

Weekly Compilation of
**Presidential
Documents**



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Contents

Addresses and Remarks

- AmeriCorps, first anniversary—1546
- Bosnia, agreement to end air strikes—1563
- Education teleconference—1548
- Greece and the Former Yugoslav Republic of Macedonia, normalization agreement—1561
- Illinois, Southern Illinois University in Carbondale—1534, 1541
- Legislative agenda—1552
- Maryland, National Family Partnership in Elkridge—1557
- NCAA champion California State University at Fullerton baseball team—1564
- Radio address—1531

Communications to Federal Agencies

- Career Transition Assistance for Federal Employees, memorandum—1553
- Trading With the Enemy Act, memorandum—1532

Executive Orders

- Further Amendment to Executive Order No. 12864—1563

Interviews With the News Media

- Exchanges with reporters
- Briefing Room—1563

Interviews With the News Media—Continued

- Cabinet Room—1546, 1552
- Oval Office—1561
- Roosevelt Room—1548

Proclamations

- America Goes Back to School—1533
- Classical Music Month—1534
- National Farm Safety and Health Week—1560
- National Hispanic Heritage Month—1562
- To Establish a Tariff-Rate Quota on Certain Tobacco, Eliminate Tariffs on Certain Other Tobacco, and for Other Purposes—1554

Statements by the President

- Commission on Immigration Reform—1553
- Death of former Congressman Jamie Whitten—1532
- Greece and the Former Yugoslav Republic of Macedonia agreement—1560

Supplementary Materials

- Acts approved by the President—1567
- Checklist of White House press releases—1567
- Digest of other White House announcements—1565
- Nominations submitted to the Senate—1566

WEEKLY COMPILATION OF

PRESIDENTIAL DOCUMENTS

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Week Ending Friday, September 15, 1995

The President's Radio Address

September 9, 1995

Good morning. As a candidate for President, I pledged to end welfare as we know it. And as President, I've been doing everything in my power to keep that pledge.

Earlier, for more than 15 years, first as Governor of Arkansas and later when I became President, I have always felt it was critically important to fix our broken welfare system. It doesn't honor our values of work and family and personal responsibility. Well, it's been a long time coming, but finally the Senate is taking up this issue.

Meanwhile, over the last 2½ years, while I've been urging Congress to act, my administration has worked as hard as we can to change the welfare system by executive action in a way that honors the values most Americans hold dear: work, responsibility, and family. We've put tough child support enforcement at the center of the national debate. Our administration collected a record level of child support in 1994—\$10 billion. And I signed a tough Executive order to crack down on Federal employees who owe child support.

We've also cut through Federal redtape to speed up welfare reform all around the country by approving experiments in a record 34 States. Just through these experiments, 7 million recipients of welfare around the country are now being required to work, pay child support, live at home, and stay in school or earn a paycheck from a business that pays them with money that used to be spent on food stamps and welfare. Now, I have told all 50 States they can have these welfare reforms immediately, within 30 days, just by asking.

Next week, it's the Senate's turn to do its part. The current system must be replaced. Instead of requiring people to work, now it penalizes people who go to work. Instead of strengthening families, now it gives teenagers

a separate check to leave home, leave school, and set up their own households. Instead of demanding responsibility, it lets too many parents who owe child support just walk away without paying. That's not right, and it's time to change it.

But we should do this the right way, not the wrong way. Real reform, first and foremost, must be about work. We should impose time limits and tough work requirements while making sure that parents get the child care they need to go to work. We should reward States for putting people to work, not for cutting people off. We will only succeed if we move people from welfare to work.

But real welfare reform is also about family. That means putting in place the toughest possible child support enforcement. It means requiring teen mothers to live at home, to stay in school, to turn their lives around. But it doesn't mean punishing children for the mistakes of their parents.

And finally, welfare reform must be about responsibility. States have a responsibility to maintain their own efforts to move people from welfare to work. That way we can have a race to independence, not a race to the bottom. And individuals have a responsibility to work in return for the help they receive. It's time to make welfare a second chance, not a way of life. It's time to make responsibility a way of life.

Let me be clear: Some differences still remain between the congressional proposals and me. But we must find common ground, and soon. Look how far we've come already. Not long ago, some conservatives were talking about putting young people in orphanages. And not long ago, many liberals opposed requiring welfare recipients to work. But we've reached consensus on these issues. Now we need to go the final mile.

We've stood at the brink of welfare reform before. But for too long, American people have been frustrated by demands for ideological purity, by politicians who put their

personal ambitions first. Millions of people who are trapped in the system and millions more taxpayers who pay the tab have suffered as a result. We can't let that happen again.

This is a time to deliver for the American people, not to pander to extremists who have held us back for too long. We can't let welfare reform die at the hands of ideological extremism or Presidential politics or budget politics. If welfare reform gets caught up in the whirlpool of the budget debate, we run the risk that it might drown.

This is an historic moment. For 30 years, under both Democratic and Republican leadership, we've been saddled with a broken welfare system. Now we've got a real chance to reach common ground and higher ground. The Senators owe it to the people who sent them to Washington not to let this opportunity slip away by doing the wrong thing or by failing to act at all. The American people have waited long enough.

Next week, let's end the old system that fosters dependence, and let's give the American people a new one based on independence, work, responsibility, and family.

Thanks for listening.

NOTE: The President spoke at 10:06 a.m. from the Oval Office at the White House.

Statement on the Death of Former Congressman Jamie Whitten *September 9, 1995*

It is with deep regret that I learned today of the death of former Congressman and Chairman of the House Appropriations Committee Jamie Whitten. Congressman Whitten served Mississippi and our country in Congress for 53 years, longer than any other person in the history of this Republic. He was literally an institution himself within one of the most important of our democratic institutions.

Throughout his long service and especially as chairman of the House Appropriations Committee from the 96th Congress through the 100th Congress, Congressman Whitten dedicated himself to the concerns of the hard-working people of this country. He worked tirelessly on behalf of America's

farmers, especially our family farmers, and he never gave up working to build more opportunity for all Americans willing to make the most of their own lives.

The people of the United States and of Mississippi will miss Jamie Whitten. Hillary and I send our sympathies to his family and loved ones.

Memorandum on the Trading With the Enemy Act

September 8, 1995

Presidential Determination No. 95-41

Memorandum for the Secretary of State, the Secretary of the Treasury

Subject: Extension of the Exercise of Certain Authorities Under the Trading With the Enemy Act

Under section 101(b) of Public Law 95-223 (91 Stat. 1625; 50 U.S.C. App. 5(b) note), and a previous determination made by me on September 8, 1994 (59 FR 47229), the exercise of certain authorities under the Trading With the Enemy Act is scheduled to terminate on September 14, 1995.

I hereby determine that the extension for one year of the exercise of those authorities with respect to the applicable countries is in the national interest of the United States.

Therefore, pursuant to the authority vested in me by section 101(b) of Public Law 95-223, I extend for one year, until September 14, 1996, the exercise of those authorities with respect to countries affected by:

- (1) the Foreign Assets Control Regulations, 31 CFR Part 500;
- (2) the Transaction Control Regulations, 31 CFR Part 505; and
- (3) the Cuban Assets Control Regulations, 31 CFR Part 515.

The Secretary of the Treasury is directed to publish this determination in the *Federal Register*.

William J. Clinton

[Filed with the Office of the Federal Register, 8:45 a.m., September 12, 1995]

NOTE: This memorandum was released by the Office of the Press Secretary on September 11, and

it was published in the *Federal Register* on September 13.

Proclamation 6819—America Goes Back to School, 1995

September 8, 1995

By the President of the United States of America

A Proclamation

The beginning of a new school year is a time of renewal and anticipation for families, educators, and communities across America. Teachers ready their classrooms and curricula; law enforcement officers redouble their efforts to keep neighborhoods safe and drug-free; businesses work with schools to create stronger partnerships; and parents everywhere encourage their children to look forward to the challenges ahead.

This time of year also provides us with an occasion to renew our faith in the promise of education—the spark that lights our ambitions and gives us the tools to grow and succeed. To ensure America’s continued leadership in the coming century, we must empower every citizen with the knowledge and training necessary to meet new and varied challenges. The generation of young people in school today deserves our Nation’s pledge to help them get on the right course and make the most of their lives.

Improving education means strengthening families and schools. Families are responsible for raising children, and parents are their first and most important teachers. Schools are responsible for providing children with quality education and meaningful guidance. But schools and families cannot do it alone. Instead, religious organizations, community leaders, older Americans, volunteer groups, service agencies, industries, and every caring individual must work together, realizing that the complexity of our diverse and changing society demands innovative and effective solutions for helping our children embrace the values of good citizenship.

In March 1994 I signed into law the Goals 2000: Educate America Act, which supports grassroots efforts to help schoolchildren meet high standards for achievement and discipline. School-to-Work programs are uniting businesses, community colleges, and high schools to provide work-study experience and technical expertise, and a new system of direct loans is making a college education more affordable and accessible. This year the Department of Education is deepening its commitment to parent and community involvement by joining the Family Involvement Partnership for Learning to sponsor America Goes Back to School: A Place for Families and the Community. This initiative encourages all Americans to take part in the drive for excellence in education. I am proud that the Department has acted boldly to foster support for America’s families and students.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim September 11 through September 18, 1995, as a time when “America Goes Back to School.” I call upon parents, community and State leaders, businesses, civic and religious organizations, and all our citizens to observe this period with appropriate ceremonies and activities expressing support for schools and colleges, children and families, and to continue their active involvement on behalf of America’s students throughout the year.

In Witness Whereof, I have hereunto set my hand this eighth day of September, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 10:46 a.m., September 11, 1995]

NOTE: This proclamation was released by the Office of the Press Secretary on September 11, and it was published in the *Federal Register* on September 12.

Proclamation 6820—Classical Music Month, 1995

September 9, 1995

By the President of the United States of America

A Proclamation

Classical music is one of the glories of the world, a living tradition that enriches the lives of millions of Americans. In the concert halls of our bustling cities, in the community centers of our small towns, and in countless homes everywhere, classical music brings joy and inspiration to our citizens. Its phrases and themes have long spoken to our national love of beauty and our common passion for spirited expression.

More than one hundred years ago, the Bohemian composer Antonín Dvořák came to America—traveling from New York to Iowa to admire the awesome potential of this great land. The New World Symphony, Dvořák's tribute to our country, touches us still with its references to the music of Native American and African American people.

Indeed, classical music is a universal language. Whether the musicians speak English, Spanish, Russian, Japanese, or Hebrew, all recognize the same notes. Whatever cultural tradition is evoked by its cords and rhythms, classical music stirs emotions we all share. Among the many music lovers gathered to enjoy a performance, each individual listener feels the powerful dynamism of music's resonant voice.

This month, let us celebrate the artistic excellence that brings classical music to life. We honor the many remarkable composers, conductors, and performers of the past whose works continue to delight us, and we applaud today's musicians, whose talents remind us of the continuity and grandeur of the human experience. Each has contributed to the vast body of music that entertains and inspires people around the globe.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim September 1995, as "Classical Music Month." I call upon government officials, educators, community or-

ganizations, and all the people of the United States to observe this month with appropriate programs, ceremonies, and activities paying tribute to the extraordinary diversity and artistry of classical music.

In Witness Whereof, I have hereunto set my hand this ninth day of September, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 10:47 a.m., September 11, 1995]

NOTE: This proclamation was released by the Office of the Press Secretary on September 11, and it was published in the *Federal Register* on September 12.

Roundtable Discussion With Students on Student Loans at Southern Illinois University in Carbondale, Illinois

September 11, 1995

The President. Is everybody in? For the members of the press corps that came in with me, as you know, I have been doing these roundtable discussions with students and faculty members and others in colleges around the country. And this is the kickoff of a back-to-school week we're doing this year to emphasize the choices that have to be made in Washington in the next 60 days that will affect education. And so I came here to Southern Illinois University.

One of the big issues is what's going to happen to the student loan program and, particularly, the direct loan program which our administration started. So I thought that we should start by having Pam Britton, who is in charge of financial aid here at SIU, talk a little bit about how it works—the direct loan program—and what you're doing here.

So, Pam, why don't you lead it off.

[At this point, Ms. Britton welcomed the President and asked the participating students to introduce themselves. Following the introductions, Ms. Britton explained how important the student loan program is to the

students who attend Southern Illinois University.]

The President. Thank you. Let me explain—how many of you come from schools that have the direct loan program? You know the old guaranteed student loan program basically gave banks a 90 percent guarantee if they made a student loan to a student and the student didn't repay. And they got a handsome commission and fee on it. Under the direct loan program, the Government makes the loan directly through a Government institution like a lot of the other Government mortgage institutions. And what we found is that, number one, as Pam said, the loans are going out much faster—much, much faster. There is less paperwork for the college administrators, less paperwork for the students. If the students get the loans on time, then they don't have to go borrow money, what you talked about, short-term loans.

In addition to that, believe it or not, they are less expensive because the fee doesn't get paid. So the Government actually spends less money on them. And best of all, for students that have to borrow a lot of money, unlike the old guaranteed student loan program, there are four different repayment options, including an option to pay the money back as a percentage of your income, so that, for example, if you decide to take a job that you find very rewarding but doesn't pay very much money and you have a big loan, you still can't ever go broke doing it. There's no incentive ever to drop out of school because you can pay the money back as a percentage of your income.

This was a major part of my administration's economic proposal in 1993, and we got it through. And ever since then it's been under assault by the bankers who made the money under the old loan program. It is true that they're worse off. I mean, they lost a lot of business. But the students are better off, the administrators are better off, the Federal Treasury's better off, and the country's better off because now we're going to have more people borrowing money and going to school. But the bankers aren't better off, and they've persuaded the House of Representatives to get rid of the program, go back to the old system. And now it's under

assault in the Senate; they'll be voting this week.

So one of the reasons I wanted to come here is to try to galvanize people like you all across the country to ask our Congress to stand up to the special interests that, you know, want their money back and to keep this program, which is working better for you.

I mean, ultimately, the purpose of the loan program is to educate more young people, to make loans—and not-so-young people going back to college, because a lot of people my age are now going back, and they can't do it without student aid.

So I want to hear all of your stories, but Pam told me she had sort of a testimonial—the experience that SIU has had with the direct loan program, and I must say, I hear that everywhere.

I met a young couple in Florida the other day who were both graduated from medical school with \$140,000 in student loans between them, and they told us that if it weren't for the direct loan program, which permits them to repay as a percentage of their income—because, see, they're all going to become interns; they won't make a lot of money when they get right out of medical school. They said they would be spending over half of their monthly income repaying their loans. They wouldn't have enough money, literally, to pay for food and rent but for the direct loan program.

So, Pam, why don't you take over now. Let's go around and listen to the other students.

Ms. Britton. Okay. One of our student participants would like to begin by speaking to direct loan issues at her institution. Noemi?

Noemi Rivera-Morales. Mr. President, Ms. Britton, fellow students, good morning. Buenos dias.

The President. Buenos dias.

[Ms. Rivera-Morales explained the difficulties she had had in the past in receiving her loan disbursement under the Pell grant program and stated that this year she received her loan within a week of applying to the direct loan program.]

The President. So it was one week?

Ms. Rivera-Morales. One week. With a holiday in between.

The President. With a holiday in between. So much for Government inefficiency.

[Ms. Rivera-Morales went on to explain how efficient the direct loan program is in distributing loans to students, increasing the amount of money given yearly to students at the university from \$16 million to \$28 million.]

The President. From 16 to 28?

[Ms. Rivera-Morales stated that student loans benefit many people at the university and she is fearful that future cuts in spending will prevent some people from attending college.]

The President. So am I. That's why I'm here.

Ms. Britton. We are concerned about direct loans, but we're also concerned about the Pell grant program here at SIU, as well as other undergraduate grants. And Duane would like to speak to that.

[Duane Sherman explained that without the help of Federal grant programs he and many other students would not be able to attend college. He also stated that the education students receive enables them to become productive, tax-paying citizens who are able to compete in a global society].

The President. I agree with that. You know, I think most taxpayers resent it if they think their money is going to people who don't need it, people who get tax breaks who are very well off or people who won't work, who won't try to help themselves. The student loan and the student scholarship program, by definition, go only to people who are trying to help themselves.

We have increased the maximum amount of the Pell grant and propose to do it some more and to have some smaller Pell grants, between \$400 to \$600 a year, to help people who maybe have a little money but don't have enough.

One of the big arguments that I'm in now with the Republican Congress is that both of us agree we should balance the budget, but I think it better to take a little longer, have a smaller tax cut, and increase our investment in education. So the difference be-

tween our two proposals is there would be 360,000 fewer people getting Pell grants under their proposal than mine, and the maximum grant would be considerably smaller, and the smaller grants would be cut out under their proposal.

Again, I would say that it seems to me that the main thing we ought to be doing today is try to help people who are willing to help themselves, trying to empower people to make the most of their own lives. And they say that's what they believe in, but it's just inconsistent. You do not have to cut education to balance the budget; you don't have to do it. And it's sort of cutting off our nose to spite our face. I mean, the whole argument for balancing the budget is that it's going to strengthen the economy. And you know, I mean, that's the argument for doing it, right? And if we do it right, it will. Obviously, if we don't keep borrowing money every year just to pay the same bills, it will lower interest rates and free up money for people to borrow money and start businesses or expand businesses and create jobs. But if the way to balance the budget is to make the American people less well-educated, all it will do is to continue to drive wages down in this global economy where most people are working harder for less money, anyway.

I consider this decision on education basically one of the three most important decisions that will be made in the Congress in the next 60 to 90 days over this budget. Is it worth it to balance the budget in the way they want to do it if to do it you have to cut education, if there is a better way to balance the budget? I think the answer is no; take the better way. But that is the big—I mean, Duane just sort of laid it out, what the choices are for you, and you can multiply that by millions and you can see the future of America.

Who's going next?

Ms. Britton. We have some concern related to graduate students, and Mary wanted to speak to especially—

The President. Mary, I read about you. *[Laughter]*

[Mary Armstrong explained how important subsidized loans are to her education. She said that if they are reduced due to budget cuts, she would have a difficult time paying

for her education because the profession she has chosen will not pay a very high salary. She then added that the student loan program is an investment in the future.]

The President. Good for you.

Ms. Britton. We have one last student that is prepared to give just an indication of their personal experience, Rick Collie.

[Mr. Collie explained how the Federal loan program has helped him to go to college and become a successful and productive citizen.]

The President. A great story. You know, Mary, one of the proposals on the student loan program has been to start charging students interest on the loan while they're in school and then to maybe—and also start charging them the so-called grace period, you know, the 6 months after school you can go look for a job and finally try to find placements.

If that happened and the direct loan program were abolished or made unavailable to huge numbers of students, the combined impact of that, on the average for graduate students, would be an increase in the debt of about \$9,300 without the option to pay it back as a percent of your income which, for graduate students, which for graduate students in the non-professional areas would be a disaster—I mean, like the lawyers and the doctors and the accountants, you know, you might argue—well, even the accountants, a lot of them are not going to make much money in the beginning. But I mean, the—

Q. I couldn't do it.

The President. It's a serious problem. I really do believe if enough of your voices are heard between now and whenever we finally adopt this budget, which will probably be sometime in October or November, in that range—they're not going to do it by September 30th, which is the deadline and they won't make it this year—but I just think it's very important to get this story out there.

And Rick, I'll just use you as an example. When I ran for President, I was in my fifth term as Governor of my State; I was having a good time. A lot of my State looks like southern Illinois, which is probably why I did so well here when I ran. But I just realized that unless somebody did something to change the direction of the country, we were

going to face—we had already faced by 1992 almost 20 years of stagnant wages for hourly wage-earners. Now we have—since '73, the average male worker in America today, once you adjust for inflation, is making about 10 percent less than he did in 1973 working a slightly longer workweek.

Almost all of the economic gains have gone to those people like me in the upper 20 percent of the society. So my goal has been, as President, not only to create more jobs but to raise the incomes again, to give working families some sense of stability. It's the biggest economic problem in the country.

Most people who do what they do, like Mary said, most people do what they do knowing they're never going to be rich. That's not the point. The point is that people ought to know that if they work hard and are diligent that at least they'll do a little better year in and year out. Not that you're going to get rich, but that you'll be able to have a family and raise children and have a stable life. And so that's a very serious concern.

And if you look at the last 2 years of our administration—now, this wage thing has been going on for 20 years. So you just can't turn it around like that. So in the last 2½ years, we have—to show you how pervasive it is—since the day I became President, we've got 7 million more jobs, 2½ million more homeowners, 1½ million more—actually, probably like 2 million more small businesses now—the most rapid growth of small business in American history. The stock market is at a record high. Corporate profits are high. Inflation is low. The combined rate of employment and inflation is at a 25-year low. But the median income, the person in the middle—not the average because the average gets jerked up by the people at the top—the median, the person in the middle has dropped one percent.

And why is that? There are only—there are two or three things we can do about it. The first thing we have to do is to try to change the mix of jobs in America, to try to get more higher wage jobs with a longer term future. But you can't do that overnight. The second thing we have to do is to raise the educational level of the American people because the people who are being just hammered out there in this country today are

people who don't have at least 2 years of community college education. Basically people that have 2 years or more tend to do pretty well in this economy, tend to be able to hold their own and then sort of move forward. And it strengthens the American economy. That's what this issue is about.

So if we balance the budget—and I'm all for that. We've cut the deficit from \$290 billion a year to \$160 billion a year since I've been President. I think it's nuts just to run a permanent debt. But if we cut it by cutting education, then we will compound the most important economic problem we have which is that people are working harder for less. So what we need is more people like you, not fewer.

Mr. Collie. The student loan program allowed me to free up my distress and bills that were due and things I had to pay, and I could focus on my education. And I graduated with honors.

The President. Don't you believe, though, if we dramatically raised the cost of higher education that fewer people would go and more would drop out?

Students. Absolutely. Most definitely.

The President. We have evidence of that, by the way. I just was in California over Labor Day where—California had the worst recession of all the States in the last few years because they had the huge impact of the defense cuts because they had most of the defense industry when we built it up. And there were other reasons as well.

And one of the decisions they made in California was when times got tough, they would cut education and raise the cost. And the California system of public education was generally believed to be the finest ever created by any society anywhere. They have 21 colleges in the State university system. And then I think they have another 9 or 10 in the University of California system.

And it used to be free, and—they had to put some fees on it. But they raised the cost so much in the last few years that enrollment is down 19 percent. Well, if you've got a high unemployment rate and stagnant incomes, the last thing you want to do is drive down college enrollment, right? You want to drive up college enrollment. So, I don't want our country to do that.

So, it's not just all of you, there are millions of people out there like you, millions. And the whole future of the country depends in part on—in other words, it doesn't matter what I do in terms of economic policy or how much I try to change the job mix in America unless the people in America have the education to do the jobs of the 21st century.

To me, this is self-evident. You cannot imagine how important this event is today. I'm telling you, this is one of the two or three most important decisions we're going to make in the next 60 to 90 days, and it will color the whole future that you will have.

Q. Mr. President, I was lucky enough to get in under this program. I have a son who is a junior in college who was lucky enough to get in. I have a son in Maine who has a five-year-old child who had a liver transplant at the age of 6 months. Rex wants desperately to go to school, but he doesn't fit into this program.

Ms. Britton. You talked about the higher cost of education. We might want to hear from our Knox College private—

The President. I'll look into that. Go ahead.

[A student explained that he is able to attend Knox College due to Federal money and a work-study program at the Knox College youth center.]

The President. That's good.

Q. And while I was working there, I learned the skills that enabled me to acquire a job with the National Football League this summer in terms of enterprise computing.

The President. Really?

[The student went on to explain that he now has a full-time position with the NFL because of the experience he received through the work-study program. He also emphasized the importance of having a graduate degree in today's job market. Another student then explained the importance of loan programs to students who come from low-income families who receive Federal aid.]

Ms. Britton. And at the graduate level, Vanika is on the special fellowship—

[Vanika Mock spoke about the importance of a grace period for students who must repay

a large amount in student loans after graduating from college.]

The President. You've got to have a job first.

[Ms. Mock explained that in order for her to pursue a career as a teacher, her loan would have to continue.]

The President. So you could pay it back as a percentage of your income?

[Ms. Mock explained that that is the only solution for people who want to work in a profession that they enjoy but which does not pay a lot of money.]

The President. And, of course, most of the jobs will be in service job growth, too. Brian, were you going to say something?

[Brian Szuda commented on the importance of the grace period in loan repayment for people who are unable to find jobs immediately after graduation.]

Ms. Britton. I know Michelle's been trying to say something here.

The President. I'm sorry, Michelle.

[Michelle Birch explained how difficult it would be for her to attend college without help from Federal loans and subsidized day care for her son. She stated that in order to stay off of welfare she would need to continue receiving this assistance.]

The President. That's the argument we're having in Washington now over welfare reform.

Ms. Birch. I know.

The President. I told them that I would gladly support programs that would save money on spending and welfare reform and put limits on how long people could stay, if you would give more for child care and if we keep the student aid programs. Because basically, welfare reform is about education and work and child care; it's not very complicated.

You know, I have spent since 1980, when most of you were real children, I have spent a lot of time with people on welfare. And I found that people with the deepest desire to change the system are people who have been on it.

I've almost never met anybody that didn't want to get off, and also who all have the best ideas. I'm glad to hear you say that. Good for you. I'm proud of you.

[Ms. Birch stated that she has a strong desire to succeed in life because she was raised by a family who instilled those values in her.]

Ms. Britton. We're running short of time, and I want to give Ramon and Allison an opportunity to say at least one thing.

The President. You guys are great.

[Ramon Blakley explained how Federal loans help students from low-income families.]

The President. That's why I'm with you.

Allison Crabtree. I guess I have a question more than anything. I was talking with one of your aides beforehand about the proposals by the new Congress to limit the growth of the direct lending program, and that's been so beneficial, I know, on my campus. It's so much more of an efficient program. And as I was talking to my Congressman this last weekend, he was informing me that what it does bottom line is it takes more of the money that you put into the student loan programs at the Federal level into the hands of students as opposed to administrators, such as banks and private lending institutions.

The President. You got it.

Ms. Crabtree. So I was wondering how you felt about the possibility it will be capped off?

The President. I think it's a terrible idea. But capping is not as terrible as getting rid of it altogether, though. The House of Representatives wants to get rid of it altogether. I mean, not the Congressmen that are here, they all fought it, but the majority. This is not complicated. Banks used to make a lot of money doing this, and they want their money back. This is not a complicated thing.

They want—and, interestingly enough, they pulled an incredible gimmick. They basically got—the new majority in the Congress got the people who run their budget office to pull an incredible gimmick. They said that in calculating the cost of the direct loan program, as compared with the cost of the old student loan program, the guaranteed loan program, we had to calculate the administra-

tive costs of the direct loan program and put it in, but we couldn't count anything of the administrative costs that we paid for the guaranteed loan program to try to make the direct loan program look more expensive than the guaranteed program when everybody knows it's cheaper. It is bizarre. I mean, that's the kind of stuff that's going on up there.

And it's just classic—it's a special interest grab that overlooks the fact that the stories that all of you have told are good stories for America's future.

Let me just say one other thing. I will say this: A lot of these guaranteed loan providers have gotten quicker and cheaper and more responsive because of the competition. So what we wanted to do—I've never wanted to deprive a student or an institution of the right to use a guaranteed student loan provider. Because if we did that, the Government might get sort of fat and sassy, too, and unresponsive, if you see what I mean.

In other words, my goal always was to set up a competition where people could choose a direct loan program because of its obvious strengths, where the others would have to do more to try to compete, and where, if the direct loan program started to fail people down the road because they thought they had a monopoly, there were other options available as well.

That's what my goal is. My goal is to have 100 percent open option for the colleges and universities of the country. But the worst thing to do would really be terrible if it were abolished, and I think it would be a mistake to cap it.

Ms. Britton. That's probably a good note for us to end on. We'd like to have you for the rest of the afternoon; but there's a few thousand people out there who would also like to hear you.

The President. You know, I'll give a better speech because I was in here with you. I mean, really, you know. One of the problems we have in Washington is that people like you, the people who basically are out here making this country go are—normally tend to be so busy keeping body and soul together and doing what you want that you're not organized. The people that are organized and

can hire lobbyists and have influence up there, you're not them.

So that's one of the biggest problems in decisionmaking. And that's why I try to do everything I can to get out in the country and give people like you, by my presence here, a chance to have your voice heard up there because there's more of you than them. You're just not there. You're here. And I hope we can save this program.

Yes, Brian, what were you going to say?

[*Mr. Szuda stated that many students are able to relax and concentrate on their classes because of the efficiency of the direct loan program.*]

The President. Didn't you say you had a national defense loan?

Q. Yes.

The President. I did, too. And you're the first person in your family to go to college?

Q. No.

Q. I am. I'm the first in my family.

[*A student showed the President an example of the application form for the direct loan program*]

The President. A one-pager.

Q. One page, that's it. That's it. The margin of error is extremely small.

Q. I've got that myself.

[*Several students explained the less efficient application process for a Pell grant.*]

The President. Let me just point out one other thing—

Q. It's just a long—a long period of time. You need a crystal ball just to find out where the problem is—[*laughter*]

The President. I'll tell you something else—

Q. It's just—

Q. Let the President talk. [*Laughter*]

The President. No, no. The loan default—another thing, because of this you need to know the loan default rate. If you look at it from the point of view of the taxpayers who want their money back—I mean, I paid my college loan back. I felt morally obligated to. And I think I feel like you, that one of the reasons I never resented the taxes I pay is that my country helped me get an education; I figured I ought to give it back so other people could get one.

But what I was going to say is, one thing the taxpayers need to know is that we have cut the loan default rate in half since I've been President—the loss to the taxpayer. And part of it is because the system is different. If you're running a bank, right, and you loan me 10 grand and you've got a 90 percent guarantee from the Government, and I don't pay you back, if you don't lift your finger to get \$9,000. If you hire a lawyer you've already spent more than \$1,000, right? So the whole thing—that's another thing—the whole system is organized to maximize default.

Our system is organized to make it easy for everybody and to be tough on getting the money back. I mean, it's very different.

Q. Here is another point. [Laughter]

The President. I'd better take her back to Washington with me. [Laughter]

[Several students explained the problems they have had with receiving their loans.]

The President. This has been unbelievable. I don't want to leave you guys. You're great. Thank you.

Ms. Britton. We thank you very much for all you do for us.

The President. Thank you.

NOTE. The President spoke at 10:51 a.m. in Pulliam Hall.

Remarks to the Community in Carbondale

September 11, 1995

Thank you, Jason. Thank you, Ted Sanders. I want to thank Senator Paul Simon and Senator Carol Moseley-Braun for being here and Representatives Jerry Costello, Glenn Poshard, and Dick Durbin, the SIU Carbondale President John Guyon, and I want to welcome all of the colleges and universities that are connected to us by satellite all around the country. Mayor Dillard, I thank you for being here, and I want to compliment the Saluki Marching Band and the pep band. Thank you for your music. Great job. I know that we have a lot of schoolchildren here, but I've got an especially large number of invitations from one middle school that marched here as a group, the Lin-

coln Middle School. There they are over there. Thank you very much. [Applause] I also want to thank all the national service AmeriCorps members who are here and who are working in southern Illinois.

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

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

One hundred and thirty-seven years ago this week in Jonesboro, just down the road here about 20 miles, Abraham Lincoln and Stephen Douglas held one of their famous debates According to a newspaper report at the time, interest in the event was not what it should have been. When the candidates arrived in town, they were met, and I quote, by "two yoke of steers and a Stephen Douglas banner hanging bottom-upwards." [Laughter] Well, I didn't see any cattle on my way in, and all of the banners I've seen today are rightside-up, and there seems to be a good deal of interest. So I thank you for that, and I'm glad to see you.

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

The Lincoln-Douglas debates were historic because they occurred at an historic

time over an historic issue. The issue then was slavery and whether our country would remain united or be divided, and everyone knew the whole future of the country depended on how it was resolved.

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

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

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

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

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

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

At the end of World War II when the GI's came home 50 years ago, the GI bill gave people who fought in the war a chance to go to college and the chance to buy their own home. And it made us the strongest, economic power in the world by educating our people. In the 1950's, when we got into a race with the then-Soviet Union into space, national defense education loans and other investments in higher education gave a whole new generation of Americans a chance to go to college and broaden their horizons. And it made a real difference.

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

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

And in 2½ years, we've got 7 million more jobs, 2½ million more homeowners, nearly

2 million more small businesses. But average incomes have still not gone up. You cannot turn around 20 years of trends in 2 years. But I am telling you, folks, there is no way to do it unless we continue to increase the number of Americans of all ages who are going on to colleges, from the community colleges to the 4-year colleges to the graduate schools of America.

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

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

Let me be clear on this. In this great debate to balance the budget, I am on the side of balancing the budget. Our country has no business running a permanent deficit. We never had a permanent deficit before 1981. We quadrupled the debt of the country in the 12 years before I became President. We have taken the deficit down from \$290 billion a year down to \$160 billion a year in only 3 years. It is important that we continue to work to balance the budget.

It is important because if we can get a balanced budget, we will spend less of your taxes on debt and we can spend more of it on education, the environment, and the elderly. It is important because, if we have less debt, people in private business will be able to borrow money at lower interest rates to create

more jobs. It's important to balance the budget. But you want to do it to strengthen the economy and strengthen the incomes of the American people. Therefore, I say we should not balance the budget by cutting education, because we do not have to cut education to balance the budget.

We have worked hard in the last 2½ years to expand scholarships like Pell grants for deserving students, and we have worked very, very hard on the direct loan initiative. I see the students from Indiana University out here holding up their sign. This year I learned at this campus, you went to the direct loan program and 11,000 students got direct college loans. And they didn't have to spend so many hours filling out forms or a day waiting in line for the loan at the bursar's office this year because the program works.

The direct loan program gets rid of red-tape, bypasses banks and middlemen, sends the student loan directly to the school where the student gets it in a hurry. I talked to a student just a few moments ago who told me that the difference in this year and last year was a difference in 4 months and 1 week in getting the student loan. This program is better for the students, better for the schools, and believe it or not, it costs the taxpayers less money. It has been a good investment for America, and I thank, especially, Paul Simon and all these other Members of Congress for supporting the direct loan program.

For many of you, perhaps the most important feature of the direct loan program is that you can now pay back your loans as a percentage of the income of the job you have when you leave college. This is very important because a lot of people go to school to get jobs that will not make them wealthy but that will be very important for society. They want to be teachers or nurses or social workers or do something else that's profoundly important to our country. And they borrow money that is so great that if they had to make the loan payment back on traditional terms, they couldn't do it. But if they can make the loan payment back as a percentage of their income, then there will never be a disincentive to go to school. There will never be a disincentive to staying in school. No one will ever have to drop out of school just because they think their loans are getting too

big. We should keep the direct loan program and keep the scholarship programs going.

I also favor retaining the policy that does not charge students for interest on their loans while they're in school and gives a 6-month grace period after school before you begin making those repayments. You have to have a job before you can repay the loans.

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

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

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

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

The second proposal that I have asked the Congress to adopt is one which would basically reflect the new reality of unemployment in our country. Thirty years ago when a person went on unemployment, the chances were 8 in 10 that person would be called back to the same job, that unemployment was a matter of the business cycle, and the unemployment check, therefore, just tided

people over until they were called back to the same job.

Today, just 30 years later, the chances are when you're laid off, 8 in 10, that you won't be called back to the old job, and you've got to find a new one. Therefore, I have recommended that the Congress consolidate about 70 separate training programs in the Government and just create a fund that will give a voucher to an unemployed American for \$2,600 a year for up to 2 years to take to the nearest community college or other community education institution to get the training that he or she needs to get back in the work force and on the road to progress.

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

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

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

They propose to make changes in the interest payments on college loans so that the cost of college loans could be raised by as

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

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

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

I'd like to ask the people who were with me before I came out here to stand up and be recognized. Would you all stand up? [Applause] They range in age from 21 to 51. One is a community college student; one is in graduate school. They go to public and private universities. They have different life stories. One has worked her way off welfare and into a position in college leadership. One was an Upward Bound student who is going to be very upward bound, who will become a doctor. All these people are America. They are what this is all about, not the organized forces that lobby in Washington. These 11 people—I am doing my best to represent them and their future in your Capital. That is what this is all about, your future.

I only wish that every American—every American—could have heard these 11 people tell their stories, talk about the loan programs, the scholarship programs; talk about how our direct loan program works; talk about what it means to have hope and a new

life, and to be working like crazy to make that life; understand that we're not talking about welfare here; we're not talking about giving people something they don't need; we're not talking about giving anybody something for nothing. We're talking about helping people to make the most of their own lives.

And if you don't believe that it will hurt America to walk away from student financial aid, let me just ask you to consider this: In the last 4 years, in the State of California, the State that was hit hardest by the recession, because they lost so many defense-related jobs, higher education was cut by 19 percent. And over a 2-year period, enrollment dropped by over 10 percent. We need to be increasing enrollment in this country, not decreasing it. We need more people in all of these community colleges and colleges and universities in all these programs that are critical to our future, not fewer people.

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

Let me just say this in closing. Education in my lifetime has never been a partisan issue. When I asked the Congress to create the national service program, Democrats and Republicans supported it. When I asked the Congress to expand Head Start, Democrats and Republicans supported it. When I asked the Congress to invest in all of these other educational programs, just 2 years ago, Democrats and Republicans supported it. Never before has this been a partisan issue.

Do not be fooled by the smokescreen of balancing the budget. We are all for balancing the budget. You do not have to balance the budget by cutting college aid. You do not have to balance the budget by shortcutting the future of America. We can do better than that. Help me. Stand up. Write your Members of Congress. Tell them

to balance the budget and increase investment in education and America's future.

Thank you, and God bless you all.

NOTE: The President spoke at 11:58 a.m. on the Pulliam Hall lawn. In his remarks, he referred to Jason Ervin, student, and Ted Sanders, chancellor, Southern Illinois University; and Mayor Neill Dillard of Carbondale.

Remarks on the First Anniversary of AmeriCorps and an Exchange With Reporters

September 12, 1995

The President. I am glad to be here today with Senator Pell, Congressman Reed, Congressman Kennedy, Eli Segal, Senator Wofford, and the remarkable representative group of leaders from the State of Rhode Island, including leaders of the majority of the institutions of higher education there; business leaders, Mr. Fish, Mr. Romney, thank you for coming from Massachusetts; and young AmeriCorps volunteers; and of course, Senator Wofford. And Nick Lowry has been a great supporter of AmeriCorps from its beginning.

We are here to mark AmeriCorps' first year of accomplishment and to find ways to make it better in the second year when 25,000 Americans will be out serving their country and earning some money for their higher education.

AmeriCorps members have helped children to do better in school. They've helped to close crack houses. They've helped communities team up with police to keep themselves safe. They've cleaned mountain trails and urban waterways. And from Oklahoma City to south Florida, from the banks of the Mississippi to the streets of Los Angeles, whenever our people were faced with disaster in these last couple of years, AmeriCorps members have been there to help.

AmeriCorps has truly brought out the best in America. Behind this success is a partnership that cuts across every line and sector in our country, where young people and others who work in the communities, leaders in business, education, community service, and public service, work together to make lives better for ordinary Americans.

AmeriCorps members help our Nation as they help themselves. They earn money to help pay for college. And of course, some colleges are going even further. The Rhode Island colleges and universities here represented and those who are not here will be matching AmeriCorps scholarships and college loan repayments. And I want to thank all of them.

Meanwhile, CEO's, like Mitt Romney of Bain Capital in Boston, have urged others to follow their examples of support for AmeriCorps participation. Foundations like the Ford Foundation, which has contributed \$3 million as a challenge pool to community foundations, have also helped to stretch our Federal investment.

An investment in AmeriCorps goes far. A team of noted conservative economists found recently that every dollar of Federal money invested returns at least \$1.60 to \$2.60, and maybe even more, for the taxpayers in public benefits. And of course, that doesn't calculate the long-term benefit of the increased education of the young people who participate in AmeriCorps. AmeriCorps is about personal responsibility and community, about giving young people positive avenues to opportunity.

Now, the majority in Congress threatens to cut college scholarships and college loans and AmeriCorps. But in AmeriCorps we have a program that lifts our values and solves our problems; it helps send civic-minded, hard-working young people to college. That's the kind of thing America should do to build up and not tear down.

Tens of thousands of young Americans are lining up to serve their country in AmeriCorps. And I don't want Congress to close the door on them. I want the Republican majority to learn what the rest of our country now knows. Without regard to party, AmeriCorps works. If the congressional majority really wants to build more personal responsibility and expand opportunity only for those who are willing to help themselves, if they really want to rebuild a sense of community in America, then their principles and our common future should be put above politics. AmeriCorps should grow. It should not die.

I want to reemphasize that it is not necessary to balance the budget to destroy

AmeriCorps or even to cut it in half. It is absolutely not necessary. This is a good program, and I think we'll be around next year to celebrate the second anniversary and look toward the third year, thanks to people like all of you around this room. I thank you very, very much.

Q. Mr. President, do you think that the Republicans want to end the program simply because it's so closely associated with you and because it has been one of your head programs?

The President. I don't think they'd be that small. I think that would be an incredibly small thing to do. I don't think they'd be that small. You know, I don't speculate on people's motives. But I believe that some people in the Congress really don't believe that any spending program is as good as any tax cut. That's what I think. I think that—and I believe that any new thing that's been done—I happen to have been President the last 2 years—I think any new thing that's been done is in their mind an easy thing to eliminate if you want to balance the budget. But it is not necessary. We have given them a balanced budget plan. They don't have to cut this to balance the budget. This is a tiny, tiny budget item that does an enormous amount of good.

Q. They say that—[inaudible]—to the GAO report, I think, that's out now that shows that the amount of money that's actually spent per volunteer is a lot more than the \$4,000 that the White House says—

The President. Well, we have, you know, we have a lot of evidence that refutes that. I don't—and I'll be glad to give it to you; Mr. Segal can. But it's clear that this is an enormously popular program. The one thing the GAO didn't do is to consider all the people that are kicking into the program, they leverage the private money. And there's no calculation given to the extra economic benefit to the country from all these young people that are going on to school. But even on its own terms, I don't think it's right economically.

This has been a good deal for America. And there's not a community—yesterday I was in Carbondale, Illinois, in the American heartland, a small town with a good-sized university, where the young AmeriCorps vol-

unteers are working in the elementary school there. All these people are working people, and a phenomenal percentage of them are working poor people who live in this community. And they'd like to see their AmeriCorps volunteers stay. And they'd like to see them going on to school there. And I think we're going to give them the chance to do that.

Q. Mr. President, how optimistic are you of keeping the program alive?

The President. Very.

Q. I mean, are you finding a consensus among other Members of Congress to keep it going?

The President. First of all, there are a lot of Republicans that down deep in their heart want this program to live. And after all, we created this program with bipartisan support. I went out of my way in 1993 to say that I did not want any educational initiative created if we didn't have bipartisan support for it. I did not want this to be a partisan issue. And I have not made it a partisan issue.

And I just believe that we have to be more discriminating about what we eliminate. To go back to the question you asked, I honestly believe that, particularly in the House of Representatives, there are 100 to 150 Members that I believe that except for the national defense any tax cut is better than any spending program. But I think that's wrong. And we don't have to—we do not have to eliminate this to balance the budget. And I think I'll be able to make that point as we get into these budget negotiations. And I think—I think the program will survive, because it's a good, decent program; it's an effective program; and it has bipartisan support.

Q. Are you willing to sign on to the Republican spending limits without accepting their priorities as a possible compromise on the budget?

The President. Well, I don't know that that's a compromise. I have an alternative; they have an alternative. I picked up some kind of reading between the lines of some of the comments of the leadership and other prominent Members of Congress in the last couple of weeks, the possibility of some movement that might enable us to get together. I don't want a train wreck. I want a balanced budget in a fixed number of years

that has great credibility in the marketplace, and I believe we'll get it. I'm very hopeful.

Q. And will you sign a continuing resolution in the meantime?

The President. Oh, I hope we'll get a good continuing resolution. That's quite important. It's important that we not just walk away from our responsibilities.

Thank you.

NOTE: The President spoke at 1:22 p.m. in the Cabinet Room at the White House. In his remarks, he referred to Larry Fish, chairman and chief executive officer, Citizens Financial Group, and New York Jets football player Nick Lowry. A tape was not available for verification of the content of these remarks.

Remarks in a Teleconference on Education and an Exchange With Reporters

September 12, 1995

The President. Can you all hear me?

School Superintendents. Yes, yes.

The President. That's great. Well, I'm on the phone here with Secretary Riley. And I want to thank all you superintendents for joining me today on this conference call to discuss the importance of continuing our national commitment to education. All of you know better than I that America has just started back to school.

Over the last week I have met with chief executive officers from major corporations, such as IBM and TRW, with mayors and county executives from large and small cities, and yesterday with college students from 10 different universities in 5 States. And I have just come from a meeting with some of our young national service corps, AmeriCorps, participants, along with college presidents and business leaders who support their involvement. And everywhere I go, when I deal with people who are working with Americans who are struggling to make the most of their own lives or trying to help our country adjust to the global economy, I hear the same message: It is wrong for our economy to be growing with so many hardworking Americans' incomes not growing. And everywhere I hear the same response: The answer is to give people a better education, to give our young peo-

ple the tools they need to learn and to give all Americans a chance to build better lives.

That's why I presented to Congress a balanced budget, which shows that we can get rid of the deficit and still invest more in education and training, to put our young people and our future first. That's why we have committed ourselves to a greater investment in Head Start, to the Goals 2000 program that many of you are very familiar with, to decreasing class sizes through programs like Title I, to the Safe and Drug-Free Schools program.

These are not bureaucratic programs. These are programs that relate to the future of our children, the strength of our economy, and therefore the future of all the rest of us in America.

I know that it is easy to cut these programs here in Washington. We are a long way from the schools and the grassroots. You're a long way from the human consequences of those cuts. But these things actually mean something where all of you live and work. And that's what I want you to talk about.

For example, four schools in Portland, Oregon, helping 9th and 10th graders to reach higher standards in math and science, will lose their funding, just at the time when we know our young people are taking more advanced courses, doing more homework, and trying harder to measure up to global standards of excellence. Four hundred and fifty teaching assistants and other staff who help children with basic reading, writing, and math skills will have to be laid off in Miami. There are examples like this all across the country. That's why we've had such incredibly strong bipartisan business support for our education budget.

Joe Gorman, the chief executive officer of TRW, said last week that, and I quote, "Goals 2000 is critically important. Far more than dollars are involved. It provides incentives to States to change themselves within their educational systems." Lou Gerstner, the CEO of IBM, said, "Goals 2000 is the fragile beginning of the establishment of a culture of measuring standards and accountability in our country. We have to go way beyond Goals 2000, but if we lose Goals 2000 it is," and I quote, "an incredibly negative setback for our country."

So I think that we've got good, bipartisan support in the grassroots for continuing to invest in education. We are only helping people who are willing to help themselves. We are not giving anything to people who don't need it, and we are not giving things to people who won't use it. We're just making an investment in America's future. And I hope that together all of us can succeed in securing both a balanced budget and an education budget that will be good for America's future.

I'd like to ask Secretary Riley to say a few words, and then I'd like to hear from all of you. Mr. Secretary.

[At this point, Secretary of Education Richard W. Riley described the progress made in education and the need for greater investment.]

The President. Thank you, Mr. Secretary. Now I'd like to call on the superintendents to speak. And I'd like to emphasize one more time something that—the American taxpayers always say that they don't want us giving anybody something for nothing. They don't want us giving people things they don't need. And they're right about that.

But we're talking here about a student population that we now know is working harder, doing more homework, investing more in their own future, and understanding more about education. And as I said, I was—just yesterday, I was at Southern Illinois University. And I met with 11 recipients of student aid. And every one of them was a working person struggling to get a good education to make their own lives better and this country stronger. So that's what we're talking about here. And it's a good expenditure of our tax dollars.

I'd like to begin by calling on the Superintendent of the Dade County, Florida, schools, Octavio Visiedo. And sir, you're the first up. Just say whatever's on your mind.

[Mr. Visieno discussed the recent layoff of paraprofessionals in Dade County and emphasized its impact on students who recently immigrated.]

The President. Thank you very much. I'd like to now ask the Superintendent of the Portland, Oregon, schools to speak, Jack Bierwirth. Mr. Bierwirth.

[Mr. Bierwirth discussed the Head Start program, Goals 2000, and the need for national education standards.]

The President. I thank you for saying that. I want to emphasize, because there's been some—a little bit of controversy about Goals 2000 that I think the genius of the program is that under Secretary Riley's leadership, we have done more to give more flexibility to local school districts and individual schools to creatively pursue their own solutions for excellence while trying to develop national standards so that parents could know what their children should know and whether they're learning it. And it seems to me that was a very good bargain for the American people and one we ought not to back off of now.

Mr. Bierwirth. And it's beginning to pay off very well out here.

The President. That's the thing. It's just beginning to work. And I really appreciate you saying that.

I'd like to call on Dr. Gerry House, the superintendent of the Memphis school systems. Dr. House.

[Dr. House discussed the impact of funding cuts on child nutrition and the Safe and Drug-Free Schools program and described the Memphis school system's antismoking campaign.]

The President. Well, thank you very much, and thank you for telling us about your smoke-free program. I appreciate that, and I hope you are very successful with it.

I think I'd like to make just two points here. One is—one the Secretary of Education made me clearly aware of. And that is that we're fixing to have another big increase in school students, what Secretary Riley called the "baby boom echo." And that means that these reductions in the school lunch program will be much more severe than they might look on paper because we have calculated—in our budget we asked for money based on the increase in student population we know we're going to have. And a disproportionate number of these young people, of course, do come from low-income families and often don't get the kind of nourishment they need.

The other point I want to make is that the Safe and Drug-Free Schools program passed as a bipartisan program. This was not, when it was started, a partisan issue. This was a bipartisan issue. And one of the things that the Republicans have always said is that we needed to do more to change people's behavior as it relates to drugs and violence, that we can't just concentrate on drug treatment, we can't just concentrate on punishing people, we can't just concentrate on trying to interdict drugs when they come in this country. We have to do more to change people's behavior.

This program works on changing people's behavior and, therefore, to undermine it and not give the schools the resources they need to deal with this terrific problem, it seems to me to run counter to the position that they've taken consistently, at least, since I've been here in Washington for the last 2½ years.

So I appreciate what you said, and I hope we can do well by both those programs before this is over.

I'd like to call on the Superintendent from Milwaukee now, Robert Jasna, to say whatever he would like to say.

[*Mr. Jasna discussed the impact of funding cuts on the Safe and Drug-Free Schools program, the School-to-Work program, and class size.*]

The President. Thank you very much, Mr. Jasna. As you know, a lot of—this conversation is being held not only in the presence of representatives of the national media here but for regional media around the country. So I think I should make two points about the very important comment you've made.

First of all, the School-to-Work program, which you discussed, is basically the effort of the local school districts around the country supported by Federal and sometimes by State funds to train people both academically and vocationally while they're in school, both in the school and in the workplace, and to continue that training after they leave high school so they have a chance to get a good job with a growing income.

In the United States, because we don't have a comprehensive system of training people who don't go on to colleges, we often

find that the earnings of people without a college education are dropping dramatically and have been for 20 years now.

The School-to-Work program is an attempt to build in a flexible American way the kind of systems that the Germans, for example, have had for many years, which have led to rising incomes for a lot of their workers without university degrees but with very good education and very good training.

So this would hit a huge percentage of young American workers who have the chance to escape the declining earnings that have plagued non-college educated Americans for 20 years now.

And on the class size issue, I just want to mention one thing to hammer this home. There has been an enormous amount of educational research in the last 10 years especially demonstrating that if you can get class sizes down to under 20 to 1, especially—you mentioned you had class sizes of 15 to 1—that kids with serious learning problems can dramatically improve with that kind of student-teacher ratio.

So if you have to double it, there's no question that the learning capacity of our system or our teaching capacity will go way down. And I really appreciate both the points you made.

Mr. Jasna. Thank you.

The President. I'd like to now call on a longtime friend of mine, the Superintendent of the Philadelphia schools, David Hornbeck. David, are you there?

[*Mr. Hornbeck discussed the impact of funding cuts on Goals 2000, the Head Start program, and AmeriCorps.*]

The President. Thank you, David, and thank you for what you said about Goals 2000. I think one of the problems we've had with Goals 2000 is that only the educators have understood it. You know, it doesn't ring any bells in the public mind. And I think when people understand it's about high expectations, high standards, and grassroots reform, it will help us to continue the work.

On AmeriCorps, let me say one of the things that came out today. Today we had representatives of most of the colleges and universities in Rhode Island, and business leaders from Rhode Island and Boston that

are supporting it, and we also had a man who worked as President Ford's Commissioner of Education who had evaluated the program. And they said that one of the attacks on AmeriCorps was that if young people got paid for their college education for volunteering in their communities, it would run volunteers off, and that quite to the contrary, the average AmeriCorps volunteer had generated 12 more volunteers. And you say in Philadelphia it's up to 20 in the schools, so that's a wonderful statement, and I thank you for your good work and for what you said today.

Now I want to call on a gentleman who was here just a few days ago to visit with me about some of these issues, Albert Thompson, the Superintendent of the Buffalo, New York, schools.

Mr. Thompson.

[Mr. Thompson discussed the impact of Chapter I cuts on several groups of students. Secretary Riley concluded the remarks by indicating that the proposed cuts would represent a retreat from support of education.]

The President. Thank you very much, Mr. Secretary.

Let me just close by thanking all of you for the work you're doing out there every day, and through you, your principals and your teachers, and the parents that are helping you. You know, this issue—I wanted to do this call today to make it clear that this issue is not just another money issue; this is about the future of this country. And these programs we're talking about, every one has been enacted or expanded with bipartisan support. And the direction that I have taken since I've been President, working with Secretary Riley, rooted in our experience as Governors with people like you, has been to focus on high expectations, high standards, and high accountability and rewarding the assumption of personal responsibility by students.

These are the things that the American people know we need to do. And everybody knows we can't turn around the stagnation of American incomes unless we dramatically increase the output but also the investment in American education.

So I think that you know that history is on your side, that right is on your side. We're just going to have to keep working here so that we can prevail in Washington and make sure that here in Washington people understand the consequences of what they do out there where you live. And you have gone a long way to help us make that case today, and we're very, very grateful to you.

Thank you.

School Superintendents. Thank you, Mr. President. Thank you.

The President. Thank you all. Good-bye.

Education Budget

Q. Mr. President, do you think you're going to be able to save these programs? It looks like there's a real wall there.

The President. Yes, I do, because I think—I think that—keep in mind, if you look at the educational programs that I started here, like Goals 2000, the Safe and Drug-Free Schools program, the School-to-Work program, the AmeriCorps program, or if you look at the ones we've expanded, like Head Start, or the ones we've reformed, like the Chapter I program, without exception, these programs had bipartisan support, not only out in the country but in the Congress.

Now the Congress is basically operating within a budget resolution which has an arbitrary time frame of 7 years and an arbitrary tax cut of \$250 billion and, I think, a very modest estimate of revenue growth or economic growth for America, 2.3 percent, which is less than we've grown for the last 25 years. Presumably, they believe that if we balance the budget we'll grow faster, not slower. In other words, I don't think they want to balance the budget to give America a low-grade economic infection.

So I believe when we start to talk about these things and we pull out what has historically been there, which is the bipartisan support for education plus what everyone understands, which is that we've now got 20 years of stagnant incomes in this country and the only way—the only way to turn it around is to raise the educational level, I think we have an excellent chance of saving these programs because they work; they're good; they're grassroots oriented; they're not Federal bureaucracies.

Q. Mr. President, if you're to avoid the train wreck that you—[inaudible]—earlier, some in Congress have suggested that a budget summit of some kind may be the only way to work out these very stark differences between you and the Republican leadership. Is that something that you'd be willing to agree to?

The President. Well, I think the discussion of the summit is premature at this time. I do believe, as I said earlier today, I've seen in some of the comments of some of the Republican leaders the prospect that we might be able to bridge these differences. I'm willing to reach across the bridge, but it takes two people to reach across a bridge to meet in the middle somewhere. So I think we can do it. We're just going to have to work at it.

But the first thing we ought to do, and what I'm trying to do here today and what I'm trying to do this whole week with this back-to-school theme, is to try to lift this issue beyond politics, beyond partisan politics and beyond Washington politics. That is, why are we balancing the budget? Because we want to lift debt off our children, and we want to reduce borrowing now so we'll have more money available in the private sector to generate jobs and incomes. That's why we're doing it.

Why did they propose a tax cut? Why do I propose a tax cut, even though we're very different? Because we think it will make family life better; it will make child rearing stronger; it will make the economy stronger; it will make America a more solid, stronger country.

If those are our objectives then we have to pursue balancing the budget and reducing taxes in a way consistent with our objectives, not a partisan deal, not a political deal. Education, if you take it out of the equation, the objectives will fail. That's the point I'm trying to make. That's the point I want us to focus on. And it is not necessary to make these education cuts to balance the budget. I think we've got a real chance to make that case, and I'm very, very hopeful.

Bomb Plot in Austin, Texas

Q. Mr. President, word is starting to come out about the aborted bomb plot against the

IRS center in Austin, Texas. Have you been briefed on that, sir?

The President. No.
Thank you.

Budget Debate

Q. Do you think you're going to get a continuing resolution while this debate goes on?

The President. I certainly hope so. I think that's the responsible thing to do. And I think that—my guess is that there's a good chance that will occur.

Thank you.

NOTE: The teleconference began at 2:25 p.m. The President spoke from the Roosevelt Room at the White House.

Remarks Prior to a Meeting With Congressional Leaders and an Exchange With Reporters

September 12, 1995

Legislative Agenda

The President. Let me—first of all, I want to welcome the leadership of the Congress here and thank them for coming down to the White House for the meeting today. I'm looking forward to having a chance to discuss a number of things, including the present situation in Bosnia, the status of the welfare reform legislation, the budget—progress toward a balanced budget and a number of other issues, including the lobby reform measure passed by the Senate and the line-item veto and anything else that might be on the minds of the congressional Members who are here.

I have said before, I will say again, I'm very hopeful that we can achieve common ground on this budget. This is a truly historic moment. We do have some different priorities, but I think we can reach an agreement if we work at it. It seems clear now that such cannot be the case by the time this fiscal year ends on October the 1st, so I'm hopeful that we can, for a limited period of time, pass a continuing resolution. It would be a straightforward resolution, appropriate for the reduction of spending to meet the overall budget targets, and I look forward to working on that.

I believe that the American people want us to work together and get something done, and I think most of us want the same thing, so that's what we're going to talk about.

Bosnia

Q. President Clinton, can you give us a—[inaudible]—the way you see the situation in Bosnia right now, and what you plan to talk about?

The President. Well, I think the agreement signed in Geneva by the three parties is very, very hopeful—the Bosnian Government, the Croatian Government, the Serbian Government. I think the negotiations should continue. I'm sending Ambassador Holbrooke back there tonight. In terms of the bombing, that's really up to the Serbs. The U.N. Security Council resolution is clear, and the conditions laid out by our committee on the ground are clear, and we'll just have to see what happens there.

Q. Mr. President, Russia is comparing the bombings to genocide. Other than the traditional ties to the Serbs, what do you think is behind Yeltsin's sterner and sterner opposition to bombings?

The President. Well, I think you have to ask them that. Let's just make it clear—if you look at the facts of the bombing attacks, they are clearly not that. First of all, they were authorized by the United Nations; secondly, they came only after extreme provocation, after the killings, the shelling—resulting from the shelling of Sarajevo, the killing of innocent civilians; and thirdly, they have been very, very carefully targeted and carried out with great discipline and skill by the United States pilots and the NATO allies. There has been no genocide there. There has been an extraordinary amount of care and discipline but firmness and strength. They were appropriately done. And I want to say in the presence of these Members here how much I appreciate the comments that Senator Dole and others have made on that.

The United States, I think, is united in being opposed to resumption of the killing of innocent civilians in protected areas. They said we wouldn't do it, we wouldn't tolerate it, and we can't.

Thank you.

NOTE: The President spoke at 5:42 p.m. in the Cabinet Room at the White House. A tape was not available for verification of the content of these remarks.

Statement on the Commission on Immigration Reform

September 12, 1995

I reiterate my earlier congratulation to the Commission on Immigration Reform for its hard work on legal immigration reform. The Commission has provided the Congress and the Nation with an excellent framework to achieve gradual reductions in the level of legal immigration. This is a goal and objective I share.

The Commission's first report on illegal immigration endorsed many of the activities my administration has initiated. This report on legal immigration also shares many of my principles to guide reform. Our legal immigration system must be based on principles that are pro-family, pro-work, and pro-naturalization. I anticipate working with Congress in a spirit of bipartisanship to craft the specific legislation that will put these principles in practice.

Memorandum on Career Transition Assistance for Federal Employees

September 12, 1995

Memorandum for the Heads of Executive Departments and Agencies

Subject: Career Transition Assistance for Federal Employees

Our highly trained and dedicated Federal work force is one of the Federal Government's most valuable resources. In order to help Federal employees who have dedicated their careers to public service find new job opportunities as Federal organizations undergo downsizing and restructuring, the executive branch must implement programs that provide Federal employees with career transition assistance. The Office of Personnel Management (OPM) Interagency Advisory Group has recommended that appropriate career transition assistance services be provided to Federal employees who either have

been or are likely to be separated from Federal service due to a reduction in force. The goal of such services is to assist employees in taking charge of their own careers by providing them with the support they need to find other job offers, either with government or in the private sector.

I hereby direct the head of each executive department or agency (hereafter collectively "agency" or "agencies"), to the greatest extent practicable and in accordance with the guidance and any necessary regulations to be provided by OPM pursuant to this memorandum, to establish a program to provide career transition assistance to the agency's surplus and displaced employees. Such a program shall be developed in partnership with labor and management and shall include:

- (1) collaborating with State, local, and other Federal employers, as appropriate, to make career transition services available to all of the agency's surplus or displaced employees;
- (2) establishing policies for retraining displaced employees, as appropriate, for new career opportunities, either in government or with the private sector;
- (3) establishing policies that require the selection of a well-qualified surplus or displaced internal agency employee who applies for a vacant position in the commuting area, before selecting any other candidate from either within or outside the agency; and
- (4) establishing policies that require the selection of a well-qualified displaced employee from another agency who applies for a vacant position in the commuting area before selecting any other candidate from outside the agency.

I direct the Director of the OPM, in consultation with the Interagency Advisory Group, to: (a) prescribe minimum criteria for and monitor the effectiveness of agency career transition programs and (b) provide guidance and any necessary regulations for the agencies on the implementation of this memorandum. The OPM shall work with the Interagency Advisory Group to facilitate interagency cooperation in providing career transition services. The OPM shall work with

agencies to maximize the use of existing automated job information and skills-based recruiting systems and develop new systems, as necessary.

Nothing in this memorandum shall affect the Priority Placement Program operated by the Department of Defense.

Independent agencies are requested to adhere to this memorandum to the extent permitted by law.

This memorandum is for the internal management of the executive branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

William J. Clinton

**Proclamation 6821—To Establish a
Tariff-Rate Quota on Certain
Tobacco, Eliminate Tariffs on
Certain Other Tobacco, and for
Other Purposes**
September 12, 1995

*By the President of the United States
of America*

A Proclamation

1. (a) On April 15, 1994, I entered into trade agreements resulting from the Uruguay Round of multilateral trade negotiations ("the Uruguay Round Agreements"), including the Agreement Establishing the World Trade Organization ("the WTO Agreement") and the General Agreement on Tariffs and Trade 1994 ("the GATT 1994"), annexed to the WTO Agreement. In section 101(a) of the Uruguay Round Agreements Act ("the URAA") (Public Law 103-465, 108 Stat. 4814) (19 U.S.C. 3511(a)), the United States approved the Uruguay Round Agreements. These agreements entered into force for the United States on January 1, 1995.

(b) Section 125(c) of the Trade Act of 1974 ("the 1974 Act") (19 U.S.C. 2135(c)) provides that whenever the United States, acting in pursuance of any of its rights or obligations under any trade agreement entered into pursuant to the 1974 Act, modifies any obligation with respect to the trade of any foreign country or instrumentality, the President is authorized to proclaim increased duties or

other import restrictions, to the extent, at such times, and for such periods as he deems necessary or appropriate, in order to exercise the rights or fulfill the obligations of the United States. Section 421 of the Uruguay Round Agreements Act (19 U.S.C. 2135 note) authorizes the President, pursuant to the 1974 Act, to proclaim an increase in any existing duty on certain tobacco to a rate no more than 50 percent above the rate that was set forth in rate column numbered 2 of the Tariff Schedules of the United States, as in effect on January 1, 1975, or no more than 350 percent ad valorem above the rate existing on January 1, 1975, whichever is higher.

(c) Section 1105(a) of the Omnibus Trade and Competitiveness Act of 1988 ("the 1988 Act") (19 U.S.C. 2904(a)) provides that for purposes of applying section 125 of the 1974 Act, any trade agreement entered into under section 1102 of the 1988 Act (19 U.S.C. 2902) shall be treated as an agreement entered into under section 101 or 102, as appropriate, of the 1974 Act (19 U.S.C. 2111 and 2112), and any proclamation issued pursuant to such a trade agreement shall be treated as a proclamation issued pursuant to a trade agreement entered into under section 102 of the 1974 Act.

(d) The United States, acting pursuant to its rights and obligations under the Uruguay Round Agreements, in particular Article XXVIII of the GATT 1994, is modifying its obligations with respect to the tariff treatment of certain tobacco to establish a tariff-rate quota for imports of such tobacco.

(e) Accordingly, I have determined that it is appropriate to proclaim the tariff modifications set forth in Annex I to this proclamation in order to exercise the rights and fulfill the obligations of the United States under the Uruguay Round Agreements. These modifications would, among other things, establish a tariff-rate quota for imports of certain tobacco.

2. (a) Section 423 of the URAA (19 U.S.C. 3621) authorizes the President to proclaim the reduction or elimination of any duty with respect to cigar binder and filler tobacco, wrapper tobacco, or oriental tobacco set forth in Schedule XX—United States of America, annexed to the Marrakesh Protocol to the GATT 1994 ("Schedule XX").

(b) I have decided to proclaim the elimination of the duties on cigar binder and filler tobacco, wrapper tobacco, and oriental tobacco, as set forth in Annex I to this proclamation.

3. (a) Section 422(c) of the URAA (7 U.S.C. 1445 note) authorizes the President to waive the application to imported tobacco of section 106(g) of the Agricultural Act of 1949 (7 U.S.C. 1445(g)) if the President determines that the waiver is necessary or appropriate pursuant to an international agreement entered into by the United States.

(b) I have determined that it is necessary or appropriate pursuant to the Uruguay Round Agreements to waive the application of section 106(g) of the Agricultural Act of 1949 to imports of cigar tobacco. This waiver shall take effect on the effective date of this proclamation.

4. Presidential Proclamation No. 6641 of December 15, 1993, which implemented the North American Free Trade Agreement ("the NAFTA") with respect to the United States, established a tariff heading in chapter 98 of the Harmonized Tariff Schedules of the United States ("the HTS") for certain textile and apparel goods assembled in Mexico from fabric wholly formed and cut in the United States. This tariff heading, 9802.00.90, inadvertently narrowed the scope of the agreed duty-free treatment, as set forth in Appendix 2.4 to Annex 300-B to the NAFTA. I have decided that it is necessary and appropriate to modify heading 9802.00.90 to the HTS to align it with the provisions of the NAFTA, pursuant to section 201(a)(1) of the North American Free Trade Agreement Implementation Act (Public Law 103-182, 107 Stat. 2057) (19 U.S.C. 3331(a)(1)).

5. (a) The March 9, 1994, Memorandum of Understanding on the Results of the Uruguay Round Negotiations on Agriculture Between the United States of America and Uruguay and the March 24, 1994, Memorandum of Understanding on the Results of the Uruguay Round Market Access Negotiations on Agriculture Between the United States of America and Argentina ("the MOUs") were submitted to the Congress along with the Uruguay Round Agreements. Each MOU provides that, once the appropriate Depart-

ment of Agriculture authorities approve the country to ship fresh, chilled or frozen beef to the United States, the in-quota quantity of the United States tariff-rate quota for beef will be increased by 20,000 metric tons, and that increase will be allocated to that country.

(b) Section 404(d)(4) of the URAA (19 U.S.C. 3601(d)(4)) authorizes the President to proclaim an increase in the in-quota quantity of the tariff-rate quota for beef if the President determines that an increase is necessary to implement either MOU.

(c) Accordingly, pursuant to section 404(d)(4) of the URAA, I have determined that it is necessary to proclaim an increase in the in-quota quantity of the tariff-rate quota for beef as set forth in Annex II to this proclamation, to be effective for each country upon the dates specified therein.

6. Presidential Proclamation No. 6763 of December 23, 1994, implemented the Uruguay Round Agreements, including Schedule XX, with respect to the United States and incorporated in the HTS tariff modifications necessary and appropriate to carry out the Uruguay Round Agreements. Certain technical errors, including inadvertent omissions and typographical errors, were made in that proclamation. I have decided that, in order to reflect accurately the intended tariff treatment provided for in the Uruguay Round Agreements, it is necessary to modify certain provisions of the HTS, as set forth in Annex II to this proclamation.

Now, Therefore, I, William J. Clinton, President of the United States of America, acting under the authority vested in me by the Constitution and the laws of the United States, including but not limited to section 301 of title 3, United States Code, section 125 of the 1974 Act (19 U.S.C. 2135), sections 421, 422(c) and 423 of the URAA (19 U.S.C. 2135 note, 7 U.S.C. 1445 note, and 19 U.S.C. 3621, respectively), and section 604 of the 1974 Act (19 U.S.C. 2483), do hereby proclaim:

(1) In order to exercise the rights and fulfill the obligations of the United States under the WTO Agreement, the HTS is modified as set forth in Annex I to this proclamation.

(2) The provisions of Annex I to this proclamation shall take effect with respect to articles entered, or withdrawn from warehouse,

for consumption on or after the dates specified in such annex.

(3) Section 106(g) of the Agricultural Act of 1949 (7 U.S.C. 1445(g)) is waived with respect to imports of cigar tobacco entered, or withdrawn from warehouse, for consumption on or after the effective date of this proclamation.

(4) (a) In order to correct certain technical errors, to modify heading 9802.00.90, and to implement certain determinations concerning tariff-rate quotas for Argentina and Uruguay, the HTS is modified as set forth in Annex II to this proclamation.

(b) Annex I to Presidential Proclamation No. 6343 of September 28, 1991, is amended as set forth in Annex II to this proclamation.

(c) The modifications made by Annex II to this proclamation shall be effective with respect to goods entered or withdrawn from warehouse for consumption on or after the dates specified in such annex.

(5) The United States Trade Representative and the Secretary of the Treasury are authorized to exercise my authority under the statutes cited in this proclamation to perform certain functions to implement this proclamation, as assigned to them in Annex I to this proclamation.

(6) All provisions of previous proclamations and Executive orders that are inconsistent with the actions taken in this proclamation are superseded to the extent of such inconsistency.

(7) This proclamation is effective on September 13, 1995.

In Witness Whereof, I have hereunto set my hand this twelfth day of September, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 11:47 a.m., September 12, 1995]

NOTE: This proclamation was released by the Office of the Press Secretary on September 13, and it was published with its attached annexes in the *Federal Register* on September 13.

Remarks to the National Family Partnership in Elkridge, Maryland
September 13, 1995

The President. Thank you very much. Terrell did a great job, didn't he? Let's give him another hand. Didn't he do a great job? [Applause]

When Terrell was going up to speak, the Governor said, "He seems so calm." And I said, "Well, after all, it's his crowd." [Laughter]

I am honored to be here with your Governor; with the Attorney General, Janet Reno; and with our Nation's Drug Czar, Dr. Lee Brown; with the National Family Partnership chair, Carol Reeves; with the members of the family who did a lot to inspire what we're doing here today, Myrna Camarena, who is Enrique Camarena's sister and a DEA agent; Dora Camarena, Enrique's mother; and Rick Evans, the executive director of the National Family Partnership; and of course, along with the Governor and all the other State officials who are here; Congressman Cardin. And to your principal, your superintendent, the school board members, and all the others who are here, I'm delighted to be in this wonderful school. And I thank all of you who work here and who send your children here for making this such a successful place. I'd also like to thank all the law enforcement officers who've come here from all around the country.

Let me tell you while we're here, we're here to do two things: First of all, as the Attorney General has said, to observe the first anniversary of the enactment of the crime bill into law and to celebrate its accomplishments; and secondly, to reaffirm the elemental proposition that if we don't do something to keep our young people drug-free, we will never solve the crime problem, and that that begins first and foremost with an act of personal responsibility on the part of every American—personal responsibility on the part of the students, on the part of parents and educators and others, for self, for family, for community, and for country.

Lee Brown has done an outstanding job in working with our high schools to reduce drugs and violence. Yesterday, he kicked off our national, back-to-school "Stay drug-free"

public service announcement campaign, enlisting the involvement of prominent sports figures and other entertainers to tape radio and TV spots urging young people to stay drug-free and urging parents to stay involved. He's also passing out this wonderful little bumper sticker that I think could go very well with your Red Ribbon Campaign. It says, "Stay drug-free, you have the power"—you have the power.

A year ago, when the crime bill was enacted, those of us who supported it, I believe, exercised our personal responsibility to the young people of America to do everything we could to ensure their safety and to provide alternatives to crime and violence. It was one of the proudest accomplishments of my tenure as your President.

We broke 6 long years of partisan, rhetorical, political gridlock to put in place a crime bill that was both tough and smart, that actually holds out the promise of saving lives and increasing the quality of life and the safety of the American people. We put 100,000 more police on the street; made "three-strikes-and-your-out" the law of the land; banned assault weapons from our neighborhoods, our streets, and our schools; finally elected to do something about the terrible problem of violence against women, much of it, unfortunately, domestic violence. And we gave our young people some things to say yes to as well as to say no to, because these police officers said we had to have more prevention in education programs in our schools if we wanted a safe America for the next generation.

Today, there are those who in the name of a balanced budget would go back on all this progress. They are the same people who said we would never put 100,000 police officers on the street. They said we couldn't even put 20,000 on in 6 years, over 25,000 in one year. We're going to. We're on time. We're ahead of schedule. We're below cost. We are keeping our commitments to the American people. So those who want to turn away from measures that have lowered the crime rate in almost every major urban and rural area in this country, I say, not if I can stop it—not if I can stop it.

Let me be clear—the Governor mentioned it—this is not about balancing the

budget. I am for balancing the budget. When I became the President, we had quadrupled the debt in 12 years and a bipartisan agreement to make out like it didn't matter. We had a \$290 billion a year deficit. That deficit today is \$160 billion. We've cut it nearly in half in only 3 years. I am for balancing the budget.

But the purpose of balancing the budget is to lift the burden of debt from these young people in this audience, to free up money in America to be borrowed by private business people to invest, to create jobs, to strengthen our economy, to improve the quality of life in the future. We cannot do that if we decide to balance the budget in ways that will undermine our economy or our quality of life. And that is why I have said repeatedly, we do not have to cut education, and we must not cut our efforts to reduce the crime rate, to reduce violence, and to give our children a safer, more secure future. It is not necessary to balance the budget, and it undermines the very purpose of doing it. We must not take that course.

I just want to say one other thing. What we have done on the crime bill has worked because of the exercise of personal responsibility by other people in the criminal justice system. In Washington, we can give these fine police chiefs here and the people with whom they work the tools, but they have to use the tools, and citizens have to help them. Therefore, everyone in America who is a good citizen can justifiably claim some responsibility for the fact that the crime rate for all serious offenses, including murder, rape, robbery, and aggravated assault, is down in almost every area in the United States. That is an American achievement, and we need to keep working until we bring it down to an acceptable level, where it ought to be.

But just as we have made progress in certain areas, there are clouds still hanging over our future. And I want to talk about two of them today because they affect these young people in this audience.

Last week, the Justice Department issued a report which showed that while overall crime is down, violent crime committed by juveniles, people under the age of 18, is still at an all-time high. Juvenile violence has now

become the number one crime problem in the United States of America. We cannot rest—we cannot rest in our official positions, we cannot rest as citizens, we cannot rest as parents until we do something to change that.

I am so sick and tired of picking up the newspaper and reading stories about honor students standing at bus stops being shot down by careless drive-by shooters. I am so tired of reading stories about a 16-year-old boy shooting a 12-year-old boy and killing him because he thought he was treated with disrespect. Whatever happened to sticks and stones can break my bones? What ever happened to count to 10 before you talk, much less act?

I couldn't believe it, the other day there was a survey of teenage gang members in which two-thirds of them said they felt justified in shooting someone who treated them with disrespect. If the President took that position, we'd be out of bullets in the country. [*Laughter*] Who ever heard of this kind of behavior.

It's funny, but it's not. It's not funny. We have to take responsibility for the way the young people of this country look at the world, how they define right and wrong, how they define their dignity. The greatest human beings who have ever lived in the whole history of humanity were consistently abused by others, and they were great because they did not lash out. What is this madness that our children are being taught—that it is all right to take violent action against other people if they say something you don't like? We must do something about it.

The second thing that bothers me, besides juvenile violence, was revealed in a report yesterday released by our Government through the Department of Health and Human Services, which showed that while drug use is down among people between the ages of 18 and 34 and cocaine use is down, marijuana use is going up again among young people between the ages of 12 and 17, nearly doubling in just 3½ years from 4 percent to 7 percent who say they've used marijuana in the last month.

That's because apparently more and more young people don't think it's bad for you. Well, it's wrong, it's illegal, it's dangerous. It's a horrible first step, and we have got to

turn that number around. And that's one big reason I am here today with young people who know it and who are prepared to say it.

I have believed in and participated in the National Family Partnership's Red Ribbon Campaign for a long time. When I was the Governor of my State, Hillary and I were always actively involved every year about this time. We were always proud to do it. And I believe every year I was Governor, we ranked in the top three States in America in the number of our young people participating. And since we only had 2.4 million people, I was pretty proud of that.

What you are doing is important because the Red Ribbon chairs, the Red Ribbon parents, and most important, the Red Ribbon students are doing what no law, no government can do. They are assuming responsibility for their behavior, the behavior of their children, and in so doing, for their own futures. The Red Ribbon is the symbol now in America of our children's pledge to lead drug-free lives. The young people here are doing the right thing. Saying no to drugs is saying yes to life.

In addition to the pledge by the students and the display of red ribbon, the Red Ribbon Campaign also focuses on educating our young people about the dangers of drug use and mobilizing every community to develop its own solution. And I want to emphasize that. Every community in America needs its own plan, based on its own resources and its own problems, to deal with this issue. There is no cookie-cutter plan coming out of Washington that will solve all these problems. Every community needs people like you to chart the future and to hold up these young people as models.

That's why I want to thank those of you in the National Family Partnership for choosing this day to kick off your Red Ribbon Campaign. It's a wonderful day. We're celebrating the first anniversary of the crime bill, its results, and a declining crime rate, the exercise of responsibility by adults in positions of authority. But more importantly, we're celebrating the future by the exercise of responsibility by these young people.

We have to do something to make their future less violent. As the Attorney General

said, the Justice Department in its youth violence initiative is going to help 10 communities establish partnerships between police departments and courts and schools, hospitals and civic leaders to reduce violence.

In Maryland, in Baltimore, 24 community police officers will form curfew enforcements and juvenile violence crime teams to work with the schools to lower violence against young people, not to punish children but to demand responsibility from them and their parents.

In Inglewood, California, the police department has made street terrorism a crime and intensified their community efforts to increase penalties for gang members who practice it. We cannot tolerate terrorism of any kind in our country. Why should we go to all the trouble to keep these terrorists from coming into the country if we're going to let home-grown kinds terrorize our children on their own streets?

In Birmingham, police officers are working with schools to make sure that they get rid of guns in schools. No one should ever fear being shot in or around their schools. Similar efforts will be supported in Bridgeport, Connecticut; Cleveland; Milwaukee; Richmond; San Antonio; Seattle; and Salinas, California. But nothing we will do will work unless all of us who are adults take the time to teach our children what it means to be a good person and a good citizen.

Our Secretary of Education has called this character education, trying to encourage our schools to teach basic values that make for a good life, like honesty and trustworthiness and respect for self, others, property, and our environment. These values make a difference. And that is what this Red Ribbon Campaign is all about.

I'd like now to ask the young people who are up here on the stage with me and all the young people in the audience who want to do it, to stand up and repeat the Red Ribbon Pledge for the United States of America, so everybody in the country can hear it today. Stand up and I will say it, and you repeat after me:

I pledge to lead a healthy, drug-free lifestyle.

Audience members. I pledge to lead a healthy, drug-free lifestyle.

The President. I will say no to alcohol.

Audience members. I will say no to alcohol.

The President. I will say no to other drugs.

Audience members. I will say no to other drugs.

The President. I will help my friends say no.

Audience members. I will help my friends say no.

The President. I pledge to stand up for what I know is right.

Audience members. I pledge to stand up for what I know is right.

The President. And remain drug-free and proud.

Audience members. And remain drug-free and proud.

The President. Thank you very much.

Now, I want to invite the students, starting here, as I finish, to come up here and sign this pledge with me. But as I do, I want every adult in this audience to think about this. We're proud of these children who made this pledge. Most of us who know something about this problem are sitting here thinking, gosh, I wish every child in America would make this pledge.

We expect these children to keep their word. Well, if we do, why don't we set an example by keeping our word to them, to make this the safest possible country with the healthiest possible future for them by doing what we know works to reduce crime and to give them a chance to keep the pledge they just made.

Thank you, and God bless you all.

NOTE: The President spoke at 11:35 a.m. at the Mayfield Woods Middle School. In his remarks, he referred to student Terrell Brice; Gov. Parris Glendening of Maryland; and Myrna and Dora Camarena, sister and mother of Drug Enforcement Administration Special Agent Enrique Camarena Salazar, who was killed while conducting an undercover investigation of drug traffickers in Mexico.

Statement on the Normalization Agreement Between Greece and the Former Yugoslav Republic of Macedonia

September 13, 1995

I welcome the agreement signed by the Foreign Ministers of Greece and the Former Yugoslav Republic of Macedonia in New York today normalizing their relations. The agreement is very much in the interest of both nations and will significantly strengthen regional stability while aiding our efforts to negotiate a wider peace in the Balkans.

Both Prime Minister Papandreu and President Gligorov deserve congratulations for demonstrating the courage and determination needed to reach an agreement that was fair to both sides. I hope both governments will now proceed to establish friendly and enduring bilateral relations while taking steps to resolve their remaining differences, including over the name issue.

I also wish to thank U.N. Special Representative Cyrus Vance and U.S. Special Envoy Matthew Nimetz for their tireless efforts in helping to mediate the dispute.

In view of the significant progress represented by this agreement, I wrote to President Gligorov earlier in the week inviting his government to establish diplomatic relations with the United States. I am pleased to announce that I have received his positive response and can confirm that diplomatic relations now exist between our two countries.

I look forward to meeting with the negotiators and representatives of the two countries tomorrow to congratulate them personally on this important achievement.

Proclamation 6822—National Farm Safety and Health Week, 1995

September 13, 1995

By the President of the United States of America

A Proclamation

America's agricultural productivity is a gift to our Nation and to people everywhere.

Using innovative techniques and the latest technology, our farmers, ranchers, and agricultural workers provide enough food and fiber to satisfy our needs and those of millions of people around the globe. However, we too often forget that farming can be a difficult and dangerous profession.

Agricultural workers are exposed daily to the risks associated with operating powerful machinery, managing livestock, working and travelling in adverse weather conditions, and performing countless other demanding tasks, often miles away from emergency medical care. Sadly, children and young people on our farms and ranches are particularly vulnerable to these hazards and more.

The simplest safety tool we have at hand is education. By word and by example, we must teach each new generation of Americans about the critical importance of knowledge, caution, and vigilance in farming and ranching activities. Wearing protective clothing and gear, learning the safety features that manufacturers build into equipment, and staying alert to possible dangers when working with livestock, chemicals, machinery, and vehicles—all of these measures can help to ensure longer, healthier lives for America's agricultural workers.

As important as education is to the safety and well-being of our agricultural workers, we must remember that quality health care is just as critical. We must strengthen our resolve to provide the citizens of our rural areas with high-quality, affordable, and accessible health care if we are truly to meet their needs.

By setting aside a special week each year to focus on the need for improved safety and health in our Nation's agricultural industry, we demonstrate to all of our agricultural workers that we value their lives and livelihood, that we appreciate their unsurpassed productivity, and that we honor their determined spirit.

Now, Therefore, I, William J. Clinton, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim September 17 through September 23, 1995, as "National Farm Safety and Health Week." I call upon government agencies, businesses, and profes-

sional associations that serve our agricultural sector to strengthen efforts to promote safety and health measures among our Nation's farm and ranch workers. I ask these workers to take advantage of educational programs and technical innovations that can help them to avoid injury and illness. Finally, I call upon the citizens of our Nation to reflect on the bounty we enjoy thanks to the labor of agricultural workers across the land. Join me in renewing our commitment to make their health and safety a national priority.

In Witness Whereof, I have hereunto set my hand this thirteenth day of September, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 11:06 a.m., September 14, 1995]

NOTE: This proclamation was published in the *Federal Register* on September 15.

Remarks Prior to Discussions With Representatives From Greece and the Former Yugoslav Republic of Macedonia and an Exchange With Reporters

September 14, 1995

Normalization Agreement

The President. First of all, let me say that I am delighted to be joined here by the Foreign Minister of the Former Yugoslav Republic of Macedonia and the Ambassador to Greece to formally congratulate these two countries on the agreement they signed yesterday in New York, agreeing to normalize their relations.

I want to say a special word of thanks to a great American, Cy Vance, who is here, who represented the United Nations; and my Special Envoy, Matt Nimetz, for the remarkable role they played in bringing these two countries together.

As you know, the United States has had troops stationed, since I became President, in the Former Yugoslav Republic of Macedonia to try to help to prevent the spread of

the Balkan war. And for these two countries to work out their longstanding differences and look forward to relationships of permanent peace and commerce and accord with one another is an enormous step forward in our attempts to find a comprehensive peace in the Balkans.

Now, I also want to tell you that we have some reason to hope that we are making progress, thanks to the determination of NATO and the United Nations, in securing Bosnian Serb compliance with the conditions the U.N. and NATO have set forward for the cessation of the bombing campaign. And we are working on that, will continue to work on it hard today. And obviously, if there are any developments, we will announce them.

Bosnia

Q. Do you have Russian acquiescence to place troops around Sarajevo?

The President. Well, let me say, first of all, we are working on the details of the agreement. When they are worked out we will then say what they are and answer all the questions.

Q. But sir, is there an agreement for the Serbs to pull their artillery from the positions around Sarajevo?

The President. That is what we are attempting to secure at this moment. We are working through that. There's been some progress in the last—there's been some reason to hope for progress in the last several hours, beginning last night our time. But we're not prepared to make a final announcement yet. When we are, we will, and we'll answer all the questions.

Medicare

Q. The Speaker of the House today said that the Democratic position on Medicare is to scare 85-year-olds, and he called the party "morally bankrupt."

The President. Well, you know, I think it's questionable to use words like "morally bankrupt," but let's look at the facts. For 2 years, I said the Medicare Trust Fund was in trouble, and Mr. Gingrich and others mocked me and denied that it was in trouble. All by ourselves, with no help from them, we added 3 years to the life of the Trust Fund. We have proposed legislation which

would add 10 years to the life of the Trust Fund and will get Medicare out of trouble.

I don't want to use a term like "morally bankrupt," but I think it is morally questionable at least to propose vast Medicare cuts which would increase the cost of Medicare to elderly people living on under \$24,000 a year and claim that it's going to the Trust Fund when they know not one red cent of the money being paid by seniors will go to the Trust Fund. It will go to fund a tax cut that is too big. And they should tell the truth to the American people that they want to charge the providers more money and put that in the Trust Fund. They want to charge the elderly people of this country more money and put that into the tax cut.

Now, that is the truth. And if we're going to talk about what morality requires, morality requires them to tell the truth to the American people.

NOTE: The President spoke at 10:45 a.m. in the Oval Office at the White House. Following his remarks, the President met with Greek Ambassador to the United States Loukas Tsilas and Foreign Minister Stevo Crvenkovski of the Former Yugoslav Republic of Macedonia. A tape was not available for verification of the content of these remarks.

Proclamation 6823—National Hispanic Heritage Month, 1995 *September 14, 1995*

By the President of the United States of America

A Proclamation

America has always drawn strength from the extraordinary diversity of its people. The earliest settlers came to this great land seeking opportunity, bringing with them an abundant wealth of traditions from countries the world over. Thus the vibrant Hispanic culture has long been entwined with our Nation's heritage, and people of Latin American and Spanish ancestry have infused our national life with energy and vision. In the arts, the sciences, the business world, academia, and government, Hispanic Americans have added immeasurably to our progress.

Later this month, I will proudly bestow on the late Willie Velasquez our Nation's highest

civilian honor, the Presidential Medal of Freedom. His landmark work to register Hispanic voters helped to bring these Americans into the mainstream of American public life, and the Southwest Voter Registration Education Project that he founded continues to thrive today.

Last year, I was pleased to sign an Executive order creating the President's Advisory Commission and White House Initiative on Educational Excellence for Hispanic Americans. Recognizing the vital importance of providing every one of our children with fundamental knowledge and skills, the Commission was charged with creating an agenda to increase educational opportunities for Hispanic Americans.

Today, as we stand on the threshold of a new century, we look to the outstanding contributions of Hispanic Americans for inspiration and leadership. Let us join in support of Hispanic children and families as they strive to fulfill the American Dream.

To pay tribute to the achievements of Hispanic citizens and to honor the importance of Latin American and Spanish traditions in our national culture, the Congress, by Public Law 100-402, has authorized and requested the President to issue annually a proclamation designating September 15 through October 15 as "National Hispanic Heritage Month."

Now, Therefore, I, William J. Clinton, President of the United States of America, do hereby proclaim September 15 through October 15, 1995, as National Hispanic Heritage Month. I call upon government officials, educators, and all the people of the United States to honor this observance with appropriate programs, ceremonies, and activities, and encourage all Americans to re-dedicate themselves to the pursuit of equality.

In Witness Whereof, I have hereunto set my hand this fourteenth day of September, in the year of our Lord nineteen hundred and ninety-five, and of the Independence of the United States of America the two hundred and twentieth.

William J. Clinton

[Filed with the Office of the Federal Register, 10:59 a.m., September 15, 1995]

NOTE: This proclamation was published in the *Federal Register* on September 18.

Executive Order 12970—Further Amendment to Executive Order No. 12864

September 14, 1995

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to extend the United States Advisory Council on the National Information Infrastructure, it is hereby ordered that section 4(b) of Executive Order No. 12864, as amended, is further amended by deleting "for a period of two years from the date of this order, unless the Council's charter is subsequently extended prior to the aforementioned date" and inserting in lieu thereof "until June 1, 1996, unless otherwise extended."

William J. Clinton

The White House,
September 14, 1995.

[Filed with the Office of the Federal Register, 2:03 p.m., September 15, 1995]

NOTE: This Executive order was released by the Office of the Press Secretary on September 15, and it was published in the *Federal Register* on September 18.

Remarks on the Agreement To End Air Strikes in Bosnia and an Exchange With Reporters

September 15, 1995

The President. Good morning. I welcome the agreement by the Bosnian Serbs to comply with a condition set by NATO and the United Nations for ending the NATO air strikes.

American pilots and crews and their NATO colleagues have been carrying out those strikes to prevent further slaughter of innocent civilians in the Sarajevo area and in the other safe areas of Bosnia. Now, the Bosnian Serbs have stated that they will end all offensive operations within the Sarajevo exclusion zone, withdraw their heavy weapons from the zone within 6 days, and allow

road and air access to Sarajevo within 24 hours. NATO and the U.N., therefore, have suspended air operations temporarily and will carefully monitor the Serb compliance with these commitments.

The suspension is appropriate. But let me emphasize, if the Bosnian Serbs do not comply with their commitments the air strikes will resume.

Today's developments are a direct result of NATO's steadfastness in protecting the safe areas and the close cooperation between the U.N. and NATO. They also reflect the intense diplomatic efforts by Assistant Secretary of State Richard Holbrooke and the U.S. negotiating team, as well as those of our European and Russian partners.

Now the Bosnian Serbs must carry out their commitments and then turn their energies toward a political settlement that will end this terrible conflict for good. They should have no doubt that NATO will resume the air strikes if they fail to keep their commitments, if they strike again at Sarajevo or the other safe areas.

Today's actions, however, following last week's successful meeting in Geneva of the Foreign Ministers of Bosnia, Croatia, and Serbia, are important steps along the path to peace in Bosnia. A lot of work remains to be done, but we are absolutely determined to press forward to reach a settlement to this conflict, not on the battlefield but at the negotiating table. We can and we must end Bosnia's long nightmare.

Q. Mr. President, what do you think is the possibility of transforming this into a permanent peace in Bosnia?

The President. I think there's a good possibility if the parties themselves wish to do it. And Ambassador Holbrooke and his team are working hard. We're getting good support from Europe and from Russia. I think we have a chance.

Q. Since you last spoke in so formal a setting, even so formal a setting as this, a lot has happened, including the biggest military operation in NATO's history, something that you certainly urged, intense activity by your diplomats. And you have seemed almost shy about coming out and talking about it. Is that just an abundance of caution, or why is that, sir? *[Laughter]*

The President. Not an abundance of caution, but what I have wanted to do, first of all, is let our actions speak for themselves. I thought it was important to have our actions speak for themselves.

I also think it is important that even though the United States has provided a great deal of the energy and leadership in this effort, in this, the first difficult security crisis in Europe after the cold war, I think it is important that the NATO forces and the United Nations be seen to be united and working together, and we are. And so that explains how we have tried to handle this publicly.

Q. In talking with Mr. Mladic and Mr. Karadzic and in really getting them to sign an agreement, is there a contradiction because they are convicted war criminals or accused war criminals—

The President. Accused.

Q. —accused war criminals? And do you think they can now enter sort of the world of nations just like any other leader?

The President. First of all, those decisions will all have to be made down the line by the community of nations. The most important thing is that the work continue now to make a comprehensive peace.

NOTE: The President spoke at 10:04 a.m. in the Briefing Room at the White House. In his remarks, he referred to Bosnian Serb leaders Radovan Karadzic and Gen. Ratko Mladic.

Remarks Honoring the 1995 NCAA Champion California State University at Fullerton Baseball Team

September 15, 1995

Thank you very much. Thank you. Please be seated. Dr. Gordon, Coach Garrido, Assistant Coach George Horton, Congressman Royce; to my friend, Roger Johnson, and to all the members of this championship team: Now, I knew that Cal State-Fullerton had won the National Baseball Championship because I keep up with it. But some of the less schooled people here in the White House, when they heard that Cal State was coming today and it was about baseball, they thought that someone had given Cal Ripken a whole State. *[Laughter]* And when they

said that, I said, "Well, I hope he'll share it with me next year." [Laughter] Think about that.

Coach Garrido, Coach Horton, to all the student athletes who are here, I want to congratulate you on a remarkable baseball season and on your national championship.

Baseball is both a team sport and a collection of individual players. Most important of all, it's a team sport, but I think it's worth noting that four of these players were selected to the College World Series All Tournament Team: Brian Loyd, the catcher; the third-baseman, Tony Martinez; Ted Silva, the pitcher; and the series MVP and the College Player of the Year, the outfielder, Mark Kotsay.

I also want to compliment the coach and the players on complete honesty and full disclosure. They told me when I was in there that one of their pitchers, Tim Dixon, who had a perfect season, 13 and 0, played last year at the University of Arkansas at Little Rock. I'm glad we can make some contribution to some national champion this year, since we didn't quite make it in basketball.

You have been called college baseball's "Dream Team," an 18-game season ending winning streak, the World Series sweep, the best-ever season record for the school of 57 wins and 9 losses. You know, a lot of your success, I'm sure, has the same roots as the remarkable success that we celebrated just a few days ago when I joined a lot of other Americans in Camden Yards, and others watching all across America, when we saw Cal Ripken break Lou Gehrig's record.

It really takes a commitment to hard work and dedication and teamwork and basically doing it every day. One of the things that I like about baseball is that there are a lot of games in the season. Sometimes, being in politics, I wish we had more than one game every 4 years. But it's very important in baseball to have that daily discipline, that daily awareness, that daily readiness, that steadiness that so many Americans bring to other aspects of their lives.

And I think that America has kind of fallen back in love with baseball again the last few weeks, and I hope it gets a lot more attention. And I hope the qualities required for real success and excellence in baseball will be-

come more and more appreciated by all of our people, because they're qualities that we can all use in our everyday lives, no matter what else we do.

So I want to join your Congressman and the entire State of California in expressing to all you young men my pride in you and your achievement. Congratulations for a job well-done. And I hope you will take the spirit and the values that brought you to the national championship with you throughout the rest of your lives, no matter what you do.

Good luck, and God bless you.

NOTE: The President spoke at 10:04 a.m. in the Rose Garden at the White House. In his remarks, he referred to Milton A. Gordon, president, and Coach Augie Garrido, California State University at Fullerton; and Administrator of General Services, Roger Johnson.

Digest of Other White House Announcements

The following list includes the President's public schedule and other items of general interest announced by the Office of the Press Secretary and not included elsewhere in this issue.

September 11

In the morning, the President traveled to Carbondale, IL.

In the afternoon, the President returned to Washington, DC. He then met with members of the Principals Committee and Assistant Secretary of State Richard Holbrooke to discuss Bosnia-Herzegovina.

The President announced his intention to nominate Donna Dearman Smith to the Board of Trustees of the Barry Goldwater Scholarship and Excellence in Education Foundation.

The President announced his intention to appoint Morris S. Arnold to the Board of Directors of the James Madison Memorial Fellowship Foundation.

The President announced his intention to appoint John J. Pikarski, Jr., to the Commission for the Preservation of America's Heritage Abroad.

The White House announced that the President will award the Presidential Medal of Freedom to the following individuals in a White House ceremony on September 28:

- Peggy Charren;
- William T. Coleman, Jr.;
- Joan Ganz Cooney;
- John Hope Franklin;
- A. Leon Higginbotham, Jr.;
- Frank M. Johnson, Jr.;
- C. Everett Koop;
- Gaylord Nelson;
- Walter P. Reuther;
- James W. Rouse;
- Willie Velasquez; and
- Lew R. Wasserman.

The White House announced that the President has invited President Thomas Klestil of Austria to Washington, DC, for a working visit on October 19.

September 12

In the morning, the President met with President Sali Berisha of Albania.

In an Oval Office ceremony in the afternoon, the President presented the Congressional Gold Medal posthumously to Rabbi Menachem Schneerson.

September 13

In the morning, the President traveled to Elkridge, MD.

Following his return to Washington, DC, in the afternoon, the President met with Prime Minister P.J. Patterson of Jamaica. He then met briefly with His Holiness the Dalai Lama to discuss the preservation of Tibetan religion and culture.

The White House announced that the President has invited President Jacques Chirac of France to Washington, DC, for a state visit on November 3.

September 14

The President announced his intention to appoint Vera C. Rubin, Eric S. Lander, Marcia K. McNutt, and George S. Hammond as members of the President's Committee on the National Medal of Science.

The President announced his intention to appoint R. Scott Warner as a member of the Panama Canal Consultative Committee.

September 15

In a morning ceremony in the Oval Office, the President received diplomatic credentials from Ambassadors Var Huoth of Cambodia, Mustafa S. Nyang'anyi of Tanzania, Pastor Micha Ondo Bile of Equatorial Guinea, Alvaro Diez de Medina of Uruguay, Knud Erik Tygesen of Denmark, John Kerr of the United Kingdom, and Antonio Franca N'dalu of Angola.

In the afternoon, the President met with representatives of the Catholic press. Later he participated in a briefing for senior activists on Medicare and Medicaid.

In the evening, the President and Hillary Clinton hosted a Democratic National Committee trustees dinner on the State Floor.

The President announced his intention to nominate Jane Bobbitt to be Assistant Secretary of Commerce for Legislative and Intergovernmental Affairs.

Nominations Submitted to the Senate

The following list does not include promotions of members of the Uniformed Services, nominations to the Service Academies, or nominations of Foreign Service officers.

Submitted September 11

David A. Lipton, of Massachusetts, to be a Deputy Under Secretary of the Treasury, vice Jeffrey Richard Shafer.

Florence K. Murray, of Rhode Island, to be a member of the Board of Directors of the State Justice Institute for a term expiring September 17, 1998 (reappointment).

**Checklist
of White House Press Releases**

The following list contains releases of the Office of the Press Secretary that are neither printed as items nor covered by entries in the Digest of Other White House Announcements.

Released September 11

Statement by Press Secretary Mike McCurry announcing the Presidential Medal of Freedom recipients

Statement by Press Secretary Mike McCurry on the President's meeting with Principals Committee members and Assistant Secretary of State Richard Holbrooke on Bosnia-Herzegovina

Statement by Press Secretary Mike McCurry announcing the upcoming visit of Austrian President Thomas Klestil

Released September 12

Transcript of a press briefing by Press Secretary Mike McCurry

Statement by Press Secretary Mike McCurry on the President's meeting with President Sali Berisha of Albania

White House statement on career transition assistance for Federal employees

Statement by National Economic Council Chair Laura D'Andrea Tyson on Republican proposals for medical savings accounts

Transcript of remarks by Secretary of State Warren Christopher and Deputy Prime Minister and Minister of Foreign Affairs Mate Granic of Croatia on the negotiations for peace in Bosnia and Croatia

Released September 13

Transcript of a press briefing by Press Secretary Mike McCurry

Statement by Press Secretary Mike McCurry on the President's meeting with Prime Minister P.J. Patterson of Jamaica

Statement by Press Secretary Mike McCurry announcing the upcoming visit of President Jacques Chirac of France

Statement by Press Secretary Mike McCurry on the Vice President's meeting with His Holiness the Dalai Lama

Statement by Press Secretary Mike McCurry on National Security Adviser Anthony Lake's meeting with Sinn Fein President Gerry Adams

Released September 14

Transcript of a press briefing by Press Secretary Mike McCurry

Released September 15

Transcript of a press briefing by Deputy Press Secretary Mary Ellen Glynn

Transcript of a press briefing by National Security Council Senior Director for European Affairs Alexander Vershbow on the cease-fire agreement in Bosnia

**Acts Approved
by the President**

NOTE: No acts approved by the President were received by the Office of the Federal Register during the period covered by this issue.