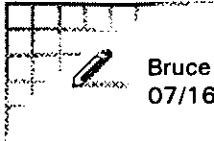


NLWJC - Kagan

DPC - Box 055 - Folder-008

**Race - San Diego Speech June 14,
1997**

RAE
Educator - NAACP speech



Bruce N. Reed
07/16/97 09:40:43 AM

Record Type: Record

To: Michael Cohen/OPD/EOP, Elena Kagan/OPD/EOP, William R. Kincaid/OPD/EOP

cc:

Subject: NAACP

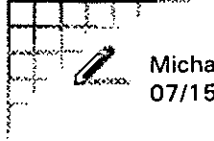
The press office would like us to brief the wires today (embargoed for release after midnight) on the policy announcement in tomorrow's speech. When will we have a fact sheet?

Do we know budget level and # of teachers yet? That would be helpful for the speech and the wires.

We also need a Q&A on where BC stands on busing. I gather there's quite a history on this in Little Rock.

Sylvia would like a copy of our briefing materials sometime today so she can read it tonight.

Race NAACP
~~Edmonds~~ - ~~NAACP~~ speech



Michael Cohen
07/15/97 07:23:46 PM

Record Type: Record

To: James T. Edmonds/WHO/EOP
cc: Elena Kagan/OPD/EOP
Subject: NAACP speech

A few comments on the latest draft, which I think is good:

1. I think you need to put something back in about how we overhauled the Title 1 program to raise expectations and end the watered down curriculum that was routinely offered up to low income kids. This is a \$7 billion program, and the education program most people in the audience will have heard of. It helps make the point that we have been raising standards and investing in reaching them.

(This could go just before the SOTU graph re: the national tests)

2. To parallel and reinforce the argument that we don't do anyone favors by notholding them to high standards, a line to the effect "I don't see how it helps an inner city 4th grader to hide the fact that he can't read from the student and his parents. These tests are tools to empower parents-- by giving them the information they need to help their own children and to hold the schools accountable.

3. Another possible reinforcement in the same graph: "Yes, implemeting high standards can be painful, but not worse than the pain and betrayal of meaningless diplomas: students graduating without the skills and abilities demanded in today's global economy."
(I'm still tracking down the Milwaukee story, which would go great here)

4. I'm not convinced that the charter schools graph is either helpful or important, especially for this audience. I would recommend removing it. At the least, it ought to follow the graphs about technology and school construction; these are big-ticket items, and they are more visible signs of education quality to the average person than charter schools.

5. If you are going to keep the charter school graph, here is an example you can use to illustrate why its a good idea:

In South-Central LA, Johnathan Smith [checking name], a young African-American teacher opened the Accelerated Charter School in 1994. Based on the accelerated school model of learning which believes that students will do better if we expect more of them and teach accordingly, the school increased math scores over 50 percent from 1994 to 1995. Nearly half the students are African American, nearly half Latino. More than 85% are low income. And the school is so successful that more than 250 students are on the waiting list. This is the kind of success we need in all of our schools.

6. I think we need at least a sentence on our efforts open wide the doors to college, making the following points: (1) a world class education can't end at 12th grade; 13th and 14 years are critical; (2) President has brought about record increases in Pell Grant program to help low income

young people go to college, and he will continue to fight for this; (3) students who know they can afford a college education will be more motivated to study and work hard while they are in elementary and secondary school.

DRAFT

**PRESIDENT WILLIAM J. CLINTON
88TH ANNUAL NATIONAL NAACP CONVENTION
PITTSBURGH, PENNSYLVANIA
JULY 17, 1997**

Acknowledgments: Myrlie Evers-Williams; Kweisi Mfume; I also want to congratulate Admiral Kramek, Commandant of the Coast Guard for being awarded the NAACP Meritorious Award last night.

Today, I want to talk about the work that we must do together to prepare our people for the vast opportunities and challenges of the 21st century, including the need to make sure all our children have access to the best schools and best education in the world. But before I begin, I ask that we remember that it was one year ago today that 230 people -- many of them school children -- lost their lives in the crash of TWA Flight 800. We are continuing the hard work of finding the cause of this tragedy. But we know that the families and friends of those who lost their lives continue to struggle with their grief and healing. I ask that we pause in a moment of silence to remember the victims, to pray for the survivors and to ask for God's help as we continue our search for answers...

I always look forward to attending this convention. For 88 years now, the NAACP has been running a courageous marathon for equality and social justice. Americans of goodwill who are determined that we achieve our common goal of building a more perfect union, continue to look to you for inspiration.

One of those whom you have inspired is Bill Lann Lee, my nominee to become the first Chinese-American Assistant Attorney General for Civil Rights. Bill Lee has devoted his life to social justice -- spending most of his career as a civil rights lawyer with the NAACP Legal Defense and Educational Fund. I want to thank President Mfume and the NAACP for your strong support of his candidacy. We all know he will do an outstanding job.

Last month, in San Diego, when I called our nation to begin a serious examination of the lingering problems and looming possibilities of our growing racial and ethnic diversity, I was inspired in large measure by the example of the NAACP and one of your founders, Dr. W.E.B. DuBois. In 1903, Dr. DuBois predicted that the problem of the 20th century in America would be the problem of the color line. But he dedicated his life to working against that ominous prediction. And in 1909, in a tiny apartment room in New York City, he and a small group of black and white citizens looked racial injustice squarely in the eye and determined to organize a "large and powerful body of citizens" to combat it.

DuBois??

The NAACP has become that large and powerful body -- the nation's oldest and largest civil rights organization. You began by posing a serious question -- a question that still confronts us: "How far," you asked...[has our nation] gone in assuring to each and every citizen, irrespective of color, the equality of opportunity and equality before the law, which underlie our

American institutions and are guaranteed by the Constitution?" To answer that question, the founders of this great American institution issued a mighty call to "all the believers in democracy." You were the first to call this nation "to join in a national conference for the discussion of present evils, the voicing of protests, and the renewal of the struggle for civil and political liberty."

The echoes of the NAACP's original call are still ringing in the hearts of many Americans. Just a few days ago in Washington, the great scholar, John Hope Franklin convened the first meeting of our Advisory Board on racial reconciliation. I am pleased that Judith Winston has agreed to leave her post as general counsel at the Department of Education, to serve as the board's executive director. She too has stood on the front lines for many years as a soldier for justice. The goal of the advisory board, my goal and your goal is the same -- to help us find a way to make our vibrant and growing diversity, not the great problem, but the great promise of the 21st century. With you at our side, I know we will make great strides in this renewed national effort to build One America. Nothing is more vital to our future and nothing else we do will matter unless we are successful in coming together across all our differences.

With the NAACP's constant leadership, we have come a long way. Through sit-ins and marches, lobbying and legal action, the NAACP has been in the forefront of the greatest non-violent social revolution the world has ever seen. And during the past four-and-a-half years, I have worked hard to strengthen the civil rights protections we all agree are essential to moving this nation forward: From our commitment to mend, not end affirmative action to our determination to vigorously enforce our civil rights laws to our insistence that Congress give us the resources to deal with the current backlog of discrimination claims. We know that a strong commitment to civil rights is not about protecting one group of Americans at the expense of another. Civil rights guarantees are the promise of inclusion and fairness and they lift up all Americans.

In the 21st century, America will face an explosion of diversity. Today, the state of Hawaii has no majority racial or ethnic group. Within the next three years, the same will be true of California. Already five of our largest school districts draw students from over 100 different racial and ethnic groups. We know what we are going to look like in the next century. The great question facing us is what are we going to be like? We know that we are a stronger, more secure and healthier nation when we unite around our shared values and work together to solve our common problems. Just look at what we have accomplished together during the past four-and-a-half years.

Our economy is once again the strongest in the world. Unemployment is the lowest it has been since 1973; 12.5 million new jobs; the largest decline in income inequality since the 1960s; typical family income for African Americans has increased by \$3,000 since 1992; home mortgage lending to African Americans has increased 70 percent since 1993; a 77 percent cut in the deficit. We have cut the deficit and invested in our people and more Americans than ever are reaping the benefits. We are also building a more cohesive society. Last year, we had the largest decline in crime in 36 years. Murders dropped an astounding 11 percent. And we have seen a stunning drop

in our welfare rolls.

I know many of you did not support my signing of the welfare reform bill. But, remember we fought hard to make sure there was a guarantee of nutrition and health care and child care for our children. And we made sure states would have the maximum amount of money to assist the truly needy. So far, it's working. There are 3 million fewer people on welfare than the day I took office -- and 1.2 million fewer since I signed welfare reform into law. This is the largest decrease in the welfare rolls in history, giving us the lowest percentage of our population on welfare since 1970. We have begun to break the cycle of dependency and elevate our values of work, family and responsibility. But, we still have more to do.

We must continue to work together to help welfare recipients get to the new jobs, which are often outside their neighborhoods. That is why Transportation Secretary Slater and I recently proposed legislation providing \$600 million to help states and local communities devise transportation strategies to move people from welfare to work. And that is why I have enlisted the business community in our Welfare-to-Work partnership that will ensure they do their part in hiring welfare recipients and recruiting others to do the same.

3b program

Equal opportunity, equal access to good jobs, racial reconciliation and a renewed commitment to personal responsibility are important to our efforts to prepare our people and our nation for the 21st century. But, today I want to talk about perhaps the greatest challenge we face as we enter the new millennium. The challenge of making sure all our children have access to the best schools and the best education in the world. If we set high standards, expect our children to reach them, and give them the tools and support they need to do so, I know that all our children, no matter where they live, can achieve.

NAACP history role in ed.

Every child in America has the right to a quality education. Today, more than ever we know that knowledge is power. New technologies and the globalization of communications and our economy require that we acquire new skills and make a renewed commitment to life-long learning. But we all know that too many of our schools, especially in our urban areas are failing. There is a disturbing gap in achievement and attainment between low income students and the more advantaged, between black and white.

This is due in large part to the wide disparity of burdens between urban and suburban schools. Unlike the suburban experience, too many children in our urban schools carry more than their books to school. They carry poverty and the effects of growing up in single parent homes. They carry unmet medical needs. They carry the burden of crime and drugs in their neighborhoods. Many more immigrants attend our urban schools, bringing with them language and cultural adjustment problems. And due to size, complexity, extreme infrastructure problems and the great need for professional development and other priorities, it costs more to run an urban school than a suburban school.

But, while more money is acutely needed in our urban schools, the real problem is the tyranny of low expectations. We know that African American, Latino and other minority students

can achieve at the highest levels if they are taught at the highest levels. But too often in America, students from minority and low income families are likely to attend schools with low expectations for student performance, meager cash resources, under prepared teachers and watered down curriculum. **And 43 years after Brown v. Board of Education, most African American and Latino students attend predominantly minority schools. Let us be clear about this: The NAACP has never wavered from its commitment to a fully integrated society, and neither should the rest of America. We may argue about how to get there, but we should continue to stand together in our determination to end segregation -- in our housing, in our workplaces, and in our schools. As the great Thurgood Marshall once said, "Unless our children begin to learn together, there is little hope that our people will ever learn to live together."**

up front

2/27

Despite the dire conditions of many urban schools, some urban schools are succeeding. Every city can point to schools where committed teachers and staff manage to inspire and equip students with the knowledge and skills they need to achieve at the highest levels. These schools show us that given proper support, all children can learn despite the extra hardships they may carry with them to school. We must spread these successes and challenge more of our children to reach for the stars.

That is why Secretary Riley and I have worked so hard to raise academic standards; to give every student the benefit of high expectations and a challenging curriculum. We fought to pass Goals 2000 and overhaul Title 1 so that every child from the poorest inner city school to the most isolated rural school to the richest suburban school would be taught to the same expectation.

That is why we are fighting right now for national standards in reading and math and tests to measure progress. But make no mistake, standards and tests are essential, but alone they are insufficient. As a nation, we must give students and schools the tools they need to reach high standards. And we must do this for all our children. We must leave no one behind. Education is largely a state and local responsibility, but it must be a national priority. That means all of us must do our part -- parents, community groups, state and local government and the federal government to give our children the world-class education they need and deserve.

Students in distressed urban and rural schools need special help, and my Administration has been working to give it to them. We will keep working to get Congress to pass a School Construction Initiative to help local communities renovate and repair schools that need it, and to build new schools if necessary. Students can't learn in buildings that are falling down, in disrepair or seriously overcrowded. Congress balked at including this in the budget agreement, but we will continue to fight for it.

Our children also have a right to go to schools that are safe and drug free. Fear must not be a part of the daily routine of our children. No child should be afraid to walk to school or walk the halls. And it is simply unacceptable that we have children falling behind in learning because of disruption in the classroom. That is why we have fought hard to keep weapons and drugs out of

our schools. And it is why we have supported parents and communities who want to make school uniform and truancy programs a part of their efforts to improve school safety.

We are also committed to making sure students in poor and urban and isolated rural schools have access to the same information that students in the wealthiest communities have. That is why we are working so hard to connect every classroom and library to the Information Superhighway by the year 2000; to make it affordable, and to provide well-trained teachers who can help our students navigate this exciting new world of learning.

But we know that no child will be able to make use of this technology if he or she has not mastered the basics. That is why we are mobilizing one million tutors to make sure that by year one of the next century, every 8-year-old, wherever he or she lives and whatever their native language is, can read independently by the 3rd grade.

But we must do more, especially for urban and poor rural communities where the barriers to achievement are the greatest. Our nation faces a significant teacher recruitment challenge. Over the next decade, we will need to hire over 2 million teachers because of increasing teacher retirements and an enrollment boom that will bring more students than ever before into our classrooms -- a total of 54 million students by the year 2006. A large percentage of these teachers will be needed in our central cities where the challenge of attracting and retaining qualified teachers is the greatest.

As a first step to meeting this challenge, I am announcing today a new initiative to help recruit and prepare a diverse group of teachers to teach in urban and rural communities. We will offer scholarship incentives for people who will commit to teach for at least three years in high poverty communities, with special emphasis on recruiting minorities into teaching. Our proposal also includes funds to strengthen teacher preparation programs, so that those who go into teaching will be better prepared to teach students served by urban and poor rural schools.

This is a downpayment on what must be greater efforts by all of us to improve the quality of education available to students in our urban and poor rural schools. We can draw strength from the lesson of the NAACP's constant push for educational excellence.

This September marks the 40th anniversary of the integration of Little Rock's Central High. I was only 11 years old when the nation's attention was riveted by the scene of 9 black children being escorted by national guardsmen on their first day of school. I also remember that when others refused to stand up for those black children, the NAACP, led by a woman named Daisy Bates, stood with them and walked with them every step of the way. Today, we must again join hands and walk with our children into a new era of excellence in education. This is a job for every American. And I know we can count on the NAACP to lead the way.

Thank you and God bless you all.

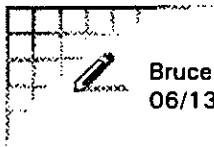
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Wendie a bit?

1. Standards - to counter growing
or low expectations

2. Tools to meet them -
also must hold workers
to high standards



Bruce N. Reed
06/13/97 01:53:07 PM

Record Type: Record

To: Michael Waldman/WHO/EOP

cc:

Subject: Comments on latest draft

For your sake, I wish this were over and done with. The next 24 hours will be as bad as the last 48.

I'm with you -- I liked the previous draft better. This draft is heavy on description and commentary, and a little light on both substance and emotion.

I don't have an easy answer, but a few thoughts:

1) the opportunity section has too little about opportunity and too much on affirmative action. I'm all for a vigorous (and concise) defense of mend it don't end it, but our whole opportunity agenda -- education, urban policy, jobs for welfare recips, etc. -- is a lot more compelling, future-oriented, and more likely to make a real difference.

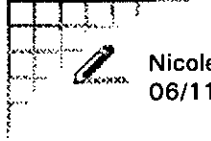
2) the draft is really weak on responsibility. Memphis and Austin both made powerful appeals to whites and blacks alike to take responsibility for their own lives and actions, and not to use divisions as an excuse. That's been the heart of our approach to racial issues, and what set the President apart. It's also a way for him to soar and to challenge, as opposed to just saying, let's have a conversation. (Along these lines, there is almost nothing about crime in this draft, which is a mistake.) We have to say over and over, we have common responsibilities -- to use a favorite phrase, that is our duty to one another.

3) It's a big mistake to say "If we propose nothing but policy ideas that are merely small gestures along the way, that will be too little." That sentence manages to raise expectations and trash everything we've done for the last 2 years. Drop it.

4) It might help to play up the preparing America for the 21st century theme a bit more. You want to paint a vision of an America that leaves all these things behind, where every child has the chance to learn, where every American can live wherever they want, walk wherever they want, become whatever they want. You need to close with a story of multiracial hope that sets the new story line, not just King, Lincoln, and Central High that track the old story line.

2)

Race - San Diego speech



Nicole Elkon
06/11/97 01:20:12 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Angus S. King/WHO/EOP, Andrew J. Mayock/WHO/EOP
Subject: FYI - UCSD Thurgood Marshal College Provost Resigned

FYI --

The advance team in San Diego has made me aware of the fact that the Provost of the Thurgood Marshal College, Cecil Lytle, resigned (effective immediately) late last night due to a University decision to reject the idea of having a charter high school on campus.

To quote the Union Tribune article, "Lytle said it is important to see the charter proposal in the context of the UC Board of Regents 1995 decision to end affirmative action in the undergraduate admissions, effective next spring."

I am forwarding the Union Tribune article to you all asap.

Further - Ward Connolly has decided to attend the UCSD commencement exercises. Due to his high position in the University system he will be speaking at the commencement and attending the lunch.

Message Sent To:

Sylvia M. Mathews/WHO/EOP
Bob J. Nash/WHO/EOP
Ann F. Walker/WHO/EOP
Minyon Moore/WHO/EOP
Ann F. Lewis/WHO/EOP
Robert B. Johnson/WHO/EOP
Lynn G. Cutler/WHO/EOP
Maria Echaveste/WHO/EOP
Elena Kagan/OPD/EOP
Joseph P. Lockhart/WHO/EOP
Julie E. Mason/WHO/EOP

UCSD variants of "diversity is our greatest strength"

Racial Covenants: Before this university could even be built, the local realtors had to agree to drop restrictive covenants and sell to Asians, Blacks, and Jews.

Women and Nepotism Rules: When Maria Geoppert-Mayer was hired for the UCSD faculty, she had never before held a regular faculty appointment because some universities would not hire women physicists and others would not hire wives. Shortly after she arrived here she won the Nobel Prize.

International Flow of Ideas: There have been twelve Nobel Laureates associated with this university as professors, researchers or students. They were born in nine different countries. One of them was Susumu Tanagawa, the first Japanese to receive a Nobel Prize in Physiology or Medicine, who received his Ph.D. here. This campus has one of the largest groups of National Academy of Science members in the country; they were born in more than 15 (exact number later) countries.

Diversity: Student body approximately 28% Asian-American, five percent black, nine percent Hispanic, two percent other Central and Latin American, 45% Anglo.

Global "Involvement": The Graduate School of International Relations and Pacific Studies is the first of its kind and trains students specifically to live and work in Pacific Rim countries. The Dean, Richard Feinberg, was on NSC and planned the Clinton LA swing.

Colleges named for: Earl Warren, Thurgood Marshall, Eleanor Roosevelt.

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THE PRESIDENT HAS BEEN
5-1-97

THE WHITE HOUSE
WASHINGTON

File - Science - Morgan
State Speech
and
Race - San Diego speech
April 29, 1997

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'97 APR 29 PM 4:45

*Howard
Cheney*

MEMORANDUM FOR THE PRESIDENT

CC: ERSKINE BOWLES, SYLVIA MATHEWS AND JOHN PODESTA

FROM: DON BAER, ANN LEWIS, MICHAEL WALDMAN, ANTONY BLINKEN, STEPHANIE STREETT AND JENNIFER PALMIERI

SUBJECT: COMMENCEMENT ADDRESSES

This memo provides a framework for a series of commencement addresses you could deliver between now and mid-June. One proposal we have been developing, included in Mark Penn's agenda at the most recent political meeting, is to use this year's commencement speeches to return the focus of the press and public to the central theme of your State of the Union address -- preparing America for the 21st Century.

We believe that we can further this goal by creating a package of three commencement addresses. Each would focus on a separate subject vital to the American people in the 21st Century, and could contain strong news to ensure enthusiastic coverage. But each would also return to your broader message -- the need to take advantage of the forces of change, so that they work for us, not against us.

Working closely with the Domestic Policy Council, the Press Office, Political Affairs, Public Liaison and the Race/Reconciliation working group, we have identified the following sites and subjects for your consideration:

- Sunday, May 18 Morgan State University -- Science and Technology
- Saturday, May 31 West Point -- Foreign Policy vision/NATO enlargement
- Saturday, June 14 UC San Diego -- Race and Reconciliation

As you have indicated, the June 6 Sidwell Friends graduation will be closed to the press and therefore not a message event.

Morgan State -- Science and Technology. This is the site recommended by the Scheduling, Public Liaison and Political offices. It would be your first commencement address at a historically black college. (The school is headed by Dr. Earl Richardson, a member of your Board of Advisors on Historically Black Colleges.)

THE PRESIDENT HAS SEEN

5-1-97

No subject better conveys your focus on the future than science and technology, yet it is a subject you have rarely addressed in a concentrated way. This speech is a big opportunity for you to reflect on the new wonders of science and the Information Age -- but also the ethical dilemmas they pose and the need to harness them so that they work for us, not against us (e.g. computers vs. freedom of speech, cloning vs. natural selection). This is an ideal site for such a speech; traditionally a leading producer of African-American teachers, Morgan State has increasingly focussed on the sciences and now enrolls 60% of all African-American engineering majors in Maryland. This topic would also be a follow-up to your May 16 meeting with survivors of the Tuskegee Study. Terry Edmonds, who attended Morgan State, agrees with us that giving a speech on a topic of general interest at a historically black college -- rather than focussing on a race-related topic -- would be seen as a sign of respect by the African-American community.

The following policy announcements could be included if they are ready in time:

✓ A diabetes initiative (as discussed at a recent political strategy session), since this disease is of special concern to African-Americans;

✓ Lead-in to the National Bioethics Committee's cloning report, due the following week, or announcement of its findings if we are able to speed up the report's release, which would draw major attention to this speech;

✓ New legislation on genetic screening, placing limits on use of genetic information by insurance companies for underwriting purposes.

Education and religion options. Another possible topic for Morgan State is education, your top priority, which is not currently reflected in this proposed package of commencement addresses. However, this period will not be without a major education event; we will soon propose to you an education town hall meeting for late May (including strong news announcements), which would give us an opportunity to push your standards agenda in a high-profile way during this period. We will also explore "turnaround" school options, including the school you mentioned in Corpus Christi, Texas -- either as a possible venue for a town hall meeting, or as a separate event sometime in late June. An additional commencement option which some have suggested is a major address on religion, although it is not clear what you would say that goes beyond your highly-acclaimed 1995 speech on religious liberty.

Recommendation: that you deliver a May 18th commencement address at Morgan State University on science and technology.

Agree Disagree Discuss

West Point -- Foreign Policy Vision/NATO Enlargement. This is an opportunity to deliver one of the major foreign policy addresses of your second term -- presenting your vision of the demands of American leadership in the 21st Century, making a strong case for NATO enlargement, and also framing your major foreign policy actions from May through July to make

clear the larger purposes that unite them (with the NSC, we will put forward a themes memo showing how to pull this all together). This would be paired with a speech you would deliver two days earlier in the Hague to commemorate the 50th anniversary of the Marshall Plan -- billed as "President Clinton's major address to the people of Europe on the future of American-European relations." The West Point speech would be your major address to the American people on the same subject. (The contents of both will obviously depend on negotiations regarding NATO and Russia).

Please note that there is a strong feeling among your foreign policy advisers that you need to press the case publicly for NATO enlargement. Given the timing of this speech, that argument would definitely be newsworthy.

Recommendation: that you deliver a May 31st commencement address at West Point on foreign policy vision and NATO enlargement.

Agree Disagree Discuss

UC San Diego -- Race and Reconciliation. This could be the place where you announce actions relating to race and reconciliation, and deliver a strong One America speech -- focussed on harnessing the increasing diversity of our nation as our greatest strength. One recommendation is that you deliver such a speech in California -- the gateway to much of the world and the embodiment of American diversity. UC San Diego itself is very diverse (3% African-American, 29% Asian, 12% Latino), as is the surrounding San Diego metropolitan area (9% African American, 11% Asian, 19% Hispanic).

Giving a race-related speech at a University of California campus will undoubtedly raise two controversial issues -- the UC Regents' affirmative action policy and Proposition 209. However, this would enable you to address these issues directly, and we believe this should not prevent you from giving an address at UC San Diego. In fact, UC San Diego recently signed onto a letter printed in the New York Times in support of affirmative action.

It should be noted that a number of other western, racially diverse schools -- including the Universities of Washington, Oregon, Arizona and New Mexico -- were considered and rejected because of scheduling conflicts or policy issues the Administration has pending with particular universities.

Recommendation: that you deliver a June 14th commencement address at UC San Diego on race and reconciliation.

Agree Disagree Discuss

Other principals' commencement schedules. For your information, the Vice President

is currently scheduled to address the Naval Academy on May 23. The First Lady is scheduled to speak at the Banneker High School graduation in DC on June 13, and is delivering the commencement address at Ohio University on June 14 -- which, if you agree with the above, would be the same day as your UC San Diego speech.