

Originally Processed With FOIA(s):
2005-0336-F

FOIA Number:
2005-0336-F

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the George Bush Presidential
Library Staff.**

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Personal Files

OA/ID Number: 62029
Folder ID Number: 62029-009

Folder Title:
D. Allan Bromley: Personal [6 of 6] [1992]

Stack:	Row:	Section:	Shelf:	Position:
	0	0	0	0

"Document Control"

TYPE: ACTION DOCUMENT NUMBER: 9200530
ORIGINATOR: 02 STATUS I DIRECTORATE STATUS

FROM: BECKLER, David Z.: CARNEGIE COMMISSION

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 02/18/92

SUBJECT: HE IS FORWARDING A PHOTOGRAPH OF THE CARNEGIE GROUP
TAKEN AT ITS SECOND MEETING IN MT. KISCO. ALSO
ENCLOSED ARE PHOTOGRAPHS FOR DR. BROMLEY'S
AUTOGRAPH.

DIRECTORATE STAFF
ASSIGNED: D. Allan Bromley ASSIGNED:

ACTION STAFF
REQUIRED: AS NECESSARY ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: 03/05/92 STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO:

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/20/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



0530 A

CARNEGIE COMMISSION
ON SCIENCE, TECHNOLOGY, AND GOVERNMENT

RECEIVED

1616 P STREET, NW, SUITE 400, WASHINGTON, DC 20036, PHONE: (202) 332-2221, FAX: (202) 332-2226

92 FEB 20 P 2: 08

February 18, 1992

OSTP
MAIL ROOM

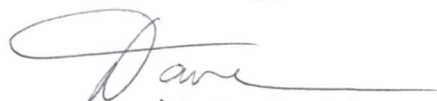
Dr. D. Allan Bromley
Assistant to the President for Science and Technology
The Old Executive Office Building
17th and Penna. Ave., N.W.
Washington, D.C. 20506

Dear Allan,

I am enclosing your copy of a framed photograph of the Carnegie Group taken at its second meeting in Mt. Kisco last October. Also enclosed are matted photos for the other members, which we would appreciate your autographing and returning to the Carnegie Commission at 10 Waverly Place, New York, N.Y. 10003, attention of Dolores Locascio.

We at Carnegie will miss seeing the members at future reunions and wish the Group continuing success. Its informal, off-the-record format, limited to principals, could well be emulated in other areas of government policy.

Sincerely,



David Z. Beckler
Associate Director

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200552

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: HARVEY, William R.: HAMPTON UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 02/11/92

SUBJECT: A LETTER OF CONGRATULATIONS FOR RECIEVING THE
HONORARY DOCTORATE FROM THE COLLEGE OF WILLIAM AND
MARY.

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/20/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



HAMPTON



UNIVERSITY
RECEIVED

HAMPTON, VIRGINIA 23668

(804) 727-5231

0552 info
FEB 20 P 2: 09

OFFICE OF THE PRESIDENT

OSTP
MAIL ROOM
February 11, 1992

The Honorable D. Allan Bromley
Assistant to the President
for Science and Technology
Old Executive Office Building
17th Street and Pennsylvania Avenue, N.W.
Room 358
Washington, D.C. 20506

Dear Dr. Bromley:

Congratulations on receiving an honorary doctorate from the College of William and Mary on Charter Day 1992. My wife Norma is a member of the Board of Visitors and informed me of your being honored. If I can be of assistance to you in any way, please do not hesitate to call on me.

With all good wishes,

William R. Harvey
President

WRH:wr

Enclosure
Annual Report

H A M P T O N
U N I V E R S I T Y



P R E S I D E N T ' S
A N N U A L R E P O R T

1 9 9 0 - 9 1



"Document Control"

TYPE: ACTION DOCUMENT NUMBER: 9200494
ORIGINATOR: 02 STATUS I DIRECTORATE STATUS

FROM: HART, Richard E.: R.E. HART & CO.

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 02/07/92

SUBJECT: HE REQUESTS FOR DR. BROMLEY TO USE HIS INFLUENCE TO
PERSUADE YALE UNIVERSITY'S MANAGEMENT TO RECOGNIZE
THE IMPORTANCE OF ENGINEERING.

DIRECTORATE STAFF
ASSIGNED: D. Allan Bromley ASSIGNED:

ACTION STAFF
REQUIRED: AS APPROPRIATE ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: 03/03/92 STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO:

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/19/92 DEPT RECEIVED:
FILE: P-DAB-PERSONAL
CENTRAL FILES:

R. E. HART & CO.
INCORPORATED
VENTURE CAPITAL/MERCHANT BANKING

RECEIVED

92 FEB 19 P 3: 07

February 7, 1992
MAIL ROOM

D. Allen Bromley
Executive Office of the President
Office of Science & Technology Policy
Old Executive Office Bldg., Rm 360
17th and Pennsylvania Ave NW
Washington, DC 20506

Dear Dr. Bromley:

I write to you on the assumption that you are generally aware of the circumstances and issues currently involved in the proposed "restructuring" of the Yale faculty. I enclose for your perusal three letters I have recently written on this subject. The letter to Governor Weicker is identical to letters sent to all Corporation members.

You and I have met several times although you may not remember me. I have been an active alumnus for many years, am Secretary of my class, a former Trustee of Kirkland College, and am an active venture capitalist. My firm has regularly invested in new technology, and in recent years I have had extensive contact with members of the Yale Engineering faculty.

I'm sure you are more aware than I as to how Yale's decision relates to the long term needs of the nation. I urge you to use your influence to persuade Yale's management to recognise the importance of engineering to all of today's and tomorrow's undergraduates, and to all of Yale's other constituents.

Best regards.

Sincerely,



Richard E. Hart

encls.

P.S. You may also remember that I preceeded you on the board of Barnes Engineering.

R. E. HART & CO.

INCORPORATED

VENTURE CAPITAL/MERCHANT BANKING

February 6, 1992

Governor Lowell P. Weicker
Governor's Office, Room 200
State Capitol
Hartford, CT 06106

Dear Governor Weicker:

I have several thoughts to add to my enclosed letters to President Schmidt and Dean Kagan, as you consider Yale's proposed restructuring and the assumptions on which it is based.

Some stated assumptions are based on anticipated deficits. I started in business as a banker at J.P. Morgan & Co. and I don't like deficits. However, as you contemplate deficits, remember that had Yale's books been kept like a business, reflecting charges for such true costs as depreciation, very substantial deficits would have been reported for many years. Predecessor Corporations regularly accepted these "unplanned" deficit operations, implicitly approving management's "decision" not to address increasingly visible facilities and related needs.

On the other hand, it is entirely defensible to plan operating deficits (assuming sound accounting) as part of a long term program of investment in future values. During most of my career as a risk investor and entrepreneur I have invested my own money seeking to build future values; I have accepted risks and planned deficits as part of a defined, "benchmarked" program.

At this critical time, as you contemplate Yale's role in the 21st century, I suggest your approach be that of traditional long term investors: in an approved framework of specified needs, challenge management to state clear long term priorities and goals; insist on academic directions which will enhance Yale's capability to lead and shape society; demand well-defined strategies and programs for meeting the approved goals; and set measureable performance and achievement standards.

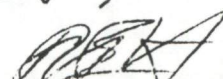
A legacy of unplanned deficits should not control future issues. Consider Yale's 300 years and enormous resources. Be guided by history, focus on leadership for the future, and be willing to risk investing in it. Yale's responsibility to strengthen Engineering will be eminently clear.

Sincerely,



Richard E. Hart

*As proposed, the restructuring is also not in
A long range interest of connections!*



R. E. HART & CO.
INCORPORATED
VENTURE CAPITAL/MERCHANT BANKING

February 4, 1992

Donald Kagan, Dean of Yale College
Box 1604A Yale Station
New Haven, CT 06520-7430

Dear Don:

I majored in English and History at Yale, and history has been a lifelong avocation. I write to you, a historian, because I believe that Yale, in proposing cutbacks in Engineering & Applied Science, has forgotten its own and civilization's history.

Without hunters, gatherers, warriors and builders, there would have been no teachers, wise men or artists, nor any family or community life. For centuries, designers and builders of tools, weapons, roads, bridges, canals, boats, fortresses and temples led the march of civilization. Innovators and leaders in all eras, using technology to create "tools" for exploration and learning, they and their heirs shaped our churches, governments and universities. They have been the enablers of progress.

Today the world faces new challenges. New technologies and tools are required for innovative solutions to man's current and future needs, ranging from economic reinvigoration to survival of the ecosystem. To meet these needs we must train humanistically educated engineers and technologically literate citizens, who will be hunters, gatherers, builders and leaders for the future.

We don't need more lawyers to help us argue about our share of wasting paper assets in a dying society. We need more engineers applying science to create new products, foods, medicines and tools for a revitalized society.

Rather than shrink from the challenge, Yale should reassume its historical leadership role and join in meeting this need. Risk may exist, but risk is implicit in leadership, for man and his institutions. Moreover, risks taken with history's guidance and sound commitment to the future have been the genius of man's survival and growth. Modest deficits, investing in our future, portend less risk to Yale than ignoring or contradicting history.

I urge you to bring history to the attention of Yale's management.

Sincerely,



Richard E. Hart

R. E. HART & CO.

INCORPORATED

VENTURE CAPITAL/MERCHANT BANKING

February 3, 1992

Benno C. Schmidt, Jr., President
Yale University
1302A Yale Station
New Haven, CT 06520

Dear Benno:

I have just returned from Frank Turner's talk to the Yale Club of New Haven at lunch today. He received a good response, with lots of questions, particularly about the fate of Engineering in the restructuring. I was one of the questioners, but I did not confront him with sterner charges, charges of contradiction, betrayal and immorality.

Dr. Turner referred in his talk to the forthcoming Campaign, characterizing it as, first and foremost, a "renewal of Yale's moral commitment to its constituencies". If that is the flag under which the Campaign is to be launched, how can you possibly reconcile the proposed cutback in Engineering? I believe thousands of Yale's constituents, not just engineers, will correctly perceive the cutback as an immoral act. The proposed cuts are a direct betrayal of the Giamatti reorganization, of your well publicized "Initiative" of 1989, and also of Yale's historic role in helping lead and shape our world.

Dr. Turner, in fact, said at lunch that he sees the Yale of 25-50 years hence as having a greater curricular emphasis on science and engineering. This makes good long term sense, but cutting now would create negative momentum, contradicting and contravening his forecast.

Cutting Engineering at this time is immoral and makes no sense. I wonder how John Lee feels about the Campaign he led, and I wonder about the feelings of Carl Morse's family.

Sincerely,



Richard E. Hart

cc. Frank M. Turner
John M. Blum
John B. Fenn

William H. Draper, III
Vernon H. Loucks, Jr.
Diana D. Brooks

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200373

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: KENNEDY, Donald: STANFORD UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 02/05/92

SUBJECT: HE IS FORWARDING A COPY OF THE UNIVERSITIES RESPONSE
TO DCAA AUDIT REPORTS.

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE: STAFF DUE DATE
OSTP DUE DATE: DATE COMPLETED/DEPT:
DATE COMPLETED:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/05/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:





RECEIVED

STANFORD UNIVERSITY
OFFICE OF THE PRESIDENT

52 FEB 5 AIO: 33

OSTP
MAIL ROOM

DONALD KENNEDY
PRESIDENT

BUILDING 10
STANFORD, CA 94305-2060
(415) 723-2489
FAX (415) 725-6847

Dear Allan:

Thanks so much for meeting with us this morning; we found it very valuable indeed.

The attached document, though legel, is readable -- and it's the best explanation available of the position regarding the MOW's. That's the most important single issue facing us.

It's also the issue on which we hope and believe the press treatment of this matter will turn. Our expectations in this regard are, we recognize, more optimistic than yours.

Please know that we're available to you and your colleagues at any time for virtually any purpose. (My only mental reservation is with respect to another Dingell hearing. Enough is enough!)

As ever,

Don

RESPONSE TO DCAA AUDIT REPORTS

Stanford University Hospital (No. 7311-91U17900007)

Space Inventory (No. 7311-91U17900010)

General & Administrative (No. 7311-91U17900011)

Operations & Maintenance (No. 7311-91U17900012)

Submitted By

Leland Stanford Junior University

January 31, 1992

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200524

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: GALLMANN, Andre: CENTRE DE RECHERCHES NUCLEAIRES

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 02/03/92

SUBJECT: HE IS FORWARDING PHOTOS THAT WERE TAKEN DURING DR.
BROMLEY'S VISIT TO STRASBOURG.

DIRECTORATE

STAFF

ASSIGNED:

ASSIGNED:

ACTION
REQUIRED:

STAFF
ACTION:

SENDER'S DUE DATE:

OSTP DUE DATE:

STAFF DUE DATE

DATE COMPLETED:

DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #:

CONTACT PERSON:

REMARKS:

PHONE:

EXT:

OSTP RECEIVED: 02/20/92

DEPT RECEIVED:

FILE: P-DAB-PERSONAL

CENTRAL FILES:

CENTRE DE RECHERCHES NUCLEAIRES

B.P. 20 67037 STRASBOURG CEDEX

(France)

92 FEB 20 12:27

TEL. STANDARD 88.28.63.01
TELEX CNRS CRO 890032F
TELECOPIEUR 88.28.09.90
23, rue du Loess
STRASBOURG-CRONENBOURG

TEL. Accès direct 88.28.64.48.

AGa/ng

OSTP
MAIL ROOM

Strasbourg, le 3 février 1992

Dr. D.A. BROMLEY
Assistant for Science and
Technology
WHITE HOUSE OFFICE
1600, Pennsylvania Avenue
WASHINGTON, D.C. 20500
U.S.A.

Dear Allan,

I have the pleasure to send you enclosed a few photos souvenir from your recent visit to Strasbourg. On one of them you will recognize the late Professor Claude BENEZRA.

With very kind regards to your family,

André

André Gallmann

THE WHITE HOUSE

February 24, 92

Dear Andie:

Many thanks for the wonderful photographs from my visit to Strasbourg. I am delighted to have them and particularly pleased that they include quad ones of both you and Anne

Lynn enjoyed talking with Anne in January when she was at Nice.

I cannot yet determine the exact status of US funding for the HF program and will let you know when I do.

Warmest regards to both you and Anne.

Sincerely Allan

"Document Control"

TYPE: ACTION DOCUMENT NUMBER: 9200395
ORIGINATOR: 02 STATUS I DIRECTORATE STATUS

FROM: GURSEY, Feza: YALE UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/31/92

SUBJECT: HE IS WRITING TO ASK DR. BROMLEY FOR SUGGESTIONS AS
TO WHERE HIS SON SHOULD LOOK INTO EMPLOYMENT
OPPORTUNITIES.

DIRECTORATE STAFF
ASSIGNED: D. Allan Bromley ASSIGNED:

ACTION STAFF
REQUIRED: AS APPROPRIATE ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: 02/24/92 STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO:

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/10/92 DEPT RECEIVED:
FILE: P-DAB-PERSONAL
CENTRAL FILES:



Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01a. Letter	To: Feza Gursev From: Allan Bromley Re: Response to letter requesting suggestions for son's employment [personal information redacted] (3 pp.)	5/24/92	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Personal Files
WHORM Cat.:
File Location: D. Allan Bromley: Personal [6 of 6] [1992]

Date Closed:	1/13/2010	OA/ID Number:	62029-009
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

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

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01b. Letter	To: Allan Bromley From: Feza Gursey Re: Request for suggestions for son's employment [personal information redacted] (1 pp.)	1/31/92	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Personal Files
WHORM Cat.:
File Location: D. Allan Bromley: Personal [6 of 6] [1992]

Date Closed:	1/13/2010	OA/ID Number:	62029-009
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

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

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01c. Resume	Resume of Yusef Gursei [personal information redacted] (4 pp.)	1/31/92	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Personal Files
WHORM Cat.:
File Location: D. Allan Bromley: Personal [6 of 6] [1992]

Date Closed:	1/13/2010	OA/ID Number:	62029-009
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

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

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200423

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: HAYES, Anna: AECL RESEARCH

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/27/92

SUBJECT: A LETTER UPDATING DR. BROMLEY ON HER CAREER AND
THANKING HIM FOR ALL HIS HELP AND ADVICE.

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE: STAFF DUE DATE
OSTP DUE DATE: DATE COMPLETED/DEPT:
DATE COMPLETED:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 02/12/92 DEPT RECEIVED:
FILE: P-DAB-PERSONAL
CENTRAL FILES:





0423 J

AECL

EACL

PHYSICAL SCIENCES
Theoretical Physics

RECEIVED

92 FEB 6 AM: 51

POST
MAIL ROOM

AECL Research

Chalk River Laboratories
Chalk River Ontario
Canada K0J 1J0
Tel (613) 584-3311
Fax (613) 584-4024
Telex 053-34555

EACL Recherche

Laboratoires de Chalk River
Chalk River (Ontario)
Canada K0J 1J0
Tél (613) 584-3311
Fax (613) 584-4024
Télex 053-34555

Dr. D. Allan Bromely
Assistant to the President for Science and Technology
Executive Office of the President
Washington DC 20506

Jan. 27 1992

Dear Dr. Bromley:

Greetings from Chalk River, a lab that is more than familiar to you! I joined the theoretical physics branch here a couple of months as a staff member, having completed my postdoc at Los Alamos. I know that letters you wrote on my behalf greatly helped me in obtaining this position and I want to thank you sincerely. Securing a permanent position in nuclear theory is very difficult these days, and I consider myself quite lucky.

Steve's career has also been going well lately, and he's been made a staff member in the physics division at Los Alamos. So we're temporarily (we hope!) living apart. Our decision to take jobs at separate labs was a difficult one, but we felt it was important for each of us to pursue the best position we could. Once out of the postdoc track and established as physicists it's considerably easier to persuade one or other of the labs to find an opening. In any case, we're optimistic that things will work out soon.

I was very sorry to hear of poor Mrs. Bromley death. I had not realised that she was so ill. She must be a great loss to you and the family. My sincere, though belated, sympathies to you.

Let me thank you once again for all you have done to promote my career over the years and for the very sound advice you gave me once, advice I turn to often, namely, 'focus on the essential physics behind the problem'.

Every best wish.

Yours sincerely,

Anna Hayes

THE WHITE HOUSE
WASHINGTON

February 24, 1992

Dear Anna:

I was delighted to get your letter of January 27 telling me that you were established as a permanent member of the nuclear theory group at Chalk River. I hope that you are enjoying both the work and the area. Are you living in the staff hotel or have you acquired a house or an apartment? If so I would be most interested in knowing where in the town you have settled.

My impression is that the theory group remains an active and high quality one and one where you can expect not only to do good work yourself, but have the pleasure of interacting with highly qualified colleagues.

I am sorry to hear, however, that you and Steve have been separated and that he is remaining in Los Alamos. This clearly is a most unfortunate situation and one that I hope can soon be rectified.

Although I hesitate to even mention the question at this point, is it still true that neither you nor Steve ever did complete publications concerning your Ph.D theses? Is it your intention simply to forget these at this point or are you still planning to produce papers in some form?

Many thanks for your condolences concerning Pat's death. This was a very difficult first year in Washington and unhappily she never had a chance to really experience any of the good aspects of Washington life. Life will never be the same without her.

Please do keep in touch and, in the meantime, let me wish you every success at Chalk River and Steve at Los Alamos. May the separation be a short one.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Allan".

D. Allan Bromley
The Assistant to the President
for
Science and Technology

Dr. Anna Hayes
AECL Research
Chalk River Laboratories
Chalk River, Ontario
Canada K0J 1J0

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200270

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: ADAIR, Robert K.: YALE UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/19/92

SUBJECT: A LETTER REGARDING THE TREATMENT OF EMF BY AN NIH
STUDY GROUP, AND SEVERAL OTHER OBSERVATIONS.

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/27/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



0270 I

Yale University

Physics Department
P.O. Box 6666
New Haven, Connecticut 06511-8167

Campus address:
554 J.W. Gibbs Laboratory

RECEIVED

Jan. 19, 1992

Prof. D. Allan Bromley
Presidential Science Advisor
The White House
Washington, D.C.

92 JAN 27 12:46

OSTP
MAIL ROOM

Dear Allan;

Everyone seemed to enjoy your biology talk very much -- though I believe I heard more comments about your interpreter story than about the wise things you said. I guess that is the way of this world, we're too old to cry so we treasure the laughs.

Ellie and I had complained to you about the treatment of EMF non-kooks by an NIH study section composed of kooks and you asked us for more information suggesting that you might be able to help. I am pleased to say that the problem seems to have been recognized internally by the NIH and is being addressed so you need not spend your valuable time and political capital on the problem. I'm pleased both because of the rectification of the inequities and because this tells me that there are some sensible people running the NIH machine.

The other day, out of the blue, Nick Samios told me that he thought that you would be a great choice for President of the NAS. I thought it in order then to say to Nick that I was enthusiastic about such a possibility and I had reason to believe that you might be interested.

As the Chairman of the SSC Users Organization, and a member of the SSC scientific policy committee (SPC) -- and Fermilab URA Overseer, and AUI-BNL Trustee -- I keep up with the high-energy-physics passions and (dis?) information. I am concerned that the DOE -- while taking credit for everything good that happens to the SSC and HEP -- tends to blame you for everything that does not work out perfectly. A certain amount of that is a natural part of human cussedness but I think that they go way overboard (I exempt O'Fallon's shop).

I see Roy Schwitters about once a month; I've known Roy for nearly 20 years and I like him. He is intelligent, honest, and sensible. When you talk with him, I think you can consider what he has to say as more reliable and less colored by self-interest than most. I think of Roy, along with Nick Samios, as the most (only?) honest lab directors.

Thanks again for visiting us. Ellie and I hope to see you at the NAS meetings in April if not before.

Sincerely

Bob

Robert K. Adair

"Document Control"

TYPE: INFORMATION

ORIGINATOR: 02

STATUS C

DOCUMENT NUMBER: 9200221

DIRECTORATE STATUS

FROM: GAULL, Gerald E.: CERES CONFERENCE

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/17/92

SUBJECT: HE IS FORWARDING A PHOTO OF DR. BROMLEY FROM THE
CERES CONFERENCE.

DIRECTORATE
ASSIGNED: STAFF
ASSIGNED:

ACTION
REQUIRED: STAFF
ACTION:

SENDER'S DUE DATE: STAFF DUE DATE
OSTP DUE DATE: DATE COMPLETED/DEPT:
DATE COMPLETED:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/22/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



CERES

CONFERENCE AT WILLIAMSBURG



RECEIVED

92 JAN 22 PM 2:30

OSTP
MAIL ROOM

September 17, 1992

D. Allen Bromley, Ph.D.
Assistant to the President
for Science and Technology
Suite 360, Old Executive Office Building
Washington, DC 20500

Dear Doctor Bromley:

We recently received some action shots from the last Ceres Conference. One of you I thought particularly good and hope you enjoy it.

I shall be in touch with Dr. Sutton about whether or not and how your office might participate in the future.

Cordially,

A handwritten signature in dark ink, appearing to read "Gerald E. Gaull".

Gerald E. Gaull, M.D.

GEG/baa

Enclosure

THE WHITE HOUSE
WASHINGTON

February 21, 1992

Dear Gerald:

Many thanks for sending me the photograph from the last Ceres Conference. I particularly enjoyed having the opportunity to interact with you and your colleagues and congratulate you on what showed every promise of being an excellent conference.

With all best wishes,

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Allan", written in a cursive style.

D. Allan Bromley
The Assistant to the President
for
Science and Technology

Dr. Gerald E. Gaull
Ceres
1751 Lake Cook Road
Deerfield, Illinois 60015

"Document Control"

TYPE: INFORMATION DOCUMENT NUMBER: 9200211
ORIGINATOR: 02 STATUS C DIRECTORATE STATUS

FROM: MURRIN, Thomas J.: DUQUESNE UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/14/92

SUBJECT: HE IS FORWARDING A COPY OF A PAPER BY HENRY GAILLIOT
ENTITLED " THE WORLD WE ARE LEAVING OUR
GRANDCHILDREN, WHAT WE MUST DO IF WE DON'T LIKE IT".

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley
PCAST

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/22/92 DEPT RECEIVED:
FILE: P-DAB-PERSONAL
CENTRAL FILES:





DUQUESNE UNIVERSITY

PITTSBURGH • PENNSYLVANIA • 15282

(412) 434-5156
FAX (412) 642-9106

OFFICE OF THOMAS J. MURRIN
DEAN OF THE A.J. PALUMBO SCHOOL OF BUSINESS ADMINISTRATION

January 14, 1992

MAIL ROOM

Dr. Allan Bromley
Assistant to the President
for Science and Technology
The White House
Washington, DC 2006

Dear Allan,

As always, I enjoyed talking with you on Friday afternoon!
Hang in there!

Attached are the two papers that I mentioned ...

I hope that you agree that Henry Gailliot's paper merits
reading by many of our Leaders in D.C. --- and perhaps you can
arrange this. (Don't hesitate to "blame" this on me!)

You may want to forward John Murray's TQP Vision statement on
to David Kearns!?

In any case, I'll value your early reactions-and-
recommendations!

Many thanks!

Good Luck!

God Bless!

Most sincerely,

Thomas J. Murrin
Dean

TJM/lg

Enclosures

THE WORLD WE ARE LEAVING OUR GRANDCHILDREN
WHAT WE MUST DO IF WE DON'T LIKE IT

BY DR. HENRY J. GAILLIOT

DUQUESNE CLUB

DECEMBER 11, 1991

DRAFT

Now, I would like to discuss a long term phenomenon which doesn't have to concern you in 1992, but really does have to concern you long term both as a human being and as an investor. That is the world we are on track to leave our children and grandchildren.

Economics is a rather unusual science. Economists can't really help you much next year. That is, for all of our models and Ph.D.'s, you can summarize our next year's outlook as random. However, economics is very good at dealing with long term issues and telling you with high degrees of certainty what will happen. So as I elaborate this longer term idea, keep that in mind. I do not regard this as a pessimistic speech. A pessimist would simply not deal with these issues and leave the United States, if not physically, then as an investor. The trends are not particularly pleasant, but they are completely reversible. If you are to deal with problems, you must understand the causes, and then change them. That is one of the unique characteristics of the human being. He has the ability to take feedback and decide if he wants to pursue a different course.

If you had to set a long term goal for economic policy, it would be in a broad and deep sense, that as a nation, our children should have a high probability of being able to live better than we do and their children better than them. This idea is not to be associated with small specialized groups, but as a broad and deep concept. That is known as the American dream. That is the way our world was for a long period of time. Today that dream is at best interrupted and at worst ended. I will tell you why and what we have to do to bring it back. The reason it is interrupted is that our living standards are no longer increasing. Not just related to a

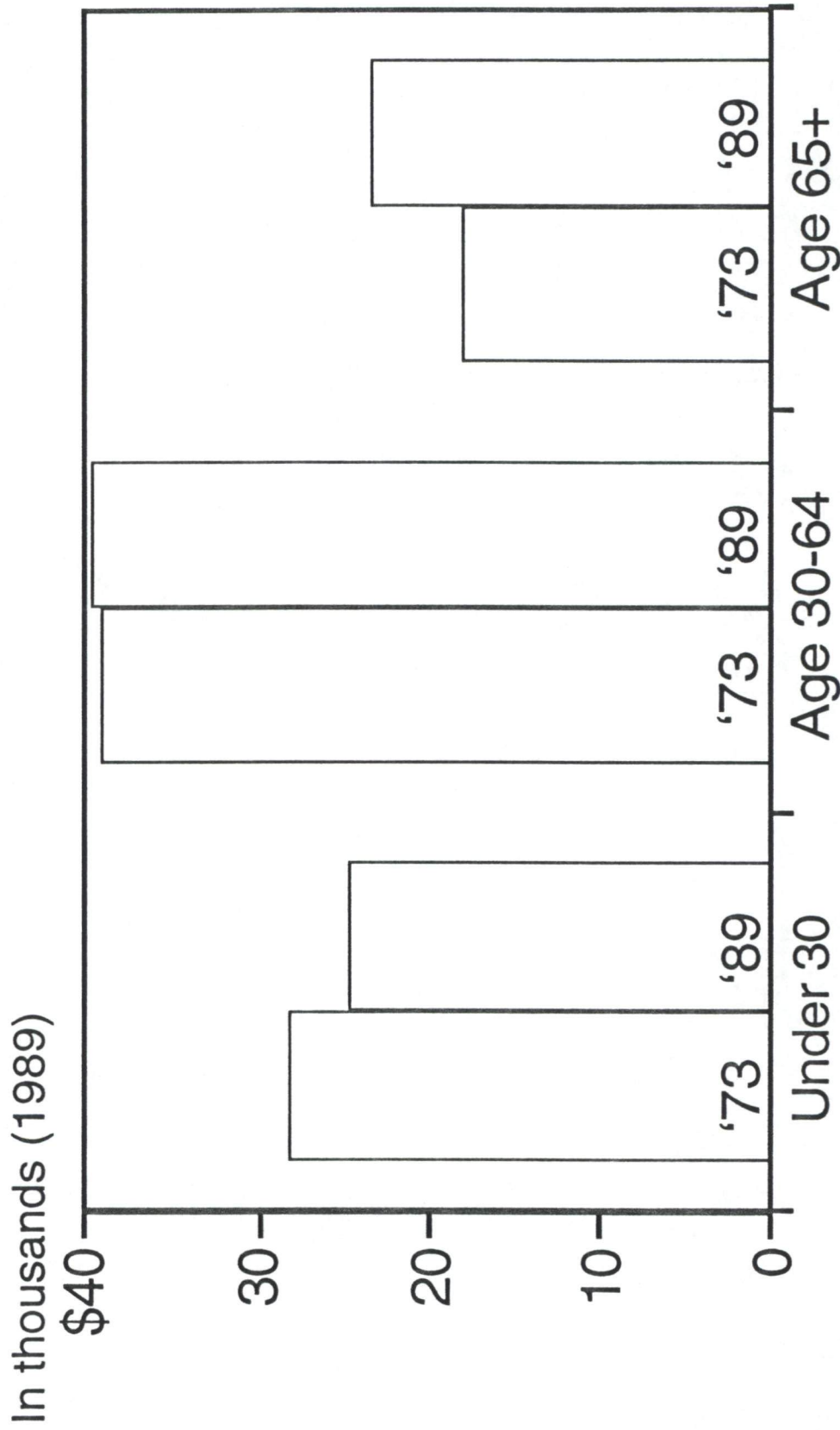
business cycle but over a much longer period of time. Here is a series of charts (Charts III-VI) that shows real (inflation adjusted) after tax income for broad segments of the American population for 1973 and 1989. The 16 year difference is half a generation. This is far beyond the volatility of a business cycle, rather something that is truly longer term. By the way, since World War II, you never had a 16 year period where living standards in all classes had not substantially improved. This is different. This data by the way doesn't come from the monthly publication of The Socialist's Workers Party, it comes from a lead article in **Business Week** in the summer of 1991.

This chart indicates young people as a class--those under 30 today versus those under 30 in 1973--have suffered a drop in living standards and a significant drop compared to the trend they would expect based on the 1945-1973 period. Middle aged groups are roughly unchanged and our older people have managed to do very well. When we look at the younger generation in the other charts, we find that the statements are true broadly across sectors of employment, race, and education with one exception--college still pays. The only group taken across sections of young people who today have better living standards than half a generation ago are those who graduated from college.

This type of long term pervasive data is not something that just happens. The causes are simple. America has stopped producing capital. Capital of two different kinds--financial and intellectual--both of which are equally important. I will talk about each one in turn. We know what financial capital is and have vast amounts of data on it. The other type of capital

Median Annual Family Income

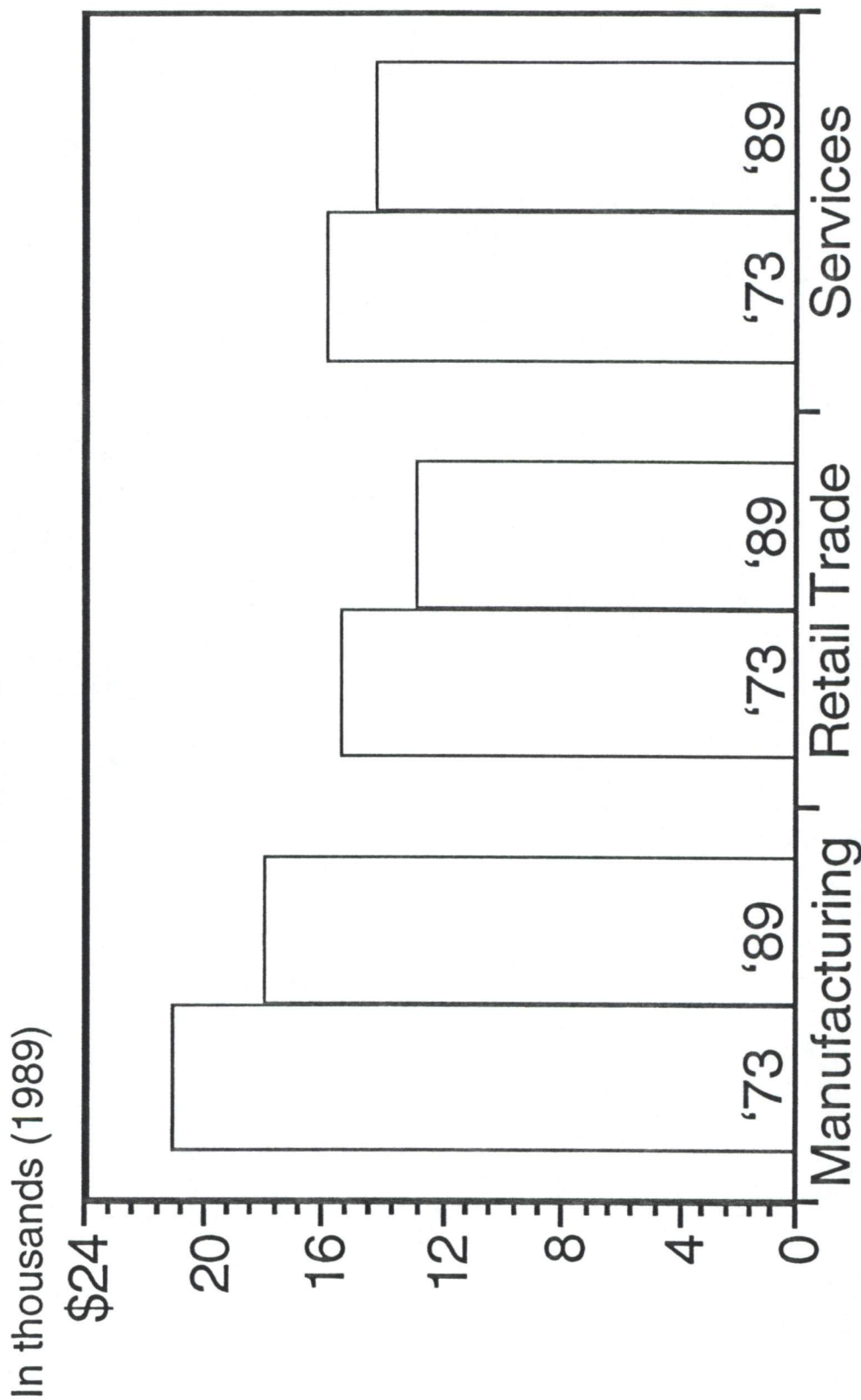
By Age of Family Head



Source: Northeastern University Center for Labor Market Studies

Mean Annual Earnings

Men Under 30

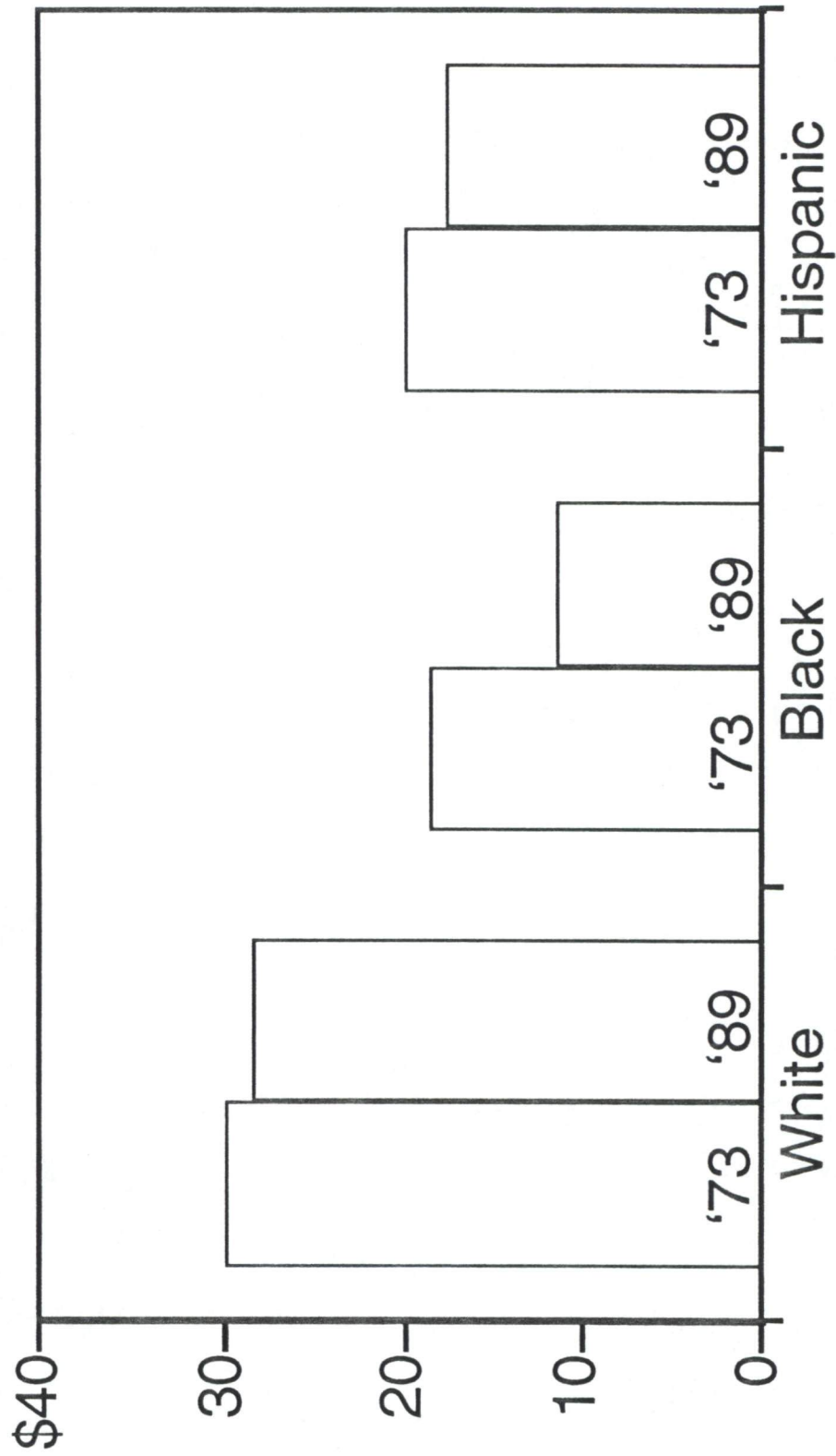


Source: Northeastern University Center for Labor Market Studies

Median Annual Family Income

By Type of Family Head Under 30

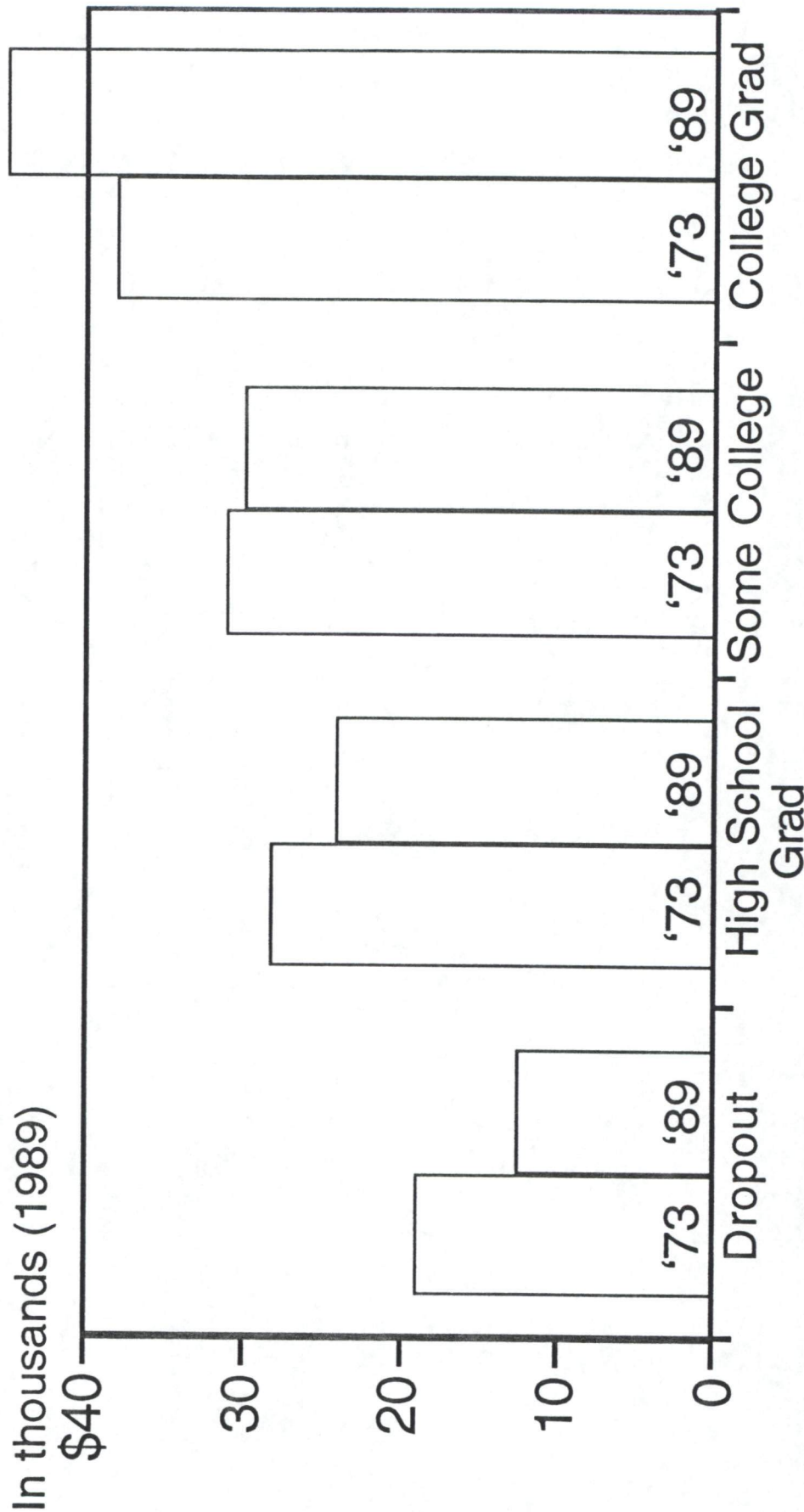
In thousands (1989)



Source: Northeastern University Center for Labor Market Studies

Median Annual Family Income

By Type of Family Head Under 30



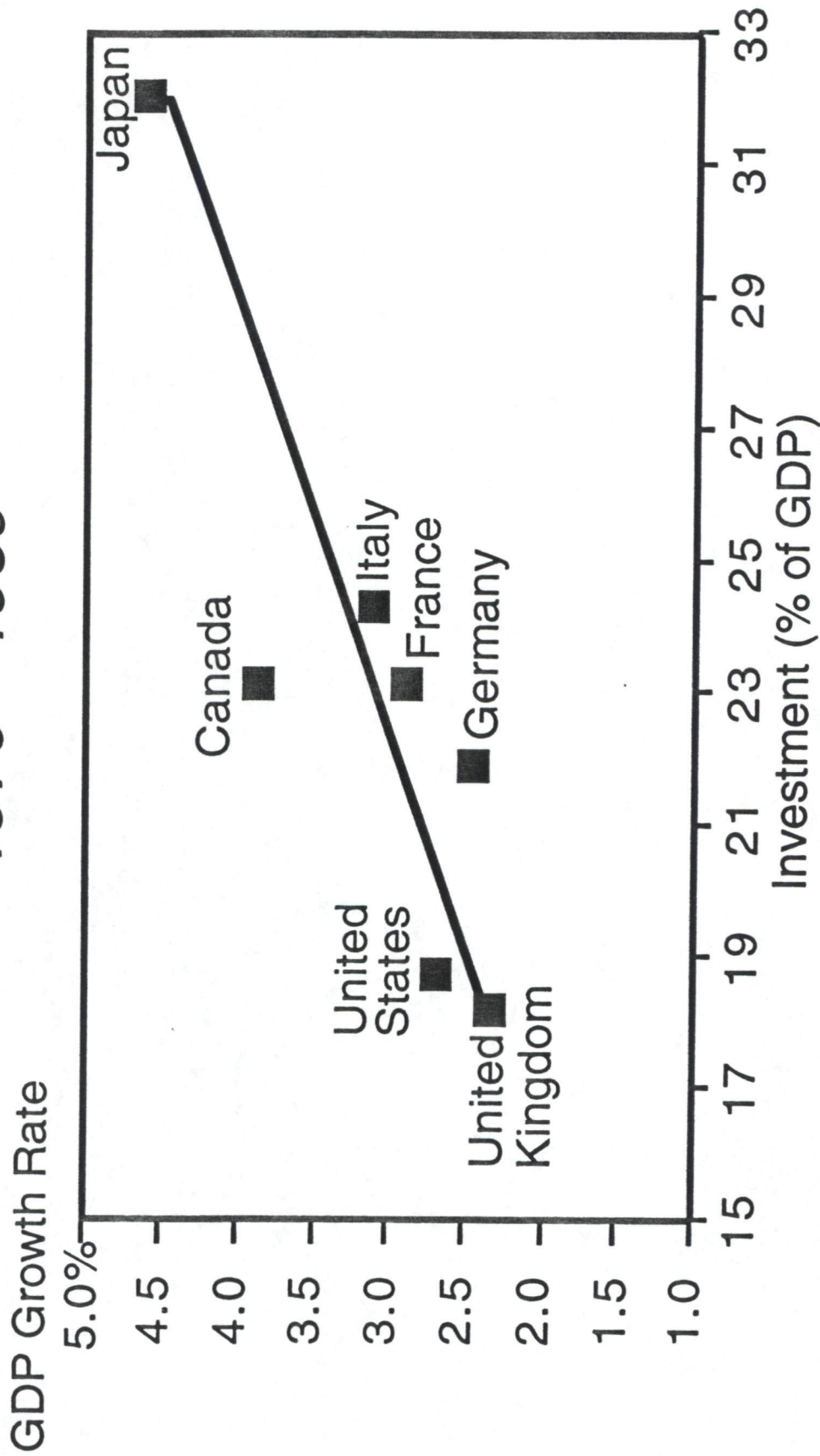
Source: Northeastern University Center for Labor Market Studies

is intellectual capital--the education, skills, and training of our people. That data is less factual. There is no doubt what has happened to financial capital in the last 20 years. There is also no doubt what has happened over the last 20 years to our intellectual capital. There you have the problem. The investment implication is extremely simply and straight forward. If we do react, as an investor you want to retain your assets in America. American assets will broadly tend to outperform foreign assets in dollar terms to an American investor. Our assets on an international basis are beginning to be priced cheaply. That is, there is a certain amount of assumed continued stupidity on our part already built into the pricing structure. So to move assets today you have the problem of selling modestly cheap assets to buy more expensive ones. The bet would be that we continue to be stupid. If we smarten up and do the right thing that will be a mistake. On the other hand, if you do not believe that we will react to these problems and their causes and do something about them, then foreign assets should be a significant part of your portfolio ten years from now because they will tend to dominate equivalent U.S. assets in dollar terms to the American investor.

Financial capital. These concepts are very simple. We are not at brain surgery level. Any first year economics student can understand what I am about to say. If you do not invest in financial capital you do not grow. What could be more simple. Why should it be otherwise? Chart VII shows this concept. On the horizontal line you have investment as a percent of GDP. On the vertical line you have the annual rate of growth over 20 years. Investment is an International Monetary Fund (IMF) definition so these industrial countries all look great. The definition used only changes the

GDP Growth Rate vs. Investment Rate

1970 - 1989



Source: International Money Fund

numbers on the bottom line. It doesn't change any rank orders. For the postwar period, by any measure, we and the United Kingdom anchor one end of the scale, Japan anchors the other and Europe is in the middle.

What is investment? Long term, investment equals savings. The real question is--what is savings? Savings is what a nation keeps out of its current production. That in turn is what individuals save, corporations save, what governments save or dissave, and what foreigners provide or take from us. That is the net savings number. The Federal Reserve cannot print money to raise this number. The Lord does not send manna down for us to pick up every morning. Investment ultimately is what we save out of our income.

For the first two decades following World War II (Chart VIII) savings was a stable number. The first decade produced a neutral government and foreign sector. Our net number was essentially what the private sector saved. In the second decade, we began to run a semi-chronic but modest budget deficit so government became a dissaver, but not by much. We began a major foreign investment program putting over one-half percent of our Gross National Product every year in foreign capital investments. However, that was almost offset by an elevation of the private savings rate so the net number was roughly unchanged. In the third decade, our government became a chronic dissaver. We partly offset that by a reduction in the amount of capital we were sending abroad and another significant elevation in the private savings rate. The net number was still stable. We had three decades where our net savings rate after depreciation or capital consumption was roughly 7% of what we produced each year. That was on the low side internationally, but

U.S. Net Saving Rates

Percent of GNP

Period	Domestic		Foreign Capital Inflow	Total Net Saving Rate
	Private	Federal Budget Deficit Total		
1950-'59	7.3%	0.1%	-0.1%	7.3%
1960-'69	8.1	-0.3	-0.6	7.2
1970-'79	8.9	-1.7	-0.2	7.0
1980-'89	6.7	-3.7	1.6	4.6
1990	4.5	-3.0	1.6	3.1

* Domestic savings equals the sum of business retained earnings (replacement cost), personal savings, and state and local government surplus.

** Foreign capital inflow equals the U.S. capital account deficit (—) or surplus (+).

Source: Bureau of Economic Analysis

did allow us to possess an economic machine which produced the American dream. In the fourth decade, our government became an awesome dissaver and private savings declined dramatically. However, foreigners arrived on a big time basis. Foreign capital inflows equal to 1.6% of GNP per year for 10 years is an enormous number. Had they done that and we kept our private savings up, it would not be a bad thing because even though we would owe perpetual cash flow, they would have given us additional plant and technology that we wouldn't have. Instead, what we did was substitute foreign flows for our domestic savings. We ended up with a lot of rusted Toyotas while they ended up with the Exxon building. In the longer term the Exxon Building is worth more than scrap metal.

Now we come to 1990. Private savings continue to decline and our government continues to act like a vacuum cleaner on savings. Foreigners are still there, but they are not going to remain. For the 1990s, you can forget column four. Germany and the Pacific Rim sent us so much money in the 1980s because they had nothing else to do with it. The Germans had massive excess capital generation. Now, they have something that will occupy them into the next century. The Japanese on the other hand thought they had nothing to do with their capital because they never had been truly exposed to the down side of leverage. The Japanese now have some experiences with the down side of leverage and they feel a need for capital. The Germans have opportunities. The Japanese have problems. In neither case will they be sending us much. You should equate column three with column five as we move through the 1990s.

If we do not save, we cannot grow. This is not a partisan criticism. This process of deterioration began with LBJ's "guns and butter" and continued to broaden and deepen through most successive administrations, with the encouragement of virtually every Congress. So, our national leadership taken collectively, House, Senate, and President over a quarter century would, in Economics, get a cold grade of "F" - failure.

The problem is a simple one. The solution is not. Remember, savings is what we as a people do not consume out of our current income. Everything we produce in a given year can be divided into two pieces. That which we consume, that which we save and invest. At any given time, they sum up to 100%. Therefore, although any time you increase savings, you increase wealth, you also reduce consumption and living standards in that period. In order to save more in 1992, the American people must actually consume less and live less well than they would if they did not increase savings. Likewise for 1993, 1994, and 1995. In fact, likewise until the compound effect of the increase in national wealth accumulation allows one to first move to and then perpetually above the level of living standards one would have achieved had one done nothing. Most experts believe this is a 5 to 10 year process, wherein people must actually reduce their living standards under an already problem level in order to create the wealth that will create the extra income to ultimately live better.

Someone must explain these facts of life to the American people. We have an American middle class that at the moment is plainly ticked. The middle class pays all the taxes. If you deal in the household units with income between \$20,000 and \$150,000 a year, that is who pays all the taxes. There

are large numbers of people below that but they do not pay significant taxes. People above that do pay substantial taxes, but there aren't very many of them. So, in a broad sense, the middle class is the group that pays the taxes and for the most part elects the politicians. Today they believe they are underentitled and overtaxed in a world in which the government is providing considerably more services than collecting revenue.

Sometimes cartoons are very useful. They can be abrasive but can at times capture an essence of a problem. I believe I have one of those cartoons (Chart IX) that I saw in the **Pittsburgh Post Gazette** only a week ago. It captures the problem we face and it begins to tell us the answers. It is a cartoon of a boy in the form of the United States visiting Senator Claus--it could be easily Representative Claus or President Claus.

The first clear message the cartoonist has captured is that the American body politic does believe something is wrong over and above the seventh postwar recession--there is something broader and deeper. He also captures in a very real sense the panic a politician has in trusting the electorate to think long term over short term. That is the essence of the problem we face. I would like to think the American people are more ready than their politicians believe to be told the hard facts of their situation. If they wish to give their children the American dream that was given to them, there is no choice but to impose good long term solutions all of which involve short-term costs. As an individual this is tilting at windmills because there is nothing we individually can do. We have to wait until either the collective political powers agree to trust the electorate to understand or the electorate liquidates the current powers and elects new ones who do

The Pittsburgh Post-Gazette
December 7, 1991

WASHINGTON/MARK ALAN STAMATY



understand. I suggest you watch what Washington does because you will have to judge it and act on it. Be very careful of what you read because undoubtedly the spin doctors on the Potomac will try to convince you that what the politicians see as useful to get themselves reelected is also good for you long term. That is highly unlikely to be the case.

When you watch what comes out of Washington here is some food for thought. Remember D'Amato's plan to cap credit card interest rates, which was approved overwhelming by the Senate, before they figured out what it really meant? It is actually a good plan if you want to raise savings and investment. If you cap the bank's credit card rate you have precluded them from controlling their income so they will control their expenses. The biggest expense is bad debts. They will rapidly prune 15-20 million Americans off the list, take away their plastic, and probably reduce the available limits for 20-30 million more. That would increase savings and investment. The politicians think that it will lessen their reelection chances because the 15-20 million Americans who go cold turkey will probably blame someone. That is a rather good policy if your goals are to raise investment. It is painful and it reduces living standards in the short run. You will see that thread as we talk about policies. In contrast, another idea floating around is to open up IRAs so that you can take the money out for worthy big ticket items. That is a great policy for a country with huge savings. In that case, the excess savings can be treated as a fiscal policy variable by allowing individuals instead of the government to expand expenditures. It is bad policy for a country in our position. We do not need to let people take money out of IRAs--they save too little as it is.

Other ideas are to bring back deductibility for second home mortgages and increase accelerated depreciation for real estate. Translation: Work the tax structure to cause more of our scarce capital to be allocated into areas which we already have a surplus. Nonsense. However, bringing back accelerated depreciation and rapid write-off and deductibility for investments in new plants, new equipment, new technology makes a lot of sense. Unfortunately, the manufacturing lobbies pale beside the real estate and homeowner lobbies.

Cutting capital gain taxes on already existing but unrealized capital gains does nothing to alter the future savings and investment spread. The past is the past. We saved whatever we saved while these capital gains were being created. However, reduction or elimination of capital gains on new investments from today forward would logically result in a significant shift in the investment/consumption numbers.

So these are ideas floating around. You have to treat each one of them carefully because the propaganda will attempt to convince you that what is good for politicians is also good for you. You have to judge what we are doing to see if it is on balance sensible or silly. It will have elements of both, but one will tend to dominate and you have to make appropriate investment judgments. Like it or not, whichever direction we choose, I believe the issues we just discussed--the problems, the causes, the solutions--will shape most of the political debate and political results for the decade of the 1990s.

Fortunately, there is another kind of capital. It is hard to evaluate but equally important. It is intellectual capital. It is the education, the skills, the training of the American people taken as a group. Although individuals are rather powerless about financial capital inadequacy, the intellectual capital issue is much more adaptable to local and individual efforts.

At the national level there is a problem with priorities and there is not a lot we can do about that. If you judge both parties, both sectors of government--legislative and executive--over a very long period of time in terms of how they have placed their bets in the past versus the future, you will find they get the same grade as they do in Economics 101 (Chart X). The over 65 category is the past. However, that past either controls or recently did control all the levers of power. That past has as its representative possibly the singularly most effective lobbying organization in America. When dividing a rapidly growing pie or economy, people with influence can get disproportionate shares but everybody wins, more or less. When that pie stops growing or slows to a crawl and people are still able to take disproportionate shares, everybody doesn't win. Someone loses. In this case it is clear who is losing. The future--the under 18 population. They get 7% of federal spending and are 26% of our population. The past gets 29% of federal spending and is 13% of our population. Fortunately, intellectual capital is formed more on a local level and on an individual basis than on a national basis. Let's talk about some of the problems. What we have to do is something that can be done as individuals in contrast to waiting for national leadership to spring up and provide the right answer.

American Priorities

	65 and Older	Under 18
Total Federal Spending* Per Age Group	\$356 billion	\$85 billion
Percent of Total Federal Spending	29%	7%
Percent of U.S. Population	13%	26%

Source: Congressional Budget Office

*Fiscal 1990. Includes child nutrition, education, federal civilian pensions, food stamps, Head Start, housing assistance, medicaid, medicare, Social Security, unemployment compensation, welfare and miscellaneous.

According to an organization called the National Assessment of Educational Progress, 44% of our high school graduates can read at the eleventh grade level. Four out of five have difficulty deciphering a bus schedule. Two out of three could not follow map directions. Three out of four could not conceptually understand a long newspaper article. Nearly one-third of our citizens are functionally illiterate. They cannot read a recipe. They cannot understand government guidelines for making a budget. In many cases they cannot make a budget because they cannot add. In 1987, 27% of America's high school students dropped out. In 1988 our average SAT scores were 428 for verbal and 476 for math. Twenty years earlier they were 466 for verbal and 492 for math. Roughly 20 to 40 points higher. Remember, these are on score maximums of 800/800. Also, that you get 200 points for writing your name and they don't even check to see if you spelled it correctly. The only way to raise verbal scores is to learn to read beginning in kindergarten. Not by memorizing lists of words, then taking a cram course right before your SAT. That is the intellectual equivalent of steroids and it has the same long term effect. Our kids don't want to read. They want to watch movies and play Nintendo. We give them movies and Nintendo. The only way to make math scores higher is to be familiar with and develop a facility with numbers. People don't come out of the womb with facilities in numbers. They learn them by working with numbers, not by mindlessly punching buttons on a calculator.

This is getting rather heavy so I thought I would give a little bit of comic relief. Our problem with SAT scores is well known and has produced a number of suggested solutions. I have collected them all for your consideration (Chart XI). These are humorous, but if we really step back and think about

Top 10 Ways to Raise SAT Scores

10. Get McDonald's to require them for employment
9. Run sample questions during commercial breaks for "The Simpsons"
8. Let only students accepted at Harvard and Yale take the test
7. Require kids who play video games to get one SAT question right for the game to begin
6. Grade it on a curve
5. Pay teachers \$200,000 a year so schools can hire only the best and the brightest
4. Extend the school year to 365 days
3. Build in essay questions and connect-the-dots
2. Award an extra 20 points to students who have TVs in their rooms
1. Annex Japan

it, they are not funny. The real problem is how to motivate our young people to develop their latent intellectual capital. I have never believed our kids are in any way inherently less capable than those of the leading European and Pacific Rim nations. They are clearly given less motivation and they are probably given less effective resources. The real question is how do we as individuals motivate our young people. It really boils down to a problem of how do we communicate to our young people what the issue is, what the problem is, what the result will be if nothing is done.

I found an article some time ago--it was published in the January, 1990 issue of Business Monthly and written by a philosopher/financial writer named Ben Stein. We will send it to anyone who requests a copy. I thought I would read it to you, because it is in the form of a tale--very similar to Dicken's Christmas Carol in that it deals with economics past, economics present, economics future. As in the Christmas Carol, economics past is what it was--economics present is what it is--economics future is what will likely be if nothing changes, but doesn't have to be if something does change. Of course, as we all know--Scrooge changed.

As the story opens, we have a young man named Kevin Hanley, 1990, a 17 year old high school student senior. He is sulking. He is upset because his parents have insisted that he study his European History. What he really wants to do is go to the shopping mall to look for headphones for his portable compact disc player. The book he has been forced to read is The Wealth of Nations, which to a teenager could be described in one quite justifiable word--boring. Within half a page he falls to sleep. In his sleep he dreams. It is 1835 and he sees his own great, great, great

grandfather, a lad of 17 in County Kerry, Ireland. He lives in a sod hut. He sleeps next to a hog. He is always hungry. He scrounges all winter for food, and the potatoes he plants in the summer die of blight. His greatest wish is to learn to read and write so that he might get a job as a clerk in the local parish house. With steady wages, he could feed himself and his family. But, of course, his poverty allows no time for such luxuries. Without education and money he is powerless. His only hope is that his children, if they are educated, will have a better life.

We then jump to Kevin Hanley 1928, the grandson of the original. He, too, is 17 years old, and he works in a steel mill in Pittsburgh. His father emigrated from Ireland and helped build the New York City subway. As generations of immigrants found--the streets of America were not paved with gold--the streets of America needed paving--they were the volunteers.

Kevin Hanley 1928, is much better off than his father or grandfather. He can read and write, which means he can follow instructions for operating a open-hearth furnace. His wages are immensely better than anything his ancestors had. Moreover, he can vote which gives him power. Yet, even as he looks around, he is not satisfied. He already lost an eye to spark from the blast furnace. He knows that education is the key. He had to go to work before he finished high school. His son will finish high school so he won't have to work in a factory.

We move to that son, Kevin Hanley of 1945. He just come back from the Pacific. He thinks about why he did it--that his children and grandchildren

can live in peace and security. He is determined his son will get a college education so he can live by his brains and not his back.

We move to the present Kevin's father, Kevin Hanley of 1966, who studies all the time so he can go to college and studies even harder so that he can go to law school. He lives in a house in a new development. He has never seen anything but peace and plenty. He does not see why he has to study so hard. He is determined that when he becomes a parent he is not going to make his kids study the way his father made him study.

We have come through economics past and economics present. Now we go to economics future. The spirit of Christmas Future used some hyperbole on Scrooge to bring him to his senses and cause him to change. Ben Stein does that well. Economics future is clearly hyperbole, but Kevin Hanley 1990 really does need hit over the head by a two by four.

As Kevin keeps dreaming, he dreams about his son, Kevin 2020. Kevin 2020 lives in a virtual stockade because there is no rule of law for the working class. They pay no attention to the political process so the government exists only to transfer wealth to and between the rich. It offers little or no services to the working class. Kevin 2020's father (Kevin 1990) works in a factory operated by the Japanese. Kevin, Jr. works as a porter in a hotel frequented by wealthy Europeans and Asians. Public education stops in the sixth grade because there is no base to pay for public schools. It has been decades since the American people demanded from their politicians, at the price of removal from office, a strong educational system. An elite cadre of Americans who have worked to educate themselves have highly paid jobs

working for the Europeans and Asians who dominate our life. The rest are drones for the foreigners who consider them inherently stupid and lazy.

The last person Kevin 1990 dreams about is his grandson, Kevin 2050. Kevin 2050 lives in a favela. If you have never been to Rio de Janeiro and you have never gone into the horrifying slums that climb the hillsides, you do not really know what a favela is. I sat in one across the table having coffee with the lord who ruled it. It is not a place you would wish on anyone. Kevin 2050 lives by trying to panhandle from the European and Japanese tourists who come to view America and to enjoy its great national parks which are now reserved for them. Kevin 2050 has no useful skills. Machines built in Japan and Germany do all the complex work and there is not much need for menial work. Without education, without discipline, you cannot command a subsistence wage.

In a word, he lives very much like Kevin, 1835, in Ireland. Fortunately, he is befriended by a visiting Japanese who has come to study America. The man explains to Kevin how the world works. The boy learns that when a man has no money, education can supply the human capital necessary to start acquiring financial capital. Work, education, saving, and discipline can get you, or at least your children, anywhere.

He explains to Kevin, that is what Japan did after we defeated them in a war 100 years earlier, a fact which Kevin finds absolutely unbelievable. He decides that if he ever has children, he will make sure they work and study and learn and discipline themselves.

As in Dickens 18th Century tale our Kevin 1990 awakes. He sees the book in front of him that has fallen open to a page. He reads what Adam Smith wrote in 1776. "A man without the proper use of the intellectual faculties of a man is, if possible, even more contemptible than a coward and seems to be mutilated and deformed in a still more essential part of the character of human nature." On the one hand you can see why the book is boring. On the other hand you can understand how powerful it is to anyone who takes the time to read it. His father offers to go to the electronics store. Kevin says, "Sorry dad I have to study."

That article is the best I have come across that deals with this communication process. Young people don't naturally accept what they are told by their elders nor should they. We must communicate to them how important it is to them as individuals and collectively to their whole generation to acquire intellectual capital. It really doesn't do us any good as a great nation to have young people that can readily name more beers than presidents. It doesn't do us any good to know every last utterance of Madonna and to have no clue as to who said the following or why.

"We shall not fail or flag, we shall go on to the end. We shall fight on the beaches and on the landing grounds. We shall fight in the fields and in the streets. We shall fight in the hills. We shall never surrender."

The enemy that England faced in 1940 following the fall of Dunkirk was certainly much more visible and in the short term much more deadly. The

enemy we face today is invisible--slow acting--appearing to be all but harmless. Yet, in the very long run, it may be no less deadly.

My concluding thought comes from the Osgood File and is entitled Pretty Good.

There once was a pretty good student,
Who sat in a pretty good class
And was taught by a pretty good teacher,
Who always let pretty good pass.
He wasn't terrific at reading,
He wasn't a whiz-bang at math.
But for him education was leading
Straight down a pretty good path.
He didn't find school too exciting,
But he wanted to do pretty well,
And he did have some trouble with writing,
And nobody had taught him to spell.
When doing arithmetic problems,
Pretty good was regarded as fine.
Five plus five needn't always add up to be ten,
A pretty good answer was nine.
The pretty good class that he sat in
Was part of a pretty good school.
And the student was not an exception,
On the contrary, he was the rule.
The pretty good student in fact was
Part of a pretty good mob.
And the first time he knew what he lacked was
When he looked for a pretty good job.
It was then, when he sought a position,
He discovered that life could be tough.
And soon he had a sneaky suspicion
Pretty good might not be good enough.
There once was a pretty good nation,
Pretty proud of the greatness it had,
Which learned much too late,
If you want to be great,
Pretty good is, in fact, pretty bad.

For those of us who have moved well across the stage of life, Pretty Good may in fact be Pretty Good because in the absence of military defeat great nations decline slowly and gracefully. In fact, often quite comfortably for the top 15-20% of the population. It is not the generation that is 50 years

old and above that has to worry about this. For them, **Pretty Good** may well be **Pretty Good**. For our children and grandchildren, **Pretty Good** is indeed **Pretty Bad** if we do nothing to alter the trends that are now clearly in effect with regard to this nations accumulation of financial and intellectual capital. While we can only watch our national leadership for movement on the first, each of us can encourage and motivate young people we know to acquire all the intellectual capital that there capabilities allow. For them individually as well as for their collective generation, that is by far the best advice and encouragement we can give. As investors, progress or lack of progress on these issues will materially alter the appropriate long-term investment strategy.

TOTAL QUALITY PERFORMANCE

AT

DUQUESNE UNIVERSITY



THE VISION OF DUQUESNE UNIVERSITY

Duquesne University exists to maximize the necessary conditions for the complete spiritual, intellectual and moral perfection of all members of our Community and all members of society who are affected by Duquesne University. This continuous effort toward perfection will ascertain that Duquesne University becomes, in substance, the leading Catholic university in America and will be perceived as the leading Catholic university in America.

QUALITY PERFORMANCE AT DUQUESNE

A. The Basic Concept

In recent years, the concept of total quality performance (TQP) has been emphasized as a critically important goal to permit various institutions to compete more effectively in a global marketplace. The jargon of TQP may appear to be oriented exclusively to economic considerations and to manufacturing organizations. TQP, however, has already been applied to the service sector including hospitals. TQP can be applied to any activity and it is important to consider its application to universities. Many universities are seriously pursuing the application of TQP. TQP is also critically important for reasons beyond economics. The central concept of TQP is, itself, a strong ethical mandate.

The slogan accompanying virtually any TQP presentation is, "Doing the right thing right the first time." It is one of those simple slogans that becomes extremely complicated in practice. It is reminiscent of a Mozart Sonata--too easy for children, too difficult for artists.

B. Central Theme

A central theme of TQP is continuous improvement in all of the processes in which any organization is engaged. The initial reaction to such a goal may suggest that every individual must work harder and even more hours. But that is not what TQP suggests. Duquesne University is filled with people who work very hard for many hours every day. The concept of TQP is not to work harder and longer, but to work smarter.

C. Complete Participation--Radically Different Paradigm

The Duquesne person who does not seek to improve his or her individual performance each day is rare. It will, however, be impossible to achieve the overriding goal of the University to become the leading Catholic university in America through individual effort, alone. Another central theme of TQP is participation by all members of an organization.

The total quality performance concept requires the full participation of all members of each unit, department, or school to meet the continuously higher standard. Continuous improvement can only occur through full participation because only the people within each unit--all of them--fully appreciate the needs, desires and opportunities for improvement within each unit. They are the experts and only they can create a radically different paradigm. What does that mean?

We are all subject to paradigmatic thinking, i.e., we perceive everything we do in the paradigm in which we do it. We do not perceive radical possibilities for improvement that do not fit our paradigm. We try to improve, but our attempts at improvement are essentially fragmented attempts--we "tinker" with our operations to make them better. These are good faith and industrious efforts and some of our "tinkering" has been very helpful. Unfortunately, even creative tinkering may be counterproductive because the process which is the subject of our tinkering may be ineffective. Remember that the TQP slogan is, "Doing the right thing right the first time." We may be doing the wrong thing right the first time or the right thing wrong the first time. Of course, we may be doing nothing right the first time but only the second, third or fourth time.

D. University Processes

Like any organization, a university operates through processes. Our primary process is the teaching process and the indispensable creative process supporting the teaching process is the scholarship process. All of the other processes of the University are designed to facilitate these two central processes. The principal facilitative process is the library process which includes all of the activities necessary to provide the essential materials--books, monographs, journals, microfilm, microfiche, and materials collected in myriad other ways on cd's, data bases of all kinds and the like--to the users of those materials. The library process not only involves the collection of materials themselves, but, particularly, the delivery systems necessary to allow those materials to be used in the most effective and efficient fashion by students and faculty.

The student life process can be viewed as the dominant process within any university. A university exists primarily for its students. The student life process includes every facet of student life for resident and commuter students on campus. It is not relegated to activities beyond the classroom. Student life in the classroom is the most important part of the student life process. A total quality student life process begins with the first contact between the student and the university, e.g., the first telephone call, and continues throughout the life of the student as a graduate of the university. It is a lifelong continuum. In effect, the student becomes a member of another family, the Duquesne University Family, and the parents, spouses and other relatives of the student also become members of the Duquesne Family. Our

constituencies, therefore, include all present students and all alumni and alumnae and members of their families. Another critically important constituency is the public including those members of the public upon whom we must depend for support of the University. The future of the University depends upon these constituencies. Consequently, their perceptions of the University have overriding importance for the University and each of us who make up this University.

The student is affected by any number of sub processes within the University. Each of these sub processes are also subject to total quality performance. For example, the registration and financial aid processes are particularly important to every student. If registration lines are too long, they should be shortened and further shortened until there are no registration lines. If there are a certain percentage of errors in the registration process, we must continuously work toward the aspiration of an errorless registration process, no matter how impossible that appears. Our financial aid process must also be subject to the identical effort to provide more and more financial aid to ascertain that any prospective student who is committed to the philosophy of Duquesne University is not deterred from matriculating because of financial reasons.

E. Benchmarking

It is important to emphasize that these examples of the potential improvement of the registration and financial aid processes are not intended as criticisms of the present processes under the diligent and creative efforts of their current leaders. Rather, the question is, are they the best processes of their kind in the world? If the answer is, no, they can improve. Moreover, even if the answer is, yes, they can improve and they must improve to retain their leadership in the world. It is important to emphasize this aspect of the total quality improvement process. With respect to every process and sub process, we must always compare ourselves with the same processes in other institutions. This is what the total quality performance experts call benchmarking. The idea is not to do just as well as the competition but to achieve a higher standard.

F. The Critical Importance of Our Raison D'être

The vision is to become the leading Catholic university in America. The concept of a Catholic university with a strong ecumenical character that welcomes great diversity and does not exclude anyone must be a part of every aspect of daily life at Duquesne University. The profound concern for moral and spiritual values which our Mission Statement sets forth must be implemented in myriad ways through radically creative curricular, teaching, residence life and campus ministry paradigms that do not exist at this time. Like all other paradigms within the University, the current paradigms must be continuously enhanced.

G. The Means to Actualization of the Vision

All other processes and sub processes at the University must be subject to the same goal of total quality performance. The entire administrative process must be analyzed in terms of the sub processes which it includes from the process of the offices of the President and Vice Presidents to all other offices and units of the University. They can all improve, even if they become the best in the world. All student organizations led by the Student Government Association can be viewed as the student organization process which is subject to the same goals and aspirations as all other processes. The faculty is subject to myriad groupings in schools, departments and other activities. The Faculty Senate is a process. Faculty participate, either through the Faculty Senate or in other elected or appointed representative capacities in many other processes including the budget process, the University advisory process (through the President's Advisory Council which includes students and staff as well as faculty) and other sub processes, particularly within their schools and departments. Again, all of these processes can not only improve, but should be viewed as a continuous effort to become the best in the world and then to continue improvement beyond that benchmark. Other processes such as the campus security process, the physical plant process, the housekeeping process, and yes, the parking process, are also subject to the same standards and aspirations. We could add many other processes such as the purchasing process or the public relations process, the telephone answering process and all other functions.

The vision statement requires every part of this University to operate as functioning whole through constant improvement of all processes. If any process does not meet a continuously higher standard, continuous augmentation of the quality of the entire University will be at least delayed if not stopped and our vision will not be actualized. The actualization of the vision, therefore, depends upon the creativity and industriousness of every member of the Duquesne Community, working together every hour of every working day, to insure continuous quality improvement.

H. The Critical Teaching Process

It is important to return to the critical teaching process which is often centered on the individual teacher who brings his or her own creativity to the classroom or laboratory. While the individuality of the teaching process cannot be gainsaid in terms of the direct classroom or out-of-classroom contact between the teacher and her students as well as the individual preparation and scholarship that is essential to that process, the process is much more comprehensive. In one sense, it involves the entire university process. The central mission of the University to provide academic excellence with a profound concern for moral and spiritual values is centered in the teaching process. It is appropriate to consider the moral and spiritual education process as a critical ingredient in the teaching process.

A sine qua non of teaching is the availability of qualified students. Those students come through the admissions process--a primal ingredient of the overall University process. A sub process is the student recruitment process, which provides prospective students with information about the University and invites applications.

A teacher and her students need a classroom that is well lighted and comfortable, i.e., conducive to the teaching and learning process. If the classrooms are insufficiently lighted, if they are too hot or too cold, too humid or too dry, or too anything, they can be improved and when they are the best classrooms in the world, they can still be improved.

Another critical part of the teaching process is the faculty recruitment process and the faculty evaluation process. These processes must be performed by the faculty, with comprehensive student input within every School and every department. Duquesne University is justly proud of its commitment to highly effective teaching. Can this high level of teaching performance be improved? Is it the best in the world? If it is the best in the world, it still can be improved.

1. The Implementation of Total Quality Performance at Duquesne

In Summary, Total Quality Performance at Duquesne University will occur through continuous enhancement of all processes through benchmarking and the creation of radically different paradigms by all personnel who are empowered to create the leading Catholic university in America.

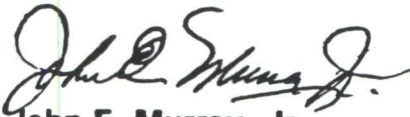
How can the teaching process, the scholarship process, the administrative process, and all other processes within Duquesne University be continuously improved until we are the best in the world, and then improve more?

A number of Duquesne people have been exposed to TQP by experts in the field, principally on the administrative side, though some faculty and deans have participated in these efforts. We will begin the implementation of TQP on the administrative side because the administrative processes are obvious examples of processes to which proven TQP methodology can apply.

The academic side presents more complex applications. Our January, 1992 Conference will deal exclusively with Total Quality Performance on the Academic Side. This program, designed for the entire Faculty, including all Deans and Department Chairs, will occur on Saturday, January 25, 1992 in the Ballroom. The program will begin at 9:00 A.M. and be completed by 3:00 P.M. including a working luncheon. We choose a Saturday because it is prohibitively difficult to cancel all classes for a given day due to the overwhelming difficulty of scheduling make-up classes for the entire University. Faculty members who cannot attend for religious or other overriding reasons will be scheduled to watch a video of the Conference.

Subsequent TQP facilitation will occur within each School and each department within one month after the January 25th Conference. If TQP is to become a reality at Duquesne University, it is essential that we pursue it together and with the highest effectiveness.

Earlier, I suggested that many other universities are beginning to pursue TQP. Recently, there have been announcements of various awards for universities that develop an effective TQP program. We want to be the first university in America to develop a clear TQP concept because only through TQP will we achieve our goal to become the leading Catholic university in America and to be perceived as the leading Catholic university in America. With the talent and commitment of the people of Duquesne, I have no doubt that we will actualize our vision.

A handwritten signature in dark ink, appearing to read "John E. Murray, Jr.", with a stylized, cursive script.

John E. Murray, Jr.
President

"Document Control"

TYPE: ACTION DOCUMENT NUMBER: 9200179
ORIGINATOR: 02 STATUS I DIRECTORATE STATUS

FROM: SHULL, Harrison: NAVAL POST GRADUATE SCHOOL

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/13/92

SUBJECT: HE IS WRITING TO ASK DR. BROMLEY'S ASSISTANCE WITH
PRESERVING A MECHANICAL ENGINEERING MILCON AT THE
NAVAL POSTGRADUATE SCHOOL AND IN FINDING A TIME WHEN
PRESIDENT BUSH COULD VISIT THE SCHOOL.

DIRECTORATE STAFF
ASSIGNED: DIRECTOR'S OFFICE ASSIGNED:

ACTION STAFF
REQUIRED: AS NECESSARY ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: 01/31/92 STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/17/92 DEPT RECEIVED:
FILE: P-DAB-PERSONAL
CENTRAL FILES:



THE WHITE HOUSE

WASHINGTON

February 3, 1992

Dear Harrison:

This is a somewhat belated response to your letter of January 13, and the delay reflects my effort to respond somewhat more effectively to your request.

With respect to the first item, the preserving of a Mechanical Engineering Milcon at the Naval Post Graduate School, I am afraid that I can only say that the Navy seems remarkably impervious to input from the outside and there are strict limits to what I can appropriately do in this regard. It would be very difficult to get this item off the recision list just as it will be difficult to remove the item regarding the Critical Technologies Institute that was earmarked for my own office, because the intent of the list is simply to cut out earmarking -- which has grown out of control in recent years. In 1992 there were 427 earmarked projects costing a total of \$802 million dollars, whereas this year the number has increased substantially and the total cost is very close to a billion dollars. If this trend continues, then clearly we will be in substantial trouble as a Nation that has depended on excellence as the dominant criterion for competitive selection of projects over the years.

Let me hasten to add that I recognize that there are three components of earmarking. First is one where the Congress finds an area which, for whatever reason, was not handled adequately in the President's budget, and makes whatever correction it deems appropriate. Obviously, this is entirely appropriate and within the proper function of the Congress. The second category, however, is where an individual member or Senator, for his or her own reasons, simply cuts out a certain amount of money and earmarks it for an institution in his or her own district or state without any competitive review and without much discussion. The third category is where a constituent actually requests such action on the part of a Representative or Senator. In both of these latter cases we are eroding the peer review system and the competitive approach that has served us well.

I am not for a moment saying that your request is not an excellent one, and I know that there are a number of such excellent requests in the system that have not been able to be funded through the more normal channels. Unfortunately, the recision is something of a blunt instrument, as is the earmarking, and there is little that can be done to change the situation from the Administration's end.

With respect to your second point, it would be desirable for the President to see what goes on at the Navel Post Graduate School. I can only say that I still remember with great pleasure my own visit and I do think that this would be an excellent place for the President to make a major speech on matters of science and technology. What you should do is submit a formal request to the President, letting me have a copy so that I can provide support from here. I would suspect that what you should best do is to leave the date open in the hope that such a visit could be worked into one of the other trips that I expect the President will be making to California during the remainder of this year. I would be happy to support such a request.

With all best wishes,

Sincerely yours,



D. Allan Bromley
The Assistant to the President
for
Science and Technology

Professor Harrison Shull
Provost
Naval Post Graduate School
Department of the Navy
Monterey, California 93943



DEPARTMENT OF THE NAVY

NAVAL POSTGRADUATE SCHOOL
MONTEREY, CALIFORNIA 93943-5100

Office of the Provost

0179A
IN REPLY REFER TO:
NPS (01)
13 January 1992

92 JAN 17 P2:22
Dr. D. Allan Bromley
Asst to the President for Science and Technology
Old Executive Ofc Bldg.
Washington, D.C. 20500
OSTP
MAIL ROOM

Dear Allan:

I have owed you a letter ever since we talked at the Academy meeting last year. With your schedule, I know you haven't missed hearing from me!

I am writing about two topics: 1) preserving a Mechanical Engineering Milcon at the Naval Postgraduate School, and (2) finding a time when President Bush can visit the School.

Only in the last two years has the Navy begun to renew its investment in the School made in 1951 when it moved from Annapolis. A new library and academic building will be completed this fall. Next in priority for academic needs has been a modern Mechanical Engineering building to bring up to date an area of technology that has not been touched since 1951. In fact, a large part of ME is still in a temporary building of that era, hardly a place to do modern strength of materials, autonomous under water vehicle work, etc.

We have had a new ME building (only \$12M, when we really needed \$14M) planned for FY93. Knowing that FY93 will be tougher than FY 92, working with Congressman Panetta, I managed to get the building passed by Congress in FY92. Now, it is on the recision list of the President going to Congress shortly. How can we get it off? This is a badly needed investment that downsizing will not erase. It does not fall in the long list of pork which I am glad to see on the recision list. Is there any way you can help to get us moving again on this building?

On item (2), I still think the President has a great opportunity to visit NPS to speak to the largest wardroom of the Navy about the importance of education, the importance of sound and not precipitous down-sizing, and words to impress the young officers that there still is a future in the Navy. Of course, I'd also like him to see the School, which I think is a National asset.

Thanks for your time and help, Alan. I'll try to visit with you for a few moments the next time I'm in town.

Sincerely,

Harrison

HARRISON SHULL

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200178

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: HITTINGER, William C.

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/09/92

SUBJECT: HE IS WRITING REGARDING A FUND RAISING LETTER DR.
BROMLEY HAD RECIEVED.

DIRECTORATE
ASSIGNED: STAFF
ASSIGNED:

ACTION
REQUIRED: STAFF
ACTION:

SENDER'S DUE DATE: STAFF DUE DATE
OSTP DUE DATE: DATE COMPLETED/DEPT:
DATE COMPLETED:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/17/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



0175
WILLIAM C. HITTINGER
149 BELLEVUE AVENUE
SUMMIT, NEW JERSEY 07901

92 JAN 17 2 23

01
MAIL January 9, 1992

Dear Allan,

I should not have been surprised to discover that a funds request letter had been sent to you over my signature, but I must confess that I was. Obviously our development office never misses an opportunity!

I completely understand your difficulty in not being able to sell your New Haven house in this difficult market. Our daughter, who just moved from California to Boston, has a similar problem in selling her condo in Los Angeles and yet needing housing in her new location.

You must be pleased to

have a major library recognize Pat, as the Whitney Library has done. I am sure it means much to your family. Clearly Lehigh understands your needs while being proud of having an important association with you.

Thanks so much for writing.
Best of luck in resolving the housing matter.

Sincerely,
Bill

have a major library recognize
Pat, as the Whitney Library has
done. I am sure it means
much to your family. Clearly
Schigh understands your needs
while being proud of having
an important association with
you.

Thanks so much for writing.
Best of luck in resolving the
housing matter.

Sincerely,
Bill

"Document Control"

TYPE: INFORMATION

DOCUMENT NUMBER: 9200057

ORIGINATOR: 02

STATUS C

DIRECTORATE STATUS

FROM: HENRICH, Victor E.: YALE UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 01/03/92

SUBJECT: A THANK YOU LETTER TO DR. BROMLEY FOR HIS
SUGGESTIONS ABOUT HOW DR. HENRICH MIGHT BE USEFUL IN
WASHINGTON.

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE:
OSTP DUE DATE: STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO: D. Allan Bromley

WHITE HOUSE TRACKING #: CONTACT PERSON:
REMARKS: PHONE: EXT:

OSTP RECEIVED: 01/07/92
FILE: P-DAB-PERSONAL

DEPT RECEIVED:

CENTRAL FILES:



Yale University
Department of Applied Physics

Victor E. Henrich
Eugene Higgins Professor of Applied Science
Phone: (203) 432-4399

0057 J
327 Becton Center
15 Prospect Street
Box 2157 Yale Station
New Haven, CT 06520

RECEIVED

92 JAN 7 P 2: 14

Fax No. (203) 432-4283

January 3, 1992

OSTP
MAIL ROOM

Dr. D. Allan Bromley
Executive Office of the President
Office of Science and Technology Policy
Old Executive Office Building - Room 360
Washington, DC 20506

Dear Allan,

Thank you for your letter of December 4, 1991, and your suggestions about how I might be useful in Washington on a part-time basis. Jan is currently negotiating an IPA with one of the branches of NIH, and it will be a while until she knows how much time she will be spending there and how much in New Haven. When we have a better idea of her schedule, I will contact the agencies that you suggested and take you up on your offer of calls to them on my behalf.

Best regards,

Vic

Victor E. Henrich
Eugene Higgins Professor of
Applied Science