

well-prepared teachers to reduce class size, passing my initiative to help build and modernize 6,000 public schools, and re-authorizing the Elementary and Secondary Education Act with my plan to hold States and school districts accountable for results.

Statement on the Damage Assessment of China's Acquisition of Nuclear Weapons Information and the Development of Future Weapons
April 21, 1999

I welcome the Intelligence Community's damage assessment on the "Implications of China's Acquisition of U.S. Nuclear Weapons Information and the Development of Future Chinese Weapons" and the review of the damage assessment by a panel of independent experts led by Admiral Jeremiah, as requested by the House Select Committee, chaired by Congressmen Cox and Dicks. I appreciate the careful analysis by the intelligence community and the independent panel, as well as their efforts to make as much information as possible available to the public on this crucial issue.

The findings of the damage assessment underscore the need to implement fully the Presidential Decision Directive I issued in February 1998 to strengthen security and protections at the U.S. nuclear weapons laboratories. I commend Secretary Richardson for his efforts in this regard and look forward to the review of lab security I requested by the President's Foreign Intelligence Advisory Board, chaired by Senator Warren Rudman.

Measures to protect sensitive nuclear weapons information must be constantly scrutinized, whether this information is at the national laboratories or at other U.S. Government institutions. Therefore, I am asking the National Counterintelligence Policy Board to assess potential vulnerabilities at other institutions associated with nuclear weapons besides the national laboratories and to propose any concrete steps that may be appropriate to strengthen protections against efforts by China and other countries to acquire sensitive nuclear weapons information.

I have also asked DCI George Tenet to review the recommendations made by Admi-

ral Jeremiah on intelligence collection and resources and to act promptly on these recommendations.

Memorandum on Humanitarian Relief for Kosovar Refugees

April 21, 1999

Memorandum for All Federal Government Employees

Subject: Humanitarian Relief for Kosovar Refugees

As you are no doubt aware, Slobodan Milosevic's ethnic cleansing of Kosovo has resulted in a grave humanitarian disaster, the displacement of almost 1.4 million Kosovar Albanians, and the slaughter of thousands. The refugees now in Macedonia and Albania, and those who continue to arrive each day, are in urgent need of food, shelter, and clothing. Relief organizations are working around the clock to provide this assistance, but these organizations and the refugees they serve need support from all of us.

I have heard from many Federal employees who want to know what they can do to help in this time of crisis. We can best help alleviate the suffering in the Balkans by providing financial support to relief agencies on the front lines. The Federal Government has established a toll-free telephone hotline, 1-800-USAID-RELIEF, that you may call to be referred to a number of private humanitarian organizations that are providing vital relief. The organizations are also located on the USAID Internet website, www.info.usaid.gov, under the listing for Kosovo. The organizations are on site, they know how to deliver the relief, and they need financial support.

Together we can provide the humanitarian assistance that the people so urgently need, while we work with our NATO allies to create the conditions that will allow them to return safely to their homes and rebuild their lives.

William J. Clinton

NOTE: An original was not available for verification of the contents of this memorandum.

**Remarks in a Roundtable Discussion
With Students on Violence in Schools
at T.C. Williams High School in
Alexandria, Virginia**

April 22, 1999

The President. Thank you, Mr. Porter. I think all of you know that we are being joined by several million students through various media outlets that are covering this, and so let me begin by saying I'm delighted to be here at T.C. Williams High School. Thank you, Mr. Porter. Our superintendent, Herb Berg, is here, and I'm glad to be back in this school district again that has hosted me for so many important educational announcements.

Senator Robb and Congressman Jim Moran are both here with us, along with Mayor Kerry Donley. I thank them for joining us, and our two teachers, Ellen Harmon and Barbara Finney.

I want to spend most of my time today listening to you. I have a few questions I want to ask, and I'm going to turn it over to the teachers as soon as I make a few opening remarks. But I got up this morning, and I made some notes and worked over them again, and I'd like to say just a few things.

First of all, we're here, obviously, because of the terrible tragedy in Littleton, Colorado, and because, even though it is the worst example of school violence we've seen, it is by no means the only one. And indeed, I think that some of the people joining us today are from Paducah, Kentucky, and Jonesboro, Arkansas—at least those two communities which had examples of school violence last year.

I think it's important that all over America students and teachers have a chance to discuss their feelings about this, their ideas about what we should do, and it's especially important for younger children, who might be quite traumatized and wonder whether they are, in fact, safe at school. So I want to talk a little about all of that.

There is really nothing more important than keeping our schools safe. And we've tried to do a lot of things in that regard over the last few years, having a zero tolerance for guns and drugs policy, putting new community police officers in schools where

they're needed, trying to support more counselors in schools, more after-school, more mentoring programs, more conflict resolution programs. We've tried to help school districts and students and teachers, who wanted to do it, to have—for younger children, elementary and junior high school—using school uniform policies or dress code policies where they wanted to implement those things. But we know that there are things which have to be done sort of beyond the Government and beyond anything Government can do.

I spent a lot of time thinking about this, but I want to say, last night and today I thought about the work that my wife has done on this for many years, and I went back and reread the chapters in her book that deal with the problems that children have in coping with violence and the responsibilities of parents and the larger society. I thought about the work that the Vice President's wife, Tipper Gore, started doing well over a decade ago on this whole issue. And I think we have to ask ourselves some pretty hard questions here. What are the responsibilities of students themselves? What are the responsibilities of schools? What are the responsibilities of parents? What is the role of the larger culture here? Is there a sense in which the fact that all of you are exposed to much higher levels of violence through television, through video games, that you can actually figure out how to make bombs on the Internet—does that make a difference? Does it make these kinds of things more likely to happen? What are our responsibilities?

But before I open it to you, I'd just like to make one other comment. I think, particularly for young people who may be quite frightened as a result of this, or for parents who may wonder about the safety of schools, I think it's worth restating two or three basic things.

First of all, on balance, our schools are still the safest place our kids can be in most communities under most or all circumstances.

Secondly, I think it's worth reminding everyone that in spite of these horrible instances, our country is still fundamentally a good and decent place, and our people are good and decent people. And we have seen