardia International Airport

11:00am **WHEELS UP** La Guardia International Airport
 EN ROUTE Trenton-Mercer County Airport
 [Flight time: 30 minutes]

11:30am **WHEELS DOWN** Trenton-Mercer County Airport,
 New Jersey
 FBO: Ronson Aviation
 Phone: 609/771-9500
 CLOSED PRESS/CLOSED PUBLIC

GREETERS:

House Minority Leader Joseph Doria, Jr.
State Senator Shirley Turner
State Assembly Member Bonnie Coleman
State Assembly Member Reed Gusciora
Mayor Alfred Bridges, Ewing Township
Council Member Donald Apai
Council Member Michael LaRossa
Council Member Doreitha Madden
Council Member Kathleen Wollert
Freeholder Keith Hamilton
Freeholder Brian Hughes
Freeholder Tony Carabelli
Freeholder James McManimon
Freeholder Tony Mack
Freeholder Lucylle Walter
Dr. Barbara Gittenstein, President, College of New
Jersey
Millija Lovett, Julie Mason's Grandmother
Lois Weiner Butt

11:40am **DEPART** Trenton-Mercer County Airport
 VIA Motorcade
 EN ROUTE Greenacres Country Club
 [Drive time: 10 minutes]

11:50am **ARRIVE** Greenacres Country Club
 2170 Route 206
 Lawrenceville, New Jersey

GREETERS:

Representative Rush Holt
5-7 Event Co-Chairs
Larry Bienapfle, General Manager

11:55am- **RECEIVING LINE** for Representative Rush Holt
12:20pm Bar
 Greenacres Country Club
 CLOSED PRESS/HOLT PHOTO

PARTICIPANTS: 40 guests

12:20pm- **POLICE AND DRIVER PHOTOGRAPHS**
12:25pm Hallway
 Greenacres Country Club

12:25pm- **RECEPTION** for Representative Rush Holt
12:55pm Main Ballroom
 Greenacres
 HRC Hold: General Manager's Office
 Phone: 609/896-0259
 Fax: 609/896-1622
 Staff Hold: General Manager's Office
 OPEN PRESS/HOLT PHOTO

FORMAT:

-Mayor Pat Colivita makes welcoming remarks and
introduces Lonnie Kaplan, Past National President,
AIPAC.

-Lonnie Kaplan makes welcoming remarks and introduces Representative Rush Holt.

-Representative Holt makes remarks and introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady has the option to work a ropeline.

PARTICIPANTS: 250-300 guests

1:00pm **DEPART** Greenacres Country Club
 VIA Motorcade
 EN ROUTE Fisher Middle School
 [Drive time: 10 minutes]

1:10pm **ARRIVE** Fisher Middle School
 1325 Lower Ferry Road
 Ewing, New Jersey 08618

GREETERS:

Alfred Bridges, Mayor, Ewing Township
Timothy Wade, Superintendent
Warren Schuster, Principal, Fisher Middle School

1:15pm-
1:45pm **YOUTH VIOLENCE EVENT**
 Auditorium
 Fisher Middle School
 HRC Hold: Vice Principal's Office
 Phone: 609/538-9800, x3003
 Fax: 609/637-9753
 Staff Hold: Principal's Office
 OPEN PRESS/WH PHOTO

FORMAT:

-Tyrus Bush, Student Body President, makes welcoming remarks and introduces Warren Schuster, Principal, Fisher Middle School.

-Warren Schuster makes brief remarks and introduces Representative Rush Holt.

-Representative Rush Holt makes remarks and introduces Ameerah McBride, 18 years old.

-Ameerah McBride makes remarks and introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion, the First Lady has the option to work a ropeline.

-The First Lady proceeds to the Gymnasium.

PARTICIPANTS: 540 guests

1:45pm-

1:55pm

DROP-BY overflow room
Gymnasium
Fisher Middle School
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 300 guests

2:00pm

DEPART Fisher Middle School
VIA Motorcade
EN ROUTE Trenton-Mercer County Airport
[Drive time: 10 minutes]

2:10pm

ARRIVE Trenton-Mercer County Airport

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JUNE 10, 1999
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2:20pm

WHEELS UP Trenton-Mercer County Airport,

New Jersey
EN ROUTE Andrews Air Force Base
[Flight time: 40 minutes]

3:00pm WHEELS DOWN Andrews Air Force Base

3:10pm DEPART Andrews Air Force Base
VIA Motorcade
EN ROUTE South Portico
[Drive time: 20 minutes]

3:30pm ARRIVE South Portico

4:30pm- PRIVATE MEETING
5:00pm Map Room
CLOSED PRESS/WH PHOTO

5:00pm- BRIEFING [W/POTUS]
5:05pm Blue Room
CLOSED PRESS/WH PHOTO

5:05pm- RECEIVING LINE [W/POTUS]
5:45pm Blue Room
CLOSED PRESS/WH PHOTO

5:50pm- NEW YORK YANKEES EVENT [W/POTUS]
6:15pm South Portico
OPEN PRESS/WH PHOTO

FORMAT:

-The President and the First Lady, accompanied by event participants and the New York Yankees, are announced to honors from the Red Room door and proceed down the South Portico steps.

-The First Lady makes remarks and introduces George Steinbrenner, Owner, New York Yankees.

-George Steinbrenner makes remarks and introduces Joe Torre, Manager, New York Yankees.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JUNE 10, 1999
PAGE 10

-Joe Torre makes remarks and introduces David Cone, Pitcher, New York Yankees.

-David Cone makes remarks and presents gifts to the President and the First Lady.

-The President makes remarks.

-Upon conclusion, the President and the First Lady take a group photograph with the team and depart via the Diplomatic Reception Room.

PARTICIPANTS: 400 guests

RON

The White House

To: Mrs. Clinton
Fr: Marsha Berry
Re: VH1 Interview on June 10

After greeting the overflow crowd of students at P.S. 72M, you will participate in a very brief pull-aside interview with a VH1 camera crew.

The questions include:

- 1) Why was it important for you to become involved with the VH1 Save the Music program?
- 2) How important do you think music education is for our children? Why?