

1 THE FRANK G. RAICHLE
2 LECTURE SERIES ON
3 LAW IN AMERICAN SOCIETY
4

5 Speaker: Janet Reno, Attorney General
6 of the United States
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1 ATTORNEY GENERAL JANET RENO: Thank you
2 everybody here for making me feel so welcome this
3 evening and for giving me the privilege to talk on
4 the subject of law in the American Society.

5 I love the law. I love it for what it
6 can do, protect people, protect the innocent, to
7 hold the guilty accountable. I'm glad I pursued
8 the law. It has been a wonderful experience and a
9 great challenge filled with much diversity and so
10 many different fascinating and interesting issues
11 that impact on the human situation in this world.

12 But I like to think of the law mostly as
13 a problem solver. And I fear that in this day and
14 time too many lawyers have forgotten their role as

15 problem solvers and have become too focused on too
16 small an arena to be truly effective in making the
17 law real for all Americans.

18 Let me give you some examples. I would
19 watch in Miami as one of my prosecutors prosecuted
20 a young man with an obvious crack addiction. He
21 would get some prison time because it was a second
22 or third offense but there was little follow up
23 until we focused on it, on what happened to that
24 person after he went to jail. Did he get
25 treatment? The prosecutor considered that his job

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1 was done when he got him convicted. Or on other
2 occasions the public defender would feel that he
3 had won a big victory when he got his client off on
4 a motion to dismiss, ignoring the fact that his
5 client was in the grip of an addiction that was the
6 worst prison than anything that man could
7 manufacture for him with bars. The public defender
8 would feel that his job was over, although there
9 was so much yet to be done in solving the real
10 problem that this person confronted, a problem made
11 all the more acute because he did not have cash to
12 pay for treatment. He did not have health
13 insurance to pay for treatment and he did not know
14 where to turn next.

15 Or in other instances, you will see the
16 courts write a marvelously crafted opinion with
17 careful legal research involved. The court, based
18 on this research, will direct somebody in
19 government to do something, to improve conditions
20 in an institution, to provide processes, all of
21 which cost money. But the lawyer who was
22 responsible for securing that marvelous opinion and
23 the judges who write it, will not address the most
24 difficult issue of how we are going to pay for it
25 and how we, as lawyers, participate in the

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1 organization of government so that the law is real
2 for all Americans and the law means what it says.

3 It is estimated now that approximately 70

4 percent of the poor and the working poor in this
5 country do not have access to a lawyer, much less
6 to the courts. Our real question is, how do we
7 make the law real for all Americans? And
8 particularly, how do we make the law real for the
9 young people of America today?

10 As the Attorney General of the United
11 States, as a prosecutor for 15 areas, I think the
12 greatest single prime problem we face in this
13 country today is youth violence. We have seen a
14 dramatic increase since 1985. But youth violence
15 is just one of the symptoms of this nation's
16 neglect of its children and of their families.
17 Teen pregnancy, teen suicide, drugs, drop-outs,
18 lack of skill, we have done so much to create risk
19 and danger for our children. Now, has come the
20 time for us all as lawyers, as doctors, as
21 university professors, as students, as people who
22 care deeply about this nation to reweave the fabric
23 of the community around our young people at risk.
24 The signs on the horizon are ominous if we do not
25 act now.

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1 Lacking a vision of a productive
2 adulthood and without constructive activities in
3 which to participate, startling numbers of young
4 people are engaging in self-destructive behavior,
5 the crime, the violence, the drugs. Too many of
6 our children are dropping out of school and
7 participating in gangs because they have no other
8 place to go, no other place to belong.
9 Instead of enjoying safety in their neighborhood,
10 kids face danger from crime and violence. Instead
11 of a college education and economic security, they
12 face a lack of job training and employment
13 opportunity. Instead of care and respect, they are
14 often neglected, abused and forgotten. And without
15 clear and consistent adult support they feel
16 alienated from society.

17 While adult crime rates are down, the
18 same cannot be said for juvenile crime. Between
19 1990 and 1994 juvenile crime rates shot up by 21

20 percent. What makes this problem much worse is
21 that in 1990 there were only ten million juveniles
22 in this country age 15 to 17. That number will
23 grow to 13.1 million by the year 2010, a 31 percent
24 increase. This means that if the juvenile crime
25 rate stays the same, the number of crimes committed

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1 by young people will increase by one-third. To put
2 that in perspective, consider this. In 1994, 2.7
3 million juveniles were arrested for various
4 offenses. By the year 2010 that number will
5 increase to 3.5 million. Unless we do something
6 about youth violence now, unless we do something
7 about gangs and drugs and alcohol and drug abuse,
8 the problem is only going to become more acute for
9 the future.

10 And it is not just a matter of our
11 safety. Unless we start structuring the government
12 and our institutions so that we make an investment
13 in children upfront, we are not going to have
14 people with the skills necessary to fill the jobs
15 to maintain this nation as a first rate nation.
16 Unless we make an investment in children now and
17 proper preventative medical care, we will bring
18 health care institutions to their knees through
19 remedial programs that had to be instituted because
20 we failed to invest upfront.

21 What leads to the problems that we are
22 seeing today? I have alluded to them. The best
23 study is the recent study of the Carnegie
24 Foundation which talks about the developmental
25 neglect of our children. Focusing on early

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1 adolescence, the report notes that with high rates
2 of divorce, increases in the number of families in
3 which both parents work and the growth of
4 single-parent families exacerbated by the erosion
5 of neighborhood networks and other traditional
6 support systems, children now spend significantly
7 less time in the company of adults than they did
8 just a few decades ago.

9 In this environment is it any wonder that
10 by the age of 17 about 25 percent of all
11 adolescents have engaged in behavior that is
12 harmful to themselves or others. If a child
13 doesn't have a parent, an older brother or sister,
14 a neighbor, a teacher, a clergyman to teach them
15 what is right and wrong, where will she learn?

16 Where do we begin? People choose
17 different points along the route of the childhood
18 to intervene. But let me give you the picture of
19 the whole and how lawyers and everyone in the
20 community must join together to give the child a
21 life as a whole.

22 I would pick up a pre-sentence
23 investigation of a child that I had prosecuted as a
24 delinquent for an armed robbery. At age 17 he
25 would have been in trouble twice but even before he

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1 got in trouble, you could see all along the way
2 points that we might have intervened to make a
3 difference in that child's life and to save that
4 child from risk. One of the first points that I
5 noticed was the correlation between delinquency and
6 dropouts. And we developed a dropout prevention
7 program to focus on middle schools. But it became
8 clear that you could not wait until the middle
9 school because the child had already fallen grade
10 levels behind. He was already developing a lack of
11 self-respect because people thought he was stupid.
12 You had to start early on in elementary school and
13 so we started with a neighborhood intervention
14 program.

15 But at that point, the crack epidemic hit
16 Miami early on in 1985. And I had to figure out
17 what to do about crack involved infants and their
18 mothers. Did I prosecute the mother, did I get the
19 child adjudicated dependent?

20 The doctors took me to our public
21 hospital to the neonatal unit, to the nursery which
22 was overwhelmed by children who could not be sent
23 home, by children who had not been talked to or
24 held except when changed and fed, children who

25 after six weeks were not beginning to respond with

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1 human emotions, whereas across the nursery a child
2 born with birth defects but with loving parents
3 with her as much as possible around the clock, that
4 child was beginning to respond through the pain
5 with human response.

6 And what those doctors and child
7 developing people taught me then was so critically
8 important, that the first three years of life are
9 the most important in terms of shaping future human
10 behavior. The 50 percent of all learned human
11 response is learned in the first year of life.
12 What good are all the educational opportunities
13 going to be ten years from now if that child does
14 not have the foundation for learning formed in
15 those first years.

16 The concept of reward and punishment and
17 a conscience is developed during the first three
18 years of life. What good are all the prisons that
19 we might construct 18 years from now going to be if
20 the child doesn't understand what punishment is all
21 about? We see more and more children without
22 supervision in those early years, without parents
23 who know how to be parents, more and more children
24 at risk for the rest of their lives and creating a
25 risk for all of us.

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1 Now, what does that have to do with law
2 in the American society? For most of our history,
3 parents were responsible for those first three
4 years and they are by far and away the best
5 caregiver. But we see parents working, we see
6 parents neglecting, we see parents indifferent.
7 And how does government, how do the private and
8 public institutions of this nation join together to
9 give those children, those children who deserve to
10 be heard and who do not have a voice, the
11 opportunity to grow in a strong, constructive way.
12 That is the challenge for America's lawyers, for
13 our doctors, for citizens that care. How do we

14 devise new systems that can deliver those services
15 and the best way possible? Those are the issues
16 that we must face.

17 I am convinced that if we look at the
18 whole of the child's life, if we look at the whole
19 of the community rather than the narrow focus of
20 the courtroom, the narrow focus of the judicial
21 opinion, the narrow focus of a contract, that we as
22 lawyers and all others that care can make a
23 difference in the lives of America's children for
24 the future.

25 We begin by building careful piece by

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1 piece. I told the story earlier this evening but
2 this is the way I approach it, with a lesson, one
3 of the most important lessons I have learned in my
4 life. When I was about eight years old, we lived
5 in a little wooden house. There were four children
6 in the family a year apart and we were outgrowing
7 it rapidly. My father did not have enough money to
8 hire a contractor to build a larger house. One
9 afternoon my mother announced that she was going to
10 build a house. We said, what do you know about
11 building a house? She said, I'm going to learn.
12 She went to the brick mason and the electrician and
13 the plumber and she learned how to build a house.
14 And she dug the foundation with her own hands with
15 a pic and shovel, she laid the block, she put in
16 the wiring and the plumbing and my father would
17 help her with the heavy beams when he came home
18 from work at night. She and I lived in that house
19 until she died in December just before I came to
20 Washington and it is still my home.

21 As I would drive down the little dirt
22 road towards that house and see it standing there,
23 no matter how difficult a problem I faced that day,
24 that house was the symbol to me that you can do
25 anything you really want to if you put your mind to

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1 it and carefully build it.

2 But that house taught me another very

3 important lesson in August of 1992 when Hurricane
4 Andrew hit our area directly. About three o'clock
5 in the morning my mother got up as the winds began
6 to howl. She was very old and frail and she sat
7 down in her chair and she folded her hands and she
8 looked totally unafraid for she knew how she had
9 built that house. She knew that she had not cut
10 corners, that she had used the best materials, that
11 she had done it the right way.

12 And I think we've got to look at what it
13 takes to raise children. And as lawyers and as
14 citizens who care, as university professors, as
15 doctors, as students, as people who care, we've got
16 to figure out how to deliver services to our
17 youngsters who are at risk so that they have a
18 future.

19 Let us begin at the beginning with those
20 years zero to three. How can we improve our
21 parenting skills? Can we teach parenting in our
22 public schools? If we have strong parents, we will
23 bring stronger children into this world. Let us
24 make sure that they have appropriate health care.

25 As lawyers we should look at a nation

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1 that doesn't make sense sometimes. This is a
2 nation that says to a person 70 years of age, you
3 can have an operation that will extend your life
4 expectancy by three years but we turn to the child
5 of a working poor person who doesn't have money for
6 medical care, who has no health care benefits. And
7 we say to that child, you can't get preventative
8 medical care because your father makes too much
9 money to be eligible for Medicaid but he doesn't
10 have any other resources.

11 At least for our children, we ought out
12 to be able to devise, as lawyers, as problem
13 solvers, as doctors and as citizens who care, a
14 system for delivering health care to our children
15 so that they can grow in a strong, constructive
16 way. Let us make sure that our parents are
17 accountable for supporting their
18 children.

19 One of the most frustrating things is to
20 see what lawyers have done in the collection of
21 child support. They've made it awfully
22 complicated. It ought to be as easy to collect
23 child support as it is to collect income tax in
24 this country and the system ought to be as
25 effective.

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1 Let us understand that violence is
2 probably most often learned in the home. Forty
3 percent of the cases that I handled in Dade County
4 at different times were estimated to arise, 40
5 percent of the homicides from domestic violence,
6 husband and wife, boyfriend and girlfriend,
7 ex-spouse. I never thought that I would see the
8 direct correlation between that and youth violence
9 but the American Psychological Association proves
10 what I have long sensed. That unless we end
11 violence in the home, we are never going to end it
12 in the streets of this nation. In a recent report
13 they pointed out that violence is a learned
14 behavior and that the home is one of the best
15 classrooms.

16 Let us take police and the court system
17 and the emergency room, let us take doctors and
18 lawyers together and through a joint criminal
19 justice public health initiative, let us focus on
20 domestic violence and say once and for all, we're
21 not going to tolerate it. Let us make sure the
22 system is responsive, that instead of sending a
23 women to five different places to secure a
24 restraining order, to seek shelter, to seek
25 assistance, to seek support that we have one center

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1 where that person can go in a simplified process
2 that makes the law real for her and provides true
3 protection.

4 Let gets
5 police, prosecutors and others involved so we can
6 get to the heart, to the very core of the whole
7 area of child abuse. Handling a child abuse case

8 is one of the most dredging experiences that I
9 know. But that child who is abused grows up to be
10 the violent child. We've got to intervene early
11 both to protect the child from abuse and to
12 interrupt the cycle of violence. Let us train
13 lawyers and police officers to work together to
14 identify the signs of child abuse early on and to
15 work with the court system and medical experts to
16 find the best solutions.

17 Let us understand how important education
18 is. Something is terribly wrong with the nation
19 that's paying its Wall Street lawyers what they're
20 getting when they come out of law school and paying
21 those football players in the six-digit figures and
22 then pays the school teachers what we pay them.
23 These people are the most important person in a
24 child's life for a significant portion of that
25 child's life. And somehow or another, we ought to

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1 be able to structure teaching time so that they are
2 free of bureaucracies, free of the red tape and
3 that they are recognized by all the community for
4 the work, the critical work they do with our
5 children. Let us make sure that we develop a
6 program that can prevent children from leaving
7 school, either through truancy or dropouts.

8 But, again, we watch the system. We will
9 see a police officer do wonderful work with
10 truancy. They'll take the truant third grader back
11 to school, the school will call home, the parent
12 will not come get the child and the school will
13 send the child home by the bus and nobody will
14 intervene and find out that that family is sliding
15 into danger and into risk. Whereas, if we could
16 intervene effectively, we could have made a
17 difference. Lawyers should be problem solvers,
18 working with community police officers, working
19 with public health nurses, to form a team to knock
20 on doors to find out what is wrong and to reach out
21 and hold out a helping hand to a family at risk of
22 greater danger. But let us be creative in our
23 problem solving.

24 Lawyers sure can get fussy with each
25 other. They can argue, they can advocate, they can

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1 discuss and sound so fierce in the courtroom. But
2 the lawyers that I think are the most effective are
3 those lawyers that can keep their clients out of
4 the courtroom, those lawyers that know how to
5 negotiate an issue so that both sides are pleased
6 with the resolution. It is so exciting to see what
7 lawyers are doing across this country today
8 volunteering their time in schools across this
9 nation to teach our young people how to resolve
10 their conflicts without knives and guns and fists.
11 It is so exciting to see programs that are already
12 helping our children but we need to have more of
13 them, more like the thrive truancy reduction
14 initiative in Oklahoma City which led to a 29
15 percent decrease in truancy rates or the Bigs In
16 Blue mentoring program in Warren County, New
17 Jersey, which matches at risk youth with police
18 officer mentors and like the Resolving Conflict
19 Creatively program which has taught children in New
20 York and other states how to resolve conflicts
21 without violence. Let us be creative in solving
22 problems rather than generating conflicts in the
23 courtroom.

24 But even if we do right in school, we
25 have got to understand the phenomenon that has

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1 developed that the Carnegie Foundation's report
2 refers to. What are we going to do with our
3 children in the afternoon and evening hours and on
4 weekends and during the summer months when they are
5 so at risk, when they are so alone, when they are
6 so remote from structure and supervision. That
7 unsupervised time is key. And every expert that I
8 have talked to says, if I could find something to
9 do for kids in the afternoon it would make such a
10 difference.

11 Young people that I've talked to who have
12 been in trouble or who are in trouble, when I ask

13 them, what could be done to have prevented the
14 trouble in the first place, tell me two things,
15 something to do the in non-school hours and
16 somebody to talk to, somebody who understands how
17 hard it is to grow up in America today, somebody
18 that can give me a pat on the back when I deserve
19 it, somebody who can chastise me when I deserve
20 that as well. We can do so much if we understand
21 why kids are joining gangs. That's the only place
22 they have a sense that they can belong. Let us
23 give them positive alternatives.

24 Now, as I mentioned earlier in the day to
25 a group, one of the things that frustrates me and

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1 one of the ways lawyers can start being problem
2 solvers in the bigger picture is I'll go to a
3 community meeting and the citizens will be asking
4 City commission for a youth center for recreational
5 programs and other programs for kids after school.
6 A big capital expenditure. I then turn and drive
7 away and pass the school at 4:30 in the afternoon,
8 it's locked and barred and not being used. And I
9 can't figure out why we can't develop a system
10 where the schools are used during the non-school
11 hours for recreational programs, family centers,
12 community centers.

13 Well, I'm told when I ask many school
14 officials, well, if you've got the problem of
15 liability, and this is a state system and that's a
16 county system, if we as lawyers and we as educators
17 and we as community participants who care can't
18 solve that problem, then we should find another
19 line of business. We ought to be able to take our
20 resources and make a difference because that's
21 where the problem lies. We have so many people who
22 care so much about getting something done but they
23 have so many choices to make. Should I put it into
24 education, says the city councilman, or should I
25 put it into police? Our monies are being cut

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1 constantly and I don't begin to have the resources.

2 Let's take an inventory of a community
3 like Buffalo and look at what you have and then
4 make sure that we are using every facility to the
5 utmost, that we are using every resource, that we
6 are not duplicating our efforts and that we are
7 making that early investment upfront. All of this
8 would be difficult unless we address the immediate
9 issue of the safety of our children. Guns are
10 killing our kids. Guns in the hands of kids are a
11 deadly combination--guns and drugs and alcohol.

12 If we, again, use the innovative sense
13 that we should be about, if we can look at what
14 works and what doesn't work, we can develop
15 treatment programs for our kids that can keep them
16 out of drugs that they've gotten into them. We can
17 focus on those in the neighborhood who are dealing
18 drugs with children and get them out of the
19 neighborhood and send them to prison where they
20 belong. We can work together, state and federal
21 and local law enforcement to trace the guns that
22 come from other states or from other sources and
23 take effective action. But we have got to speak
24 out and make sure that we focus on the safety of
25 our children. That's why it's so exciting to see

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1 community policing beginning to work across the
2 country and here in Buffalo. Police officers who
3 relate to the neighborhood, relate to kids and
4 build the trust of kids.

5 All the law in the world wouldn't make
6 any difference if kids can't trust the people who
7 enforce the law. And when you see a community
8 police officer whose developed the trust of kids,
9 kids can look up to him and say, that's my mentor,
10 he's the one that's been keeping me on the straight
11 and narrow trail. And the look on his face, just
12 real respect and admiration, you can understand
13 what we can do if we promote community policing
14 done in the right way.

15 But it's not just community policing. It
16 is also community justice. It is troubling to see
17 a probation officer trying to work with a child not

18 knowing the police officer, not knowing the Judge
19 involved and nobody knowing the neighborhood where
20 the child is from. If we concentrate our efforts
21 together, again, we can make such a difference.
22 But it's going to be how we solve the problem, not
23 how we create the problem or how we generate cases
24 for the courts.

25 But inevitability, the courts must come

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1 into play because there will always be children who
2 violate the law. There will always be children who
3 must be held accountable. And we must make sure
4 that children understand there is a consequence for
5 their action. The Miami police officers would tell
6 me again and again, these kids don't think anything
7 is going to happen to them. They think they're
8 going to get a slap on the wrist. I have heard of
9 others now who use kids because they don't think
10 anything is going to happen to the kid and he does
11 the dirty work for them.

12 We've got to develop a system in our
13 juvenile justice arena where kids know there will
14 be a certain fair sanction that fits the crime and
15 that it will be imposed, that if they get into
16 trouble, there will be an ever increasing sanction
17 that fits the crime, that if they have problems
18 there will be a coherent plan of treatment
19 developed to address the issue that caused the
20 crime in the first place. It makes no sense to
21 punish a kid who has a drug problem and not do
22 anything about the drug problem and let him go back
23 to the community. He's going to be doing it all
24 over again. But as lawyers, we have too often
25 stood by while all that has happened too often

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1 across the country.

2 It has happened too often because the
3 funding has been totally inadequate in so many
4 instances for juvenile justice programs. All of us
5 as lawyers, all of us as people who care in our
6 community must speak out to make sure that there is

7 adequate, sufficient funding for our juvenile
8 justice system so that it can truly have a chance
9 at making a difference for our children.

10 The children must learn once and for
11 all that there is no excuse, no excuse whatsoever,
12 not where they came from or how they grew up for
13 putting a gun up beside somebody's head and hurting
14 them. And there must be an appropriate sanction to
15 fit the crime.

16 But even if all of this works, what good
17 is it going to do if a child graduates from high
18 school and there is no job no matter what he or she
19 does? We have got to make sure that in our job
20 training and placement programs we give the kids
21 skills that can enable them to participate in the
22 modern technology of today. For those that have
23 not yet developed the skills, we've got to provide
24 entry level opportunities. A job can oftentimes be
25 the best means of prevention. But if we say to a

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1 child, do everything right, and then
2 you still can't get a job, that is defeating all
3 the investment we make upfront.

4 In short, the law in American society is
5 not just a matter of written opinions, it's not
6 just a matter of courtroom advocacy, it's not just
7 a matter of who can write the best contract. The
8 law is the people of this country. The law is an
9 investment in people so that they can be
10 sufficiently strong to use the law themselves to
11 protect themselves.

12 We have much to do but perhaps one of the
13 places that those students who are here tonight can
14 look almost immediately for what they can do as to
15 their own family. As you graduate from Canisius,
16 as you think about law school, as you go out and
17 start to raise your family, focus on that family.
18 Don't let work, don't let the legal profession,
19 don't let your valuable careers, whatever you
20 choose to do, overwhelm your family life.

21 When my mother wasn't working on the
22 house, she was teaching us to play baseball and to

23 appreciate Beethoven's symphony. She was teaching
24 us how to play fair, she was punishing us when we
25 deserved it, she loved us with all of her heart.

25

1 There is no child care in the world that will ever
2 be a substitute for what that lady was in our life.

3 Now, I watch young parents struggle to
4 get breakfast on the table, get the children off to
5 school, both of them go to work, they struggle home
6 through the rush hour traffic, get dinner on the
7 table, the children bathed and homework done.
8 Saturdays they run errands, Sundays they go to
9 church and start all over again for the week to
10 come and they don't have quality time with their
11 children. Again, each in our own family has got to
12 figure out how we can devise workplace and a family
13 setting that will permit both parents to spend
14 quality time with their children.

15 With telecommuting and modern technology,
16 job sharing opportunities, we should be demanding
17 the workplaces of America, the law firms of America
18 a workplace that puts the family first. Now, some
19 people when I first mention this shy away from it
20 and say, how is that possible? How can I maintain
21 my profits? I think we're going to see workplaces
22 in America that put families first because families
23 are going to insist on it. They are by far the
24 best caregiver. And, surely, we as lawyers and as
25 people who care can structure the system that makes

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1 sense. Giving us the opportunity for professional
2 development, for earning an income while at the
3 same time giving our children the love and
4 nurturing that they so sorely need.

5 In these last months as I've talked about
6 the problems and the violence, many people have
7 said the problems seem so big and I don't know
8 where to start. But I have seen America work
9 through other terrible situations. In August of
10 '92 when Andrew hit and it was as if the world was
11 almost paralyzed for two or three days following

12 it, people walked around stunned and shocked
13 because their world had been turned upside down.
14 And then I watched people come together, start
15 directing traffic on their own, delivering water to
16 people who needed it, carrying clothes to other
17 people. There was a bond and a unity of people
18 coming together to solve each others problems. It
19 was almost miraculous and that community is almost
20 fully recovered now.

21 Then on April 19th of last year and the
22 Sunday that followed I went to Oklahoma City and I
23 watched the citizens of Oklahoma City, survivors,
24 victims, come together and speak out against the
25 violence that has fallen on them. Joining with

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1 others help the survivors to begin to heal, work
2 with law enforcement to see that the persons
3 responsible were held accountable.

4 Wherever I have gone across this nation,
5 I see people who have helped. Firefighters in
6 Indianapolis, emergency room people in Arlington,
7 Virginia, everyone coming forth to reach out and
8 help and make a difference.

9 We have a problem of youth violence and
10 youth in danger in this country that is of the same
11 dimension. But with the spirit of the this nation,
12 the ability to solve problems and the can-do attitude
13 that made this nation great I know that we will
14 join together, uniting communities, bringing people
15 together from all this so that child by child,
16 family by family, school by school, block by block
17 neighborhood by neighborhood, city by city, we take
18 back America for our children to begin.