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Folder Title:
Signing of Higher Education Amendment 7/23/92 [OA 7577] [1]

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AMERICA 2000 program, including academies for teachers and school leaders -- and something called alternative certification.

That's a program near and dear to my heart, so let me explain it. When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses. That bothered me ... then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science. Now, I might understand keeping me out of the classroom ... I might get embarrassed around the computer. But Albert Einstein?

In my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional certification. After three years and three tries, Congress finally agrees. This helps open huge pools of talent to bring into our classrooms. We can find a way ... for example ... to encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future generations in the classroom. \\\

Our system of higher education is the best in the world -- because it's rooted in American ideals that make it excellent, accessible and accountable. AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools. Just yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI Bills for Children," which will transform pre-college education by giving middle- and low-income families thousand dollar scholarships to send their kids to their choice of schools. I don't know about

By the way, I'm pleased to note that this part of my, I did receive my alternate teaching certificate from the state of Texas. The women ⁴⁷⁰ ~~part~~ part of me →

you ... but that gives me a thousand reasons to cheer.

Higher education thrives on competition and choice -- we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious. \ \

I mentioned earlier how I believe that education is now a lifelong endeavor. So I feel it is only appropriate to conclude with a quote I remember from my own school days. [And no, Lamar ... it isn't true that I never studied the Gettysburg Address ... because I heard it firsthand.]

I remember a quote from Longfellow ... something about "great heights not being achieved by sudden flight ... but by toiling upward in the night." Longfellow's advice could apply to the task of renewing our schools. It won't be done with headlines ... or slogans ... or even money alone. What it takes ... is innovation ... courage ... a willingness in every community to roll up our sleeves and reform this vital American institution.

We are toiling upward in the night ... and today we climb a little higher. When we have reached our plateau ... we will look out upon a new generation of American schools ... and a stronger foundation for our nation.

And now, on behalf of Frances McIntire and the legions of students at NOVA and across this country who will benefit -- it is with pride and hope that I sign into law the Higher Education Amendments of 1992.

could I ask # # #
Secretary Alexander, Dr. Ernst, and Delia Stafford
to step forward



NORTHERN VIRGINIA COMMUNITY COLLEGE

July 21, 1992

(S.P.)

(703)(243-9684)

Frances McIntire is President of Nurses Student Association at the Annandale Campus. She is President of Phi Theta Kappa which is the Honor Society for 2-year schools. She is married to a Navy Captain who was a mandatory retirement after 30 years in the Navy. She has 2 children, a boy, Benjamin and a girl, Margaret, who are severely handicapped. They need 24 hour nursing care. She is going to school full time while maintaining a high GPA. She is working to support the medical and financial needs of her family. Her long range goal is to be a nurse anesthetist and she has already been accepted by Catholic University for Fall enrollment of 1993. "We could not support my educational goals and the medical needs of my children if it were not for financial aid."

Lauren Wooden, nursing student, has one son, 2 years old. "Financial aid has helped a whole lot. I'm not working so without it I could not go to school."

Shiva Hassani, nursing student, has a 2 year old daughter. "Financial Aid has been instrumental. If I had to work, I could not go to school."

(Hinchliffe/Gershowitz)
July 22, 1992 10 a.m.
HIGH Draft Three

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION AMENDMENTS
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 P.M.**

Thank you. It's a pleasure to be here in Virginia ... in the cradle of American education ... to help move our schools into the 21st century.

I told Dr. Ernst ... I'm impressed with Nova's mission ... with your curriculum .. and most especially ... with your choice for last year's commencement speaker ... a certain silver-haired philosopher named Barbara Bush.

Now understand .. there are a couple of things I just don't like to do. Eat broccoli. Watch the other party on TV. And speak anywhere that Barbara has already spoken.

It's sort of like being asked to play guitar after Garth Brooks.//

But today ... I'll break my rule just one time ... because the occasion is so important.

We gather at a momentous moment in history. Over the past four years ... we've seen changes of almost Biblical proportions. The Cold War is over. In the international Super Bowl of ideas and lifestyle ... we won.

The competition was lopsided ... like a flag football team taking on the Redskins.

What does that mean for you and your families? Well ... when children go to bed tonight ... they'll be safer from the specter of nuclear war.

Safer than they were a decade ago. Safer than they were a year ago. Safer than even just a month ago. I believe that is very good news! \\\

This new world poses big challenges ... and big opportunities. From Poland to Peru ... other nations are trying to copy our system of free enterprise.

A system more productive than any other. A system that can make cars, computers ... even that incredible 21st century marvel of imagination ... the Teenage Mutant Ninja Turtle.

Here's the question: How do we win ... when more of the world's nations are playing our game?

The opportunity is huge. When we win ... the economists say we will "all share in a maximized proportion of ever-increasing global prosperity." In plain English, that means: good, steady jobs ... for you and all your families. \\\

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

Consider a couple facts. In 1980 ... a man with a college education made ... on average ... \$11,000 more per year than a man with only a high school education. By 1990 ... that gap had increased to more than \$16,000 ... and the exact same pattern happened with women's income.

Those facts shout a simple truth ... education makes the difference.

It doesn't matter if your mom and dad worked in a steel mill ... or sold life insurance ... or filled tacos at the local restaurant. Every American deserves the chance to get on the ladder of opportunity and climb! \\

I want to tell you about a woman I admire. She's not someone you'll read about in the paper, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends. She has two disabled children, and a life that's had many good breaks ... and a couple bad. But she also has a dream that she won't let go -- to be a nurse. And now she will get the financial help she needs to fulfill that dream.

Some day ... this courageous lady's children will sit in the audience and watch Mom receive her nursing degree. This woman who's done so much for so many ... will now be able to serve even more people. I'd like her to stand up ... the President of Phi Theta Kappa ... Frances McIntyre.

When I heard Frances' story -- saw her determination -- I was proud. Proud of Frances -- and proud that we are giving thousands of men and women like Frances a better chance to get the education they desire and deserve.

This Act gives a hand up to lower-income students, who need help the most. But it also reaches out to middle-income families -- the ones who skipped the vacation and drove the old clunker so that their kids could go to college. Too often, the funding cracks have been so big that these solid, decent families have slipped through -- and their kids' dreams have been in danger of

slipping away. Well, no longer. It's a matter of fairness.
It's a matter of our future. \\\

This Act reaches out to middle-income families -- raising limits on how much students and parents can borrow; and letting almost all students get loans, regardless of income. \\

And this Act reflects an awareness of an important new phenomenon. We used to think of education as like measles vaccines, first dates and learning to drive ... something we only did when we were young. Today, education never ends. Although our temples may be graying and our jogging routes a little shorter ... we always have to learn. This Act recognizes that simple fact ... by making federal financial aid available for part-time students ... who are taking a class or two toward their degree ... while still working during the day. \\

How much richer our nation's future will be. Each year, millions of families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

But this Act does more than open up federal funding to middle-income and part-time students. Through a new Federal/State partnership, it also sets tough standards -- ridding Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. Every dollar we waste is another dollar that doesn't help someone build a dream. We must demand accountability.

In addition, under this Act ... for the first time ... some

student aid will be contingent on academic performance. And the Act includes parts of what we call the AMERICA 2000 program, including academies for teachers and school leaders; and something called alternative certification.

That's a program near and dear to my heart, so let me explain it. When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses. That bothered me ... then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science. Now, I might understand keeping me out of the classroom ... I might get embarrassed around the computer. But Albert Einstein?

Well, in my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional certification. After three years and three tries, Congress finally agrees. This helps open huge pools of talent to bring into our classrooms. We can find a way ... for example ... to encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future generations in the classroom.

This Act reaffirms my commitment to education. It's one more piece of the quilt of education-related activities we've knit together ... from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

Our system of higher education is the best in the world --

because it's rooted in American ideals that make it excellent, accessible and accountable.

AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools -- and 1,500 communities and 44 states have already signed up. I'm calling for break-the-mold New American Schools -- for world class standards and exams -- for flexibility for teachers -- and for allowing parents to choose the schools they want their kids to attend.

Just yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI Acts for Children," which will transform education by giving middle- and low-income families a thousand dollars to send their kids to their choice of schools. I don't know about you ... but that gives me a thousand reasons to cheer.

Higher education thrives on competition and choice -- we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious.//

I mentioned earlier how I believe that education is now a lifelong endeavor.

So I feel it is only appropriate to conclude with a quote I remember from my own school days. (And no Lamar ... it isn't true that I never studied the Gettysburg Address ... because I heard it firsthand.)

I remember a quote from Longfellow ... not the center on our

basketball team ... but Henry Wadsworth himself.

Something about "great heights not being achieved by sudden flight ... but by toiling upward in the night."

Longfellow's advice could apply to the task of renewing our schools.

It won't be done with headlines ... or slogans ... or even money alone.

What it takes ... is innovation ... courage ... a willingness in every community to roll up our sleeves ... and reform this vital American institution.

We are toiling upward in the night ... and today we climb a little higher. When we have reached our plateau ... we will look out upon a new generation of schools ... and a stronger foundation for our nation.

And now, on behalf of Frances McIntyre and the legions of students at NOVA and across this country who will benefit -- it is with pride and hope that I sign into law the Higher Education Act of 1992.

#

PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 PM

Thank you...(acknowledgements)

I'm pleased to be back in Virginia for the signing of the "Higher Education Amendments of 1992." The "Old Dominion" has a long history of excellence in education. The College of William and Mary, Washington and Lee University, and the University of Virginia in Charlottesville are just a few of the jewels in a sparkling crown. I like to think some of that Virginia tradition rubbed off almost three years ago when I met with the nation's governors in Charlottesville at the historic two-day Education Summit--it led to our ambitious six National Education Goals.

I'm particularly pleased to be at the Annandale campus of Northern Virginia Community College. Northern Virginia Community College is the largest institution of higher education in the Commonwealth of Virginia, and it's doing a great job with its Extended Learning Institute. Keep up the good work. You are part of a community college system that is truly unique. These institutions provide an opportunity to millions of students nationwide, who otherwise might not be able to continue their education.

And that is what I'd like to talk to you about today--our system

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of higher education. It's the best in the world. It embraces the ideals of excellence, accessibility, and accountability. With the signing of this bill, we continue that tradition. With the signing of this bill we say to students of all ages and incomes--continue your education. Who are these students? Some of them are here today...

(Mention students).

The "Higher Education Amendments of 1992" reauthorizes the many programs in the Higher Education Act of 1965. The Administration worked closely with Congress to produce a bill of which we can all be proud, and my thanks to the many members on both sides of the aisle who made it possible. The bill is great in scope and significance. Specifically it accomplishes five important goals.

One, it eases the financial burden on many middle- and low-income families struggling to pay for their sons' and daughters' college educations. It makes sending their children to college more manageable. It does this by increasing the maximum Pell Grant to \$3,700, as I proposed. It also increases the loan limits under the Guaranteed Student Loan (GSL) programs for almost all undergraduate and graduate students.

Two, it extends eligibility for Pell grants to students studying less than half-time. This was originally part of my "Lifelong

Learning Act" so I'm particularly pleased it was included. Providing grants to individuals taking as little as one course at a time offers American men and women the flexibility they need to improve their employment skills while recognizing their commitment to jobs and families. This allows a working mother in a low-wage job to receive financial assistance for courses that would qualify her for a better paying, high-skilled job. As educator Robert Maynard Hutchins once said, "The object of education is to prepare the young to educate themselves throughout their lives." I think the key phrase here is, "throughout their lives." The world has changed, and to live, work, and compete in today's competitive global economy we must be prepared. More importantly, to function as responsible citizens in our American democracy we must be informed.

Three, this bill includes, for the first time, an academic achievement component in need-based student aid programs. This is similar to my Presidential Achievement Scholarship proposal, the goal of which was to reward students for excellence.

Four, I am particularly gratified that two segments of my AMERICA 2000 strategy are part of the legislation. An alternative certification program by which states will develop new routes to teacher certification; and authorization of School Teacher and Leader Academies to provide in-service training in academic and

other educational areas.

Five, this bill contains a number of valuable program integrity and default prevention provisions. The Administration worked to enhance the accountability of all who play a role in Federal assistance programs--students, postsecondary institutions, lenders, guaranty agencies, accrediting bodies, the States, and the Federal Government itself. This legislation isn't perfect, but it is faithful to those principles. This bill will help crack down on sham schools that have defrauded students and the system in the past. It will also help to prevent student loan defaults.

The bill keeps our system of higher education on a path of excellence. What are the principles that helped us achieve this excellence? A tradition of innovation, high standards and local control. A tradition of diversity and decentralization, not dictated by Washington. A tradition of strong private sector support. A tradition of access, with Federal funds providing middle- and low-income families more choices. I would like to see this tradition of excellence and its component principles transferred to our elementary and secondary schools.

To change our country we must change our schools. The revolution has started and is spreading. There are 1,500 communities and 44 States committed to the AMERICA 2000 strategy. My AMERICA 2000

legislation calls for four revolutions: A new generation of break-the-mold New American Schools; world class standards and voluntary national exams; broad flexibility for teachers and principals; and parental choice of schools. We cannot afford to accept business-as-usual here in Washington while the country cries for change and improvement.

Yesterday, Senator Danforth and Congressman Gradison introduced my proposal "State and Local GI Bills for Children." It would give middle- and low-income families consumer power--dollars to spend at any lawfully-operating school of their choice--public, private, or religious. Just as the original GI Bill and the Pell Grants transformed higher education, the GI Bills for Children can transform elementary and secondary education. I look forward to signing the GI Bills for Children in the near future.

Creating the best schools in the world at every level of American education--that's my goal. Our colleges and universities, having attained that goal, are the envy of the world. This legislation will continue that tradition by supporting and enhancing the principles which made them great. It's been a pleasure to be here on the Annandale campus on this important occasion. It is with a great deal of pride and hope that I sign this Higher Education Act of 1992. Thank you for your attention. And may God bless the United States of America. Thank you.

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**PRESIDENTIAL REMARKS
SIGNING OF HIGHER EDUCATION ACT
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 PM**

OBJECTIVES OF REMARKS

- 1) Explain the important aspects of the Higher Education Act Amendments.
- 2) Explain that we want to duplicate the success of our higher education system on the elementary and secondary school level.

OUTLINE OF ATTACHED SPEECH

I.) Introduction

- o Virginia college system
- o NOVA community college success

II.) Higher Ed Amendments--five improvements.

- o Eases the financial burden on middle-and low-income families.
- o Extends eligibility for Pell grants to students studying less than half-time.
- o Includes an academic achievement component.
- o Two segments of AMERICA 200 are included
 - o Alternative certification program
 - o School Teacher and Leader Academies
- o Program integrity and default prevention provisions.
 - o Crackdown on sham schools
 - o Prevent student loan defaults

III.) Tradition of excellence in higher ed.

- o Principles of path of excellence--Innovation, high standards, local control, private sector support, and access.

IV.) Duplicate the success.

- o Transfer success to elementary and secondary schools.
 - o AMERICA 2000--four revolutions
 - o GI Bill for Children

V.) Conclusion

- o Excellence for ALL schools.

###

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111th Edition

Statistical Abstract of the United States 1991

117/92

The National Data Book



U.S. Department of Commerce
Robert A. Mosbacher, Secretary
Rockwell A. Schnabel, Deputy Secretary

Economics and Statistics Administration
Michael R. Darby, Under Secretary for
Economic Affairs and Administrator

BUREAU OF THE CENSUS
Barbara Everitt Bryant, Director

No. 738. Married-Couple Families With Earnings, by Work Experience of Husbands and Wives: 1981 and 1987

[As of March of following year. Based on Current Population Survey; see text, sections 1 and 14 and Appendix III. Money earnings is the sum of wages or salary and net income from farm and nonfarm self-employment; see text, section 13]

WORK EXPERIENCE OF HUSBAND	NUMBER (1,000)					MEAN EARNINGS (dol.)				
	Total	Wife worked			Wife did not work	Total	Wife worked			Wife did not work
		Total	Worked at full-time jobs	Worked at part-time jobs			Total	Worked at full-time jobs	Worked at part-time jobs	
1981										
Total	42,199	28,209	18,738	9,471	13,991	25,551	27,163	28,588	24,345	22,301
Husband worked in 1981	40,249	26,258	17,408	8,850	13,991	26,386	28,562	29,955	25,822	22,301
Full-time jobs	37,560	24,808	16,536	8,273	12,751	27,479	29,360	30,579	26,924	23,821
Part-time jobs	2,689	1,450	873	577	1,239	11,109	14,911	18,134	10,043	6,661
Husband did not work in 1981	1,950	1,950	1,329	621	(X)	8,333	8,333	10,686	3,300	(X)
1987										
Total	43,450	31,586	21,585	10,001	11,864	37,171	39,486	41,764	34,569	31,008
Husband worked in 1987	41,142	29,278	20,134	9,144	11,864	38,610	41,690	43,678	37,315	31,008
Full-time jobs	38,400	27,791	19,284	8,507	10,608	40,288	42,806	44,517	38,927	33,694
Part-time jobs	2,742	1,487	850	637	1,256	15,104	20,841	24,634	15,781	8,312
Husband did not work in 1987	2,308	2,308	1,451	857	(X)	11,523	11,523	15,218	5,264	(X)

X Not applicable.

No. 739. Mean Earnings of Husbands and Wives in Married-Couple Families: 1981 and 1987

[In dollars. As of March of following year. See headnote, table 738]

CHARACTERISTIC	CURRENT DOLLARS				CONSTANT (1987) DOLLARS			
	Husband		Wife		Husband		Wife	
	1981	1987	1981	1987	1981	1987	1981	1987
Total	20,866	29,154	8,598	13,245	26,075	29,154	10,744	13,245
Age: 15 to 24 years	12,378	15,028	6,433	8,791	15,468	15,028	8,039	8,791
25 to 34 years	18,711	25,238	8,813	13,077	23,382	25,238	11,013	13,077
35 to 44 years	24,170	33,166	8,984	14,764	30,204	33,166	11,227	14,764
45 to 54 years	23,938	34,648	9,210	14,094	29,914	34,648	11,509	14,094
55 to 64 years	21,874	28,727	8,822	12,251	27,334	28,727	11,024	12,251
65 years and over	10,663	16,132	5,500	7,581	13,325	16,132	6,873	7,581
Age of own children under 18 years: No own children	19,888	27,755	9,594	14,256	24,853	27,755	11,989	14,256
One or more children	21,596	30,256	7,779	12,395	26,987	30,256	9,721	12,395
All under 6	18,859	28,181	7,379	12,163	23,567	28,181	9,221	12,163
Some under 6, some 6 to 17	20,946	29,564	6,575	10,732	26,175	29,564	8,216	10,732
All 6 to 17	23,215	31,636	8,318	13,067	29,010	31,636	10,394	13,067
Work experience: Worked at full-time jobs	21,870	30,606	10,957	16,603	27,329	30,606	13,692	16,603
Worked at part-time jobs	6,835	8,790	3,831	5,959	8,541	8,790	4,787	5,959
Years of school completed: Less than 12 years	13,783	18,048	5,964	8,081	17,224	18,048	7,453	8,081
High school, 4 years	18,967	24,483	7,897	11,373	23,702	24,483	9,868	11,373
College: 1 to 3 years	21,473	29,179	9,352	13,872	26,833	29,179	11,687	13,872
4 years	27,343	38,973	10,681	17,599	34,169	38,973	13,347	17,599
5 or more years	32,863	46,853	14,914	22,769	41,067	46,853	18,637	22,769

Source of tables 738 and 739: U.S. Bureau of the Census, *Current Population Reports*, series P-60, Nos. 163 and 165.

No. 740. Mean Money Earnings, by Educational Attainment, Sex, and Age: 1988

[In dollars. For year-round full-time workers 25 years old and over. As of March 1989. See headnote, table 738]

AGE AND SEX	Total	Elementary, 8 years or less	SECONDARY			COLLEGE			
			Total	1-3 years	4 years	Total	1-3 years	4 years	5 or more years
Male, total	32,558	18,903	26,292	22,430	27,139	39,671	31,543	40,415	50,262
25-34 years old	26,520	14,923	22,698	18,915	23,434	31,035	26,486	32,956	37,354
35-44 years old	36,044	20,455	27,922	22,737	28,777	42,343	32,698	43,087	53,692
45-54 years old	37,039	20,348	29,487	24,935	30,660	47,248	38,158	47,432	57,164
55-64 years old	33,975	20,713	27,930	25,231	28,852	45,073	34,500	49,272	51,860
65 years old and over	28,659	13,941	26,517	21,630	27,961	38,176	32,990	34,124	45,742
Female, total	20,531	11,710	16,856	13,834	17,336	24,933	21,310	25,674	31,189
25-34 years old	19,593	11,009	15,728	11,724	16,166	22,970	19,526	24,688	27,740
35-44 years old	21,740	12,001	17,108	13,967	17,551	26,432	22,334	27,220	32,957
45-54 years old	21,563	12,273	18,288	14,738	18,953	27,242	23,680	26,812	33,667
55-64 years old	19,047	11,445	16,865	15,134	17,321	24,769	21,215	25,465	31,080
65 years old and over	15,570	9,430	14,257	11,963	14,891	18,674	18,414	13,054	25,858

Source: U.S. Bureau of the Census, *Current Population Reports*, series P-60, unpublished data.

rel, Median, Origin,

and over. Based on ar Presentation. See median income. For

Median income (dol.)	Mean income (dol.)
20,337	22,980
19,467	22,932
17,989	22,023
17,534	21,493
17,101	21,307
17,414	21,596
17,762	22,132
17,933	22,706
18,473	23,554
18,522	(NA)
18,908	24,054
5,843	8,549
20,782	23,316
28,545	32,950
29,578	34,415
22,647	28,730
12,471	17,327
19,959	(NA)
12,044	(NA)
13,030	(NA)
21,544	(NA)
19,156	(NA)
16,773	(NA)
19,431	(NA)
6,821	9,568
7,443	9,924
7,064	9,722
7,103	9,683
7,217	10,046
7,608	10,570
7,820	10,912
7,935	11,185
8,214	11,594
8,638	(NA)
8,884	12,311
4,485	6,596
11,565	13,590
12,546	15,624
12,020	15,435
8,377	12,346
7,103	10,140
9,103	(NA)
7,349	(NA)
6,990	(NA)
9,611	(NA)
8,299	(NA)
8,424	(NA)
9,699	(NA)

Hispanic population procedures; data not

No. 726. Money Income of Households—Mean After-Tax Household Income in Constant (1987) Dollars, by Selected Characteristics: 1980 to 1987

[In dollars, except percent. Households as of March of following year. Estimates of after-tax income were derived from tax simulation procedures based on a "statistical" combination of data from the Internal Revenue Service, summaries of State individual income tax regulations, data on the characteristics of persons paying FICA payroll taxes from the Social Security Administration, property tax information from the Annual Housing Survey, and the March Current Population Survey microdata file. For additional information on methodology, see source. For composition of regions, see fig. 1, inside front cover.]

CHARACTERISTIC	AFTER-TAX HOUSEHOLD INCOME						AVERAGE ANNUAL PERCENT CHANGE				
	1980	1983	1984	1985	1986	1987	1980-1987	1983-1984	1984-1985	1985-1986	1986-1987
All households	22,442	22,982	23,594	23,924	24,547	24,857	1.5	2.7	1.4	2.6	1.3
Age of householder:											
Under 65 years	24,327	24,628	25,278	25,738	26,467	26,915	1.5	2.6	1.8	2.8	1.7
65 years old and over	15,145	16,752	17,228	17,113	17,425	17,284	1.9	2.8	-0.7	1.8	-0.8
Race and Hispanic origin:											
White	23,242	23,851	24,476	24,810	25,467	25,816	1.5	2.6	1.4	2.6	1.4
Black	15,792	15,665	16,192	16,681	16,996	17,011	1.1	3.4	3.0	1.9	0.1
Hispanic	18,688	18,305	18,993	18,932	19,504	20,077	1.0	3.8	-0.3	3.0	2.9
Region:											
Northeast	22,409	23,352	24,072	24,983	25,645	25,919	2.1	3.1	3.8	2.6	1.1
Midwest	22,670	22,526	22,829	23,147	23,831	24,045	0.8	1.3	1.4	3.0	0.9
South	21,511	22,340	22,923	22,784	23,443	23,773	1.4	2.6	-0.6	2.9	1.4
West	23,748	24,256	25,207	25,725	26,146	26,562	1.6	3.9	2.1	1.6	1.6
Type of family:											
Married couples with children ²	28,298	28,348	29,365	29,992	31,060	31,981	1.8	3.6	2.1	3.6	3.0
Married couples without children ²	26,704	28,126	28,944	29,276	30,214	30,132	1.7	2.9	1.1	3.2	-0.3
Female householders with related children ³	13,641	12,910	13,395	13,832	13,613	14,424	0.8	3.8	3.3	1.6	6.0

¹ Hispanic persons may be of any race. ² Related children under 18 years old. ³ No husband present.

Source: U.S. Bureau of the Census, *Current Population Reports*, series P-23, No. 157, and unpublished data.

No. 727. Number of Households Paying Taxes and Amount of Taxes, by Type of Tax and Before-Tax Money Income: 1987

[Households as March 1987. See headnote, table 721]

TYPE OF TAX	Unit	BEFORE TAX MONEY INCOME								
		Total	Under \$10,000	\$10,000-\$14,999	\$15,000-\$19,999	\$20,000-\$24,999	\$25,000-\$34,999	\$35,000-\$49,999	\$50,000-\$74,999	\$75,000 and over
All households	1,000 . .	91,066	16,717	9,658	9,136	8,405	14,664	15,677	11,109	5,700
Households paying—										
One or more taxes ¹	1,000 . .	84,439	10,981	8,983	8,963	8,375	14,656	15,674	11,109	5,697
Federal income taxes	1,000 . .	68,770	2,008	4,971	7,163	7,774	14,423	15,628	11,108	5,694
State income taxes	1,000 . .	60,418	3,067	5,106	6,462	6,452	12,120	12,856	9,505	4,851
FICA payroll taxes	1,000 . .	68,236	6,059	6,027	6,548	6,776	12,636	14,307	10,432	5,451
Federal retirement taxes	1,000 . .	3,357	78	113	200	227	633	922	833	352
Property taxes	1,000 . .	56,367	6,413	4,716	4,912	4,897	9,549	11,618	9,225	5,031
Taxes paid	Bill. dol.	666.3	6.3	12.4	20.3	28.7	79.9	139.5	168.6	210.7
Percent of taxes paid:										
Federal income taxes	Percent.	54.2	9.2	24.7	36.8	40.8	45.2	48.9	54.4	67.6
State income taxes	Percent.	14.8	4.7	8.8	11.5	12.6	14.1	14.7	15.1	16.0
FICA payroll taxes	Percent.	22.0	33.1	35.6	34.2	32.9	29.7	27.0	22.1	11.8
Federal retirement taxes	Percent.	1.1	0.4	0.6	0.9	1.0	1.5	1.5	1.4	0.6
Property taxes	Percent.	7.9	52.5	30.3	16.5	12.6	9.5	7.9	7.0	3.9
Average tax paid ²	Dollars.	7,891	576	1,377	2,265	3,423	5,450	8,900	15,175	36,980
Federal income taxes	Dollars .	5,252	289	615	1,043	1,506	2,500	4,361	8,255	25,018
State income taxes	Dollars .	1,627	97	214	362	562	930	1,595	2,682	6,939
FICA payroll taxes	Dollars .	2,148	346	730	1,062	1,391	1,879	2,637	3,572	4,579
Federal retirement taxes	Dollars .	2,249	356	691	932	1,307	1,922	2,278	2,836	3,643
Property taxes	Dollars .	935	519	794	683	738	794	949	1,275	1,649

¹ Figures will not add as more than one type of tax may be reported for each household. ² Based on households paying taxes.

Source: U.S. Bureau of the Census, unpublished data.

State of California

Department of Correction
Parole and Community Services Division
490 N. Magnolia Avenue
El Cajon, CA 92020



THE W
W:

DATE: July 2, 1992

Al Williams
Parole Agent

(619) 441-0160

FROM THE PRESIDENT

TO: Phil Brady

Please have a reply prepared for my signature to the attached card from Al Williams.

"It was a pleasure meeting your here. . . (add what we're doing about student loans and whether we will be doing more).

Phil :
Mr. Williams
Took part in the
CBS show in
Rose Garden -

Beth -

A couple of more items, just FYI:

- 1-pager on HEA
- Mr. Williams was the gentleman in the CBS Rose Garden interview the President said he'd get back to on what we're doing on higher ed -- it might be worth considering the Pres. mentioning he's getting back to him of this

announcement or something along that line

HEA Signing Ceremony

- Nearly half of all full-time college students currently receive some type of Federal grant or loan.
- Under my administration, the amount of Federal aid available to students has increased by 40 percent, to over \$25 billion. The Pell Grant program, which helps the neediest students, has increased over 48 percent during that time.
- I had a number of goals going into the Higher Education Act (HEA) reauthorization:
 - Expanding financial access and choice;
 - Rewarding excellence and success in education;
 - Promoting lifelong learning;
 - Promoting greater accountability; and
 - Simplifying program delivery.

This bill brings us closer to achieving all of these goals.

- The maximum Pell Grant has been increased to \$3,700, as the Administration proposed. Loan limits under the Guaranteed Student Loan (GSL) programs have been increased for almost all undergraduate and graduate students.
- With the creation of the Presidential Access Scholarship program, need-based student aid will encourage and reward educational excellence for the first time. This program will supplement the awards of Pell Grant recipients who meet a minimum standard of academic achievement.
- The bill will expand eligibility for Pell Grants to less than half-time students, a key component of the President's Lifelong Learning Act.
- The bill includes many of the Administration's program integrity and default reduction provisions, such as an expanded State role in assuring institutional quality, enhanced Secretarial oversight of guarantee agencies, and the reduction of the threshold for elimination of high default schools from 30 percent to 25 percent.
- A number of vital steps have been taken to simplify the student aid programs. These include the adoption of a single need analysis formula for all aid programs and a common financial aid application form.
- A number of other provisions in the bill directly support AMERICA 2000. These include:
 - adoption of an alternative certification program through which states can develop new routes to teacher certification; and
 - authorization of National Teacher and School Leader Academies to provide in-service training.

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 19
To Linda Bowles	From J. King Lane	
Co.	Co. PAD	
Dept.	Phone # 401 0970	
Fax # 456-7739	Fax # 4	

THE WHITE HOUSE

Thank you.

WASHINGTON

It is a pleasure to be here ... in the state where the American school was in many respects born ... to help move our schools into the 21st century.

We gather today at a truly momentuous moment in history. Over the past four years ... the world has witnessed changes of almost Biblical proportions. The Cold War is over. In the international Super Bowl of ideas and ideology ... we won. The competition was lopsided ... like a flag football team taking on the Redskins.

What does that mean for you ... and your families? Well ... when little children go to bed tonight ... they'll be safer from the specter of nuclear war. Safer than they were a decade ago. Safer than they were a year ago. Safer than even just a month ago. I believe that is very good news!

This new world poses big challenges ... and big opportunities. From Poland to Peru ... other nations are trying to copy our system of free enterprise. A system more productive than any other ... a system that can make cars, computers ... even that incredible 21st century marvel of imagination ... Teenage Mutant Ninja Turtles.

Here's the question: How do we win ... when more of our the world's nations are playing our game?

The opportunity is huge. When we win ... the economists say ... we will "all share in a larger proportion of increasing global prosperity." What does that mean in English? It means ... good, steady jobs ... for you and all your families.

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

THE WHITE HOUSE

Thank you ... Dr. Richard (Ernst) WASHINGTON

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Consider a couple facts. ^{THE WHITE HOUSE} In 1980 ... a man with a college education made ... on average ^{SHINGLES} \$11,000 more per year than a man with only a high school education.

By 1990 ... that gap had increased to more than \$16,000 ... and the exact same pattern happened with women's income.

Those facts shout a simple truth at us ... education makes the difference. It doesn't matter if your mom and dad worked in a steel mill ... or sold life insurance ... or filled tacos at the local restaurant.

Every American deserves the chance to get on the ladder of opportunity and climb!

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Those facts shout a simple truth at us ... education makes the difference. It doesn't matter if your mom and dad worked in a steel mill ... or sold life insurance ... or filled tacos at the local restaurant.

Every American deserves the chance to get on the ladder of opportunity and climb!

I want to tell you about a woman I admire. She's not someone you'll read about in the papers, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends. She has two disabled children, and a life that's had many good breaks ... and a couple bad. But she also has a dream that she won't let go -- to be a nurse. And she's getting the financial help she needs to fulfill that dream. She can take her courses -- *some day ... this course your ladies kids* and some day her kids will sit in the audience *and watch their* while their Mom receives her nursing degree. This *LEONAR* lady who's done so much for so many ... will now be able to serve even more people. *I'd like her to* Please stand up, ... President of NOVA's honor society, Phi Theta Kappa ... Frances McIntyre.

When I heard Frances' story -- saw her determination -- I was proud. Proud of Frances; and proud that this Administration *we OK* is giving thousands of men and women like *Frances* her a better chance to get the education they desire and deserve.

This Act gives a hand up to lower income students, who need help the most. But it also reaches out to middle-income families -- the ones who are the heart of this country -- the ones who skipped the vacation and drove the old clunker so that their kids can go to college. Too often, the funding cracks have been big enough that these solid, decent families have slipped through -- and their kids' dreams have been in danger of slipping away. *well* Well, no longer. It's a matter of fairness. It's a matter of our future.

This Act reaches out to middle-income families -- raising

this act

limits on how much students and parents can borrow; and letting almost all students get loans, regardless of income.

And it reflects an awareness of an important new American phenomenon. We used to think of education as like measles vaccines, first dates and learning to drive ... something we only did when we were young. ~~But no longer.~~ Today, education never ends ... we'll always have to learn. This Act recognizes that simple fact ... by making federal financial aid available for part-time students ... who are taking a class or two toward their degree ... while still working during the day.

How much richer our nation's future will be because of this Act. Each year, millions of families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

But this Act does more than open up federal funding to middle-income and part-time students. Through a new Federal/State partnership, it also sets tough standards -- ridding Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. Every dollar we waste is another dollar that doesn't help someone build a dream. We must demand accountability.

In addition, this Act ~~takes a first step toward~~ rewards for academic achievement in ~~some need-based student aid~~. And it includes parts of my AMERICA 2000 program, including academies for teachers and school leaders; and something called ~~the~~

under ... for the first time... student aid will be something of an academic performance
the Act
what we call the

That's the kind of thinking that keeps us back. In too many states, our most successful business leaders, our brightest college professors, even Albert Einstein, couldn't teach in our public schools. Well, in my first months in office, I proposed legislation to allow our best and brightest to teach. After 3 years and 3 tries, Congress finally agrees. Now, we have a real resource and peace dividend in the armed services: men and women who entered combat for us and shone brilliantly -- let's allow them to enter the classrooms and shine for future generations.

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This act reaffirms my absolute commitment to education. It's another piece of the mosaic of education-related activities we've produced, from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

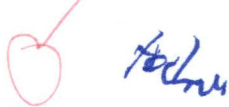
Our system of higher education is the best in the world -- because it's rooted in American ideals that make it excellent, accessible and accountable. AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools. 1,500 communities and 44 states have already joined up. I'm calling for break-the-mold New American Schools; for world class standards and exams; for flexibility for teachers; for allowing parents to choose the schools they want their kids to attend. ~~and~~ ^{Just} yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI Acts for Children," which will transform education by giving consumer power to middle- and low-income families. Higher education

Howard calls Mary to see their kids. I don't know about you... but I'd like a Howard!

could it teach high school science. now I might understand keep me out of the classroom... I might get embarrassed around the computer. But Albert Einstein?

without attending degree, can enter the

Qualification Certificate



(Hinchliffe/Gershowitz)
July 22, 1992 10 a.m.
HIGH Draft Three

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION AMENDMENTS
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 P.M.**

Thank you. It's a pleasure to be here in Virginia ... in the cradle of American education ... to help move our schools into the 21st century.

I told Dr. Ernst ... I am impressed with Nova's mission ... with your curriculum .. and most especially ... with your choice for last year's commencement speaker ... a certain silver-haired philosopher named Barbara Bush.

Now understand .. there are a couple of things I just don't like to do. Eat broccoli. Watch the other party on television. And speak anywhere that Barbara has already spoken.

It's sort of like being asked to play guitar after Garth Brooks.

But today ... I'll break my rule just once ... because the occasion is so important.

We gather at a momentous moment in history. Over the past four years ... the world has witnessed changes of almost Biblical proportions. The Cold War is over. In the international Super Bowl of ideas and lifestyle ... we won. The competition was lopsided ... like a flag football team taking on the Redskins.

What does that mean for you and your families? Well ... when children go to bed tonight ... they'll be safer from the specter of nuclear war. Safer than they were a decade ago. Safer than they were a year ago. Safer than even just a month

W. we will "all share in a larger proportion of increasing global prosperity." What does that mean in English? It means ... good, steady jobs ... for you and all your families.

plac'd
that

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

Consider this: While the mean income for workers without a college education has [#], the income for college-educated workers has [#]. The way to pull yourself up by your bootstraps, the way to carve out your own piece of America, is through education. That's why one of my major goals as President is putting college education and career training within the grasp of every American, equally and fairly, whether they're the child of a doctor, a steelworker, or someone on welfare. Education is America's greatest equalizer -- and our greatest opportunity.

I want to tell you about a woman I admire. She's not someone you'll read about in the papers, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends.

^{she} Frances McIntyre has two ~~severely~~ disabled children, and a life that's had ~~more bad breaks than~~ good. But she also has a dream ^{that} she won't let go of -- to be a nurse. And finally, she's getting the educational financial aid she needs.

secure of this act

help

She can take her courses here at NOVA -- and some day her kids will sit in the ^{to} audience while ~~their~~ Mom receives her nursing degree. ~~Frances~~ stand up and let us all wish you well.

many good friends... and a couple said. to full fill that dream

When I heard Frances' story -- saw her determination -- I was proud. Proud of Frances -- and proud that as of today this

this lady who've done so much for so many... will now be able to save even more people. Please stand up... Frances McIntyre.

Administration is giving her -- and ~~the~~ ^{the} thousands of men and women like her -- a better chance to get ~~that~~ ^{the} education they ~~so~~ deeply desire and deserve.

~~Frances represents Americans I've met all across this land -- good, hard-working men and women ready to blossom if we just give them a chance. The Higher Education Amendments of 1992 do just that.~~ This Act gives a hand up to ~~our poorest kids,~~ ^{low-income students} who need help the most. But it also reaches out to middle-income families -- the ones who are the heart of this country -- the ones who've ~~worked hard all their lives to help their kids grab hold of their piece of the American dream.~~ ^{skipped the vacation, held off on the new kitchen, so} Too often, the funding cracks have been big enough that these solid, decent families have slipped through, and their kids' dreams have been in danger of slipping away. Well, no longer. It's a matter of fairness. It's a matter of our future. \ \

change the old definition that their kids can go to college.

^{historic} This Act reaches out to middle-class families -- increasing ~~maximum~~ grants; raising limits on how much students and parents can borrow; and letting almost all students get loans, regardless of income.

over-

This act does something else: a big victory I'm really proud of. It addresses another major need -- of older students who are trying to grab hold of the education dream the only way they can -- by taking a course or two at a time toward their degree while still working during the day. Well, this act opens the federal aid door to them.

You see, we have to break the old preconceptions. An educa-

This act reflects a new awareness of an important new American phenomenon.



use used to think of education as the

master teacher and first date, ~~and~~

and learning to drive -- same thing we only did

when we were young. But no longer. Today

education ~~is~~ ~~not~~ new uses, ~~new~~ things

our families may be gray ~~and~~ ~~new~~

~~not~~ ~~as~~ ~~new~~ ~~things~~ ~~for~~

a little older -- we'll always ~~be~~ ~~to~~ ~~learn~~.

This ~~is~~ ~~not~~ ~~recognizes~~ that ~~change~~ ~~is~~ ~~not~~ ~~by~~

Making ~~the~~ ~~change~~ ~~to~~ ~~part~~ ~~time~~

students ... who are taking a class or two

~~while~~ ~~working~~ ~~at~~ ~~night~~ ~~at~~ ~~night~~ ... while

working during the day.

tor named Robert Maynard Hutchins said: "The object of education is to prepare the young to educate themselves throughout their lives." Education's not something we get only in a steady, unbroken stream from kindergarten to the end of college. In my education goals and in AMERICA 2000, I stress lifelong learning: that's what it takes to get ahead as individuals and as a nation. Frances knows how a dream deferred can be the most meaningful dream of all. Now, at her age, she'll be able to get her degree -- and provide for her family.

How much richer our future will be because of this Act I'm signing today. Each year, millions more families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

This Act does more than open up federal funding to middle-class and non-traditional students. Through a new Federal/State partnership, it also sets tough standards, to rid Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. We must demand accountability.

In addition, this act calls for standards of academic achievement for some need-based student aid programs. And it includes parts of AMERICA 2000, like academies for teachers and school leaders and an alternative certification program.

That's a program near and dear to my heart, so let me take a minute here. When I lived in West Texas, I tried to volunteer to teach night courses, but my Phi Beta Kappa economics degree wasn't good enough, because I didn't have the required education

Every dollar we waste is another dollar that doesn't help someone fulfill a dream. We must demand accountability.

alternative certification ~~program.~~

That's a program near and dear to my heart, so let me ~~take a~~ ^{explain.} minute ~~here.~~ When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses.

~~That's the kind of thinking that keeps us back.~~ In too many states -- our most successful business leaders, our brightest college professors, even Albert Einstein -- couldn't teach in our public schools. Well, in my first months in office, I proposed legislation to allow our best and brightest to teach. After three years and three tries, Congress finally agrees.

And we have a real national treasure we can tap. Now that the Cold War threat is over, many dedicated, well-trained men and women are leaving the armed forces -- and are eager to teach. But they don't have the traditional certification. Let's change the rules and take advantage of this new kind of peace dividend. These are men and women who led their country -- let's welcome them into our classrooms where they'll lead future generations.

This Act reaffirms my absolute commitment to education. It's another piece of the mosaic of education-related activities we've produced, from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

Our system of higher education is the best in the world -- because it's rooted in American ideals that make it excellent, accessible and accountable. AMERICA 2000 is the revolution that

thrives on com-petition and choice: we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious.

Together, these reforms will empower all Americans to get the education we need to face -- and forge -- our future.

And now, on behalf of Frances and the legions of students at NOVA and across this country who will benefit -- it is with a great deal of pride and hope that I sign this Higher Education Act of 1992.

#

THE WHITE HOUSE
WASHINGTON

THE PRESIDENT HAS SEEN
7-22-92

12 JUL 22 P 1:23

July 20, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH:

STEVEN PROVOST *SP*

FROM:

BETH HINCHLIFFE *BH*

On Thursday, July 23, 1992, at Northern Virginia Community College in Annandale, you will address an audience of approximately 500, gathered for the signing of the Higher Education Act of 1992.

Your remarks (8 minutes, cards) focus on the major advances of this new act -- specifically how it expands middle-class access to federal education grants; and how it permits part-time students to qualify for financial support.

In addition, the remarks show that this Act is part of your overall education plan. They also address the larger issue of the importance of education for this nation's future.

(Hinchliffe/Gershowitz)
July 22, 1992 10 a.m.
HIGH Draft Three

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*not a good example
guinn recent events*

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The opportunity is huge. When we win ... the economists say we will "all share in a maximized proportion of ever-increasing global prosperity." In plain English, that means: good, steady jobs ... for you and all your families. \\\

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

Consider a couple facts. In 1980 ... a man with a college education made ... on average ... \$11,000 more per year than a man with only a high school education. By 199 ... that gap had increased to more than \$16,000 ... and the exact same pattern happened with women's income.

Those facts shout a simple truth ... education makes the difference.

It ~~doesn't matter if your mom and dad worked in a steel m~~
... or ~~sold life insurance~~ ~~or filled tacos at the local~~
~~restaurant~~ Every American deserves the chance to get on the
ladder of opportunity and climb! \\
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I want to tell you about a woman I admire. She's not
someone you'll read about in the paper, or see on t.v. She
someone who might be your neighbor, or the mother of one of your
kids' friends. She has two disabled children, and a life that's
had many good breaks ... and a couple bad. But she also has a
dream that she won't let go -- to be a nurse. And now she will
get the financial help she needs to fulfill that dream.

Some day ... this courageous lady's children will sit in the
audience and watch Mom receive her nursing degree. This woman
who's done so much for so many ... will now be able to serve even
more people. I'd like her to stand up ... the President of Phi
Theta Kappa ... Frances McIntyre.

When I heard Frances' story -- saw her determination -- I
was proud. Proud of Frances -- and proud that we are giving
thousands of men and women like Frances a better chance to get
the education they desire and deserve.

This Act gives a hand up to lower-income students, who need
help the most. But it also reaches out to middle-income families
-- the ones who skipped the vacation and drove the old clunker so
that their kids could go to college. Too often, the funding
cracks have been so big that these solid, decent families have
slipped through -- and their kids' dreams have been in danger of

slipping away. Well, no longer. It's a matter of fairness.
It's a matter of our future. \\\

This Act reaches out to middle-income families -- raising limits on how much students and parents can borrow; and letting almost all students get loans, regardless of income. \\\

And this Act reflects an awareness of an important new phenomenon. We used to think of education as like measles vaccines, first dates and learning to drive ... something we only did when we were young. Today, education never ends. Although our temples may be graying and our jogging routes a little shorter ... we always have to learn. This Act recognizes that simple fact ... by making federal financial aid available for part-time students ... who are taking a class or two toward their degree ... while still working during the day. \\\

How much richer our nation's future will be. Each year, millions of families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

But this Act does more than open up federal funding to middle-income and part-time students. Through a new Federal/State partnership, it also sets tough standards -- ridding Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. Every dollar we waste is another dollar that doesn't help someone build a dream. We must demand accountability.

In addition, under this Act ... for the first time ... some

student aid will be contingent on academic performance. And the Act includes parts of what we call the AMERICA 2000 program, including academies for teachers and school leaders; and something called alternative certification.

That's a program near and dear to my heart, so let me explain it. When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses. That bothered me ... then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science. Now, I might understand keeping me out of the classroom ... I might get embarrassed around the computer. But Albert Einstein?

Well, in my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional certification. After three years and three tries, Congress finally agrees. This helps open huge pools of talent to bring into our classrooms. We can find a way ... for example ... to encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future generations in the classroom.

This Act reaffirms my commitment to education. It's one more piece of the quilt of education-related activities we've knit together ... from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

Personal
OK?



Our system of higher education is the best in the world -- because it's rooted in American ideals that make it excellent, accessible and accountable.

AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools -- and 1,500 communities and 44 states have already signed up. I'm calling for break-the-mold New American Schools -- for world class standards and exams -- for flexibility for teachers -- and for allowing parents to choose the schools they want their kids to attend.

Just yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI Acts for Children," which will transform education by giving middle- and low-income families a thousand dollars to send their kids to their choice of schools. I don't know about you ... but that gives me a thousand reasons to cheer.

Higher education thrives on competition and choice -- we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government choose their kids' schools -- public, private or religious.//

I mentioned earlier how I believe that education is now a lifelong endeavor.

So I feel it is only appropriate to conclude with a quote I remember from my own school days. (And no Lamar ... it isn't true that I never studied the Gettysburg Address ... because I

heard it firsthand.)

I remember a quote from Longfellow ... ~~not the center on our basketball team ... but Henry Wadsworth himself.~~

Something about "great heights not being achieved by sudden flight ... but by toiling upward in the night."

Longfellow's advice could apply to the task of renewing our schools.

It won't be done with headlines ... or slogans ... or even money alone.

What it takes ... is innovation ... courage ... a willingness in every community to roll up our sleeves ... and reform this vital American institution.

We are toiling upward in the night ... and today we climb a little higher. When we have reached our plateau ... we will look out upon a new generation of schools ... and a stronger foundation for our nation.

And now, on behalf of Frances McIntyre and the legions of students at NOVA and across this country who will benefit -- it is with pride and hope that I sign into law the Higher Education Act of 1992.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 7/22/92 ACTION/CONCURRENCE/COMMENT DUE BY: ---

PRESIDENTIAL REMARKS: NORTHERN VIRGINIA COMMUNITY COLLEGE
 SUBJECT: THURSDAY, 7/23/92 - 1:45 p.m.

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	MOORE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	PROVOST	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FINDLAY</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>KAUFMAN</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>MCGROARTY</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			CLERK		<input checked="" type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

92 JUL 22 P 5 : 21

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

THE WHITE HOUSE
WASHINGTON

July 20, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: STEVEN PROVOST *SP*
FROM: BETH HINCHLIFFE *BH*

On Thursday, July 23, 1992, at Northern Virginia Community College in Annandale, you will address an audience of approximately 500, gathered for the signing of the Higher Education Act of 1992.

Your remarks (8 minutes, cards) focus on the major advances of this new act -- specifically how it expands middle-class access to federal education grants; and how it permits part-time students to qualify for financial support.

In addition, the remarks show that this Act is part of your overall education plan. They also address the larger issue of the importance of education for this nation's future.

(Hinchliffe/Gershowitz)
July 22, 1992 10 a.m.
HIGH Draft Three

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION AMENDMENTS
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 P.M.**

Thank you. It's a pleasure to be here in Virginia ... in the cradle of American education ... to help move our schools into the 21st century.

I told Dr. Ernst ... I'm impressed with Nova's mission ... with your curriculum .. and most especially ... with your choice for last year's commencement speaker ... a certain silver-haired philosopher named Barbara Bush.

Now understand .. there are a couple of things I just don't like to do. Eat broccoli. Watch the other party on TV. And speak anywhere that Barbara has already spoken.

It's sort of like being asked to play guitar after Garth Brooks.//

But today ... I'll break my rule just one time ... because the occasion is so important.

We gather at a momentous moment in history. Over the past four years ... we've seen changes of almost Biblical proportions. The Cold War is over. In the international Super Bowl of ideas and lifestyle ... we won.

The competition was lopsided ... like a flag football team taking on the Redskins.

What does that mean for you and your families? Well ... when children go to bed tonight ... they'll be safer from the specter of nuclear war.

Safer than they were a decade ago. Safer than they were a year ago. Safer than even just a month ago. I believe that is very good news! \\\

This new world poses big challenges ... and big opportunities. From Poland to Peru ... other nations are trying to copy our system of free enterprise.

A system more productive than any other. A system that can make cars, computers ... even that incredible 21st century marvel of imagination ... the Teenage Mutant Ninja Turtle.

Here's the question: How do we win ... when more of the world's nations are playing our game?

The opportunity is huge. When we win ... the economists say we will "all share in a maximized proportion of ever-increasing global prosperity." In plain English, that means: good, steady jobs ... for you and all your families. \\\

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

Consider a couple facts. In 1980 ... a man with a college education made ... on average ... \$11,000 more per year than a man with only a high school education. By 1990 ... that gap had increased to more than \$16,000 ... and the exact same pattern happened with women's income.

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It doesn't matter if your mom and dad worked in a steel mill ... or sold life insurance ... or filled tacos at the local restaurant. Every American deserves the chance to get on the ladder of opportunity and climb! \ \

I want to tell you about a woman I admire. She's not someone you'll read about in the paper, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends. She has two disabled children, and a life that's had many good breaks ... and a couple bad. But she also has a dream that she won't let go -- to be a nurse. And now she will get the financial help she needs to fulfill that dream.

Some day -- this courageous lady's children will sit in the audience and watch Mom receive her nursing degree. This woman who's done so much for so many ... will now be able to serve even more people. I'd like her to stand up ... the President of Phi Theta Kappa ... Frances McIntyre.

When I heard Frances' story -- saw her determination -- I was proud. Proud of Frances -- and proud that we are giving thousands of men and women like Frances a better chance to get the education they desire and deserve.

This Act gives a hand up to lower-income students, who need help the most. But it also reaches out to middle-income families -- the ones who skipped the vacation and drove the old clunker so that their kids could go to college. Too often, the funding cracks have been so big that these solid, decent families have slipped through -- and their kids' dreams have been in danger of

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How much richer our nation's future will be. Each year, millions of families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

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Well, in my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional certification. After three years and three tries, Congress finally agrees. This helps open huge pools of talent to bring into our classrooms. We can find a way ... for example ... to encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future generations in the classroom.

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And now, on behalf of Frances McIntyre and the legions of students at NOVA and across this country who will benefit -- it is with pride and hope that I sign into law the Higher Education Act of 1992.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 23, 1992

STATEMENT BY THE PRESIDENT

Today I am signing into law S. 1150, the "Higher Education Amendments of 1992." It reauthorizes the many programs in the Higher Education Act of 1965. The legislation is broad in scope and significance, encompassing both the Pell Grant and Guaranteed Student Loan programs as well as a variety of other programs to assist students and institutions of higher education. I hope that many middle- and low-income families who dream of a college education for their children will find that this legislation helps to make their dreams reality.

Educator Robert Maynard Hutchins once said: "The object of education is to prepare the young to educate themselves throughout their lives." I think the key phrase here is "throughout their lives." Our intention is to make it easier for all Americans to pursue postsecondary education and training throughout their lifetimes -- whether they are just out of high school or returning to school later in life. The world has changed, and a solid education is critical for all of us to compete effectively in today's global economy and function as responsible citizens in our American democracy.

In pursuing the reauthorization of the Higher Education Act of 1965, my Administration was guided by three major principles: improving access to postsecondary education -- especially for middle- and low-income students and families; enhancing accountability of all who play a role in postsecondary education programs; and promoting educational excellence. This legislation is not perfect, but it moves in the direction of these principles. It contains a number of valuable program integrity and loan default prevention provisions. In particular, these provisions will crack down on sham schools that have defrauded students and the American taxpayer in the past. The legislation also will take the first steps toward establishing the principle of rewarding academic achievement through the establishment of Presidential Access Scholarships. This is an important first step, and I will work to raise further the academic achievement standards for this program.

I am particularly gratified that segments of my AMERICA 2000 strategy are part of this legislation. It provides for an alternative certification program by which States will develop new routes to teacher certification. In addition, the legislation authorizes academies for teachers and school leaders to provide these educators with in-service training in academic and other educational areas.

I am also pleased that eligibility for Pell Grants has been provided to students studying for degrees on a less than half-time basis. This provision was part of my "Lifelong Learning Act." Providing grants to individuals taking as little as one course at a time toward their degree offers American men and women some of the flexibility they need to improve their employment skills while recognizing their commitments to jobs and families. This provision enables a working mother in a low-wage job to receive financial assistance for courses that would qualify her for a better paying, high-skilled job. It allows education to become the mechanism by which those at the back of the line can move to the front of the line -- and realize the American dream.

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(OVER)

In addition to the laudable aspects of S. 1150, the legislation unfortunately includes certain constitutionally troublesome provisions relating to reports to the Congress containing legislative recommendations and the use of audit standards established by the Comptroller General. I will construe these provisions to avoid constitutional difficulties and preserve the separation of powers required by the Constitution.

We now have the best system of colleges and universities in the world. As a next step, I would like to see the same excellence at the elementary and secondary school level. To change our country, we must change our schools, and I am pleased that the revolution has started and is spreading. There are 1,500 communities and 44 States committed to the AMERICA 2000 strategy.

My AMERICA 2000 legislation calls for four transforming ideas: (1) a new generation of break-the-mold New American Schools; (2) world class standards and a system of voluntary national exams that measure progress that schools make toward meeting those standards; (3) broad flexibility for teachers and principals to help children achieve greater learning; and (4) parental choice of schools so that middle- and low-income families have more of the same choices of schools for their children that are now the preserve of wealthier families. We cannot afford to accept business-as-usual here in Washington while the country demands change and improvement.

Yesterday, Senator Danforth and Congressman Gradison introduced my "Federal Grants for State and Local 'GI Bills' for Children." It will give middle- and low-income families consumer power -- dollars to spend at any lawfully operating school of their choice -- public, private, or religious. Just as the original GI Bill and Pell Grants transformed higher education, the "GI Bills" for Children will help transform elementary and secondary education.

I am pleased to sign the "Higher Education Amendments of 1992." I look forward to signing the "Federal Grants for State and Local 'GI Bills' for Children" in the near future, and I am hopeful we can work together to produce an AMERICA 2000 bill just as we worked together on the bill I am signing today.

GEORGE BUSH

THE WHITE HOUSE,
July 23, 1992.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 23, 1992

REMARKS BY THE PRESIDENT
IN SIGNING CEREMONY
FOR THE HIGHER EDUCATION REAUTHORIZATION BILL

Northern Virginia Community College
Annandale, Virginia

1:48 P.M. EDT

THE PRESIDENT: Please be seated and thank you very, very much. Dr. Ernst, thank you, sir, for that very nice explanation and that wonderful introduction. And let me say how pleased I am to be here on this campus, be here at this marvelous community college about which I've heard so many good things.

I'm delighted to be with Lamar Alexander. I know the members of Congress here have met him and worked with him, but some of the students here and some of the faculty may not have. And in my view -- nonpartisan view, a purely objective view -- (laughter) -- Lamar Alexander is really doing a superb job for the nation's education; and I'm delighted he's here.

I want to salute the members of Congress that came all the way over. Lamar was telling me and our own people in the White House have told me that this was truly a bipartisan effort. The leaders out here today reflect that and they have stood by education for a long, long time. And so I welcome them, salute them, particularly the members of the Senate Labor and Human Resources Committee, the House committee, the House Education and Labor Committee.

I also want to salute the members of the NOVA community. And it's a pleasure, as I say, to be here in Virginia, the cradle of American education; and then to sign into law this higher education bill, the Higher Education Amendments of 1992, and help thereby move our schools into the 21st century.

After this is over, we're going to pass these out to everybody and then tonight we will have a quiz -- (laughter) -- on the ingredients therein. But I told Dr. Ernst that I'm impressed with NOVA's mission -- curriculum -- and most especially your choice of last year's commencement speaker -- (laughter) -- a silver-haired philosopher named Barbara Bush, who still feels honored and delighted.

But there are a couple of things I just don't like to do. You know one, eating broccoli. But the other is speaking where Barbara has already spoken. It's sort of like being asked to play guitar after Garth Brooks. (Laughter.) So I want to break my rule one time because this occasion is important and the hospitality that she received was so memorable.

We do gather at a momentous time in our country's history. Over the past four years, we've seen changes of almost biblical proportions in the world. I think we rejoice that the Cold War is over. What does that mean for you and your families? Well, I think when children go to bed at night they'll be safer from the specter of nuclear war -- and safer than they were a decade ago, safer than they were a year ago, and safer, I think, than just a

MORE

month or so ago when we had that rather historic agreement with Boris Yeltsin. And so I think that's good news. It's good news for the young people that are with us today. It's good news for our country. I happen to feel it's good news for the whole world.

But this new world does pose enormous challenges; big opportunities, though. From Poland to Paraguay, other nations are trying to copy our system of free enterprise. And here's the question: How do we win when more of the nations -- world's nations are playing our game?

The opportunity is huge. And the economists say when we win we will share in a maximized proportion of ever-increasing global prosperity. I had that translated into English, and that means good, steady jobs for you and your families. And so then you've got to ask, how do you win those jobs? I believe we cannot renew America without renewing our schools.

Consider a couple facts. In 1980, a man with a college education made on an average \$11,000 more per year than a man with only a high school education. By 1990, that gap had increased to more than \$16,000. And the exact same pattern happened with women's income. Those facts shout a simple truth: education makes the difference. Every American deserves the chance to get on the ladder of opportunity and climb up.

I want to tell you about a woman I admire. She's not someone you'll read about in the paper, won't see her on television. She is someone who might be your neighbor or the mother of one of your kids' friends. She has two disabled children, and a life that's had many good breaks and then a couple of bad ones. But she also has a dream that she won't let go -- she wants to be a nurse. And now she will get the financial help that she needs to fulfill that dream. Some day this courageous lady's children will sit in the audience and watch Mom receive her nursing degree. This woman who's done so much for so many will now be able to serve even more people. The President of Phi Theta Kappa, Frances McIntire. (Applause.)

When I heard her story and saw her determination, I was mighty proud. Proud of Frances, proud that we're giving thousands of men and women like her a better chance to get the education they desire and deserve.

This act that I'm signing today gives a hand up to lower-income students who need help the most. But it also reaches out into the middle-income families -- the ones who skipped a vacation and drove the old clunker so that their kids could go to college. Too often, the funding cracks have been so big that these solid, decent families have slipped on through -- and their children's dreams have been in danger of slipping away. Well, no longer. It's a matter of fairness. It's a matter of our future.

And this act also reflects an important new phenomenon. We used to think of education like measles vaccines, like first dates or like learning to drive -- something we only did when we were young. Today, education never ends. Although our temples may be graying and our jogging routes a little shorter, we always have to learn. And this act recognizes that simple fact -- just as this great community college has recognized that fact -- making federal aid available for part-time students who are taking a class or two toward their degree while still holding down a job.

How much richer our nation's future will be. Each year, millions of families will be able to get more federal assistance and then pass on to their kids the legacy of education.

But this Higher Education Act does more than open up federal funding to middle-income and to part-time students. It also

sets tough standards to rid federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. And in addition, some student aid will now be contingent on academic performance. And the act includes parts of what we call proudly our America 2000 program, including academies for teachers and school leaders and something called alternative certification.

Now, that's a program near and dear to my heart, so let me try to explain it. When I lived out in Odessa, Texas, in 1948 -- I'd just graduated from college and I went out there and had a little extra time on my hands. And I tried to volunteer to teach night courses. And my college economics degree was not good enough because I didn't have the required courses, mandatory courses, then in education. And that bothered me. And then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science. And now, I might understand keeping me out of there -- (Laughter.) I might get embarrassed around the computer or something. But Albert Einstein? Come on.

In my first months in office, I proposed legislation to allow the Einsteins to teach without traditional certification. And after three years and three tries, now the Congress has agreed to this. And this helps, in my view, open up huge talent pools to bring into our classrooms. Now, we can find a way, for example, to encourage more of our men and women who are leaving the Armed Services to put their skills to work leading future generations in the classroom.

And by the way, I'm pleased to note that this past spring, I did receive my alternative teaching certificate from the state of Texas. And the woman who sent me my certificate, Delia Stafford, is with us today. She's a champion of change, willing to try something different because our children deserve nothing less. And I think it's good to give here a round of applause for her innovative approach. (Applause.)

Our system of higher education is indeed the best in the entire world because it's rooted in American ideals that make it excellent, accessible and accountable. America 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools. And just yesterday Senator Danforth and Congressman Gradison introduced my state and local G.I. Bill for children which will transform precollege education by giving middle- and low-income families \$1,000 scholarships to send their kids to their choice of schools. And I don't know about you, but that gives me a 1,000 reasons to cheer.

Higher education thrives on competition -- thrives on choice. And we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious.

I mentioned earlier how I believe that education is now a lifelong endeavor. And so I feel it is only appropriate to conclude with a quote I remember from my own school days, a quote from Longfellow -- something about, "great heights not being achieved by sudden flight but by toiling upward in the night." Longfellow's advice could apply to the task of renewing our schools. It won't be done with headlines; it won't be done with slogans, or even money alone. What it takes is innovation, courage, a willingness in every community to roll up our sleeves and reform this vital American institution.

We are toiling upward in the night. And today we climb a little bit higher. And when we've reached our plateau, we will look out upon a new generation of American schools and a stronger foundation for our nation.

And so now, on behalf of Frances McIntire and the legions of students at NOVA and across this country who will benefit, it is with great pride and great gratitude to the Congress, particularly the members here today, that I sign into law the Higher Education Amendments of 1992. As I sign I would like to ask Secretary Alexander, Dr. Ernst and Delia Stafford to come forward. And, Frances, you too. And then I'd love to invite the members of Congress to come up and say hello and turn around to demonstrate at least the nonpartisan or the bipartisan spirit of this occasion.

And again, my thank to you ladies and gentlemen for being with us today. (Applause.)

END

2:01 P.M. EDT

(Hinchliffe/Gershowitz)
July 22, 1992 10 a.m.
HIGH Draft Three

-ACK
-Call Frances
McI & clean
with her
-Clean G-I Bill
wordy JP 6

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION AMENDMENTS
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 P.M.**

Thank you. It's a pleasure to be here in Virginia ... in the cradle of American education ... to help move our schools into the 21st century.

I told Dr. Ernst ... I'm impressed with Nova's mission ... with your curriculum .. and most especially ... with your choice for last year's commencement speaker ... a certain silver-haired philosopher named Barbara Bush.

Confirmed by Sally Nunzio, Mrs. Bush's office: 5-17-91

Now understand .. there are a couple of things I just don't like to do. Eat broccoli. Watch the other party on TV. And speak anywhere that Barbara has already spoken.

It's sort of like being asked to play guitar after Garth Brooks.//

But today ... I'll break my rule just one time ... because the occasion is so important.

We gather at a momentous moment in history. Over the past four years ... we've seen changes of almost Biblical proportions. The Cold War is over. In the international Super Bowl of ideas and lifestyle ... we won.

The competition was lopsided ... like a flag football team taking on the Redskins.

What does that mean for you and your families? Well ... when children go to bed tonight ... they'll be safer from the specter of nuclear war.

Safer than they were a decade ago. Safer than they were a year ago. Safer than even just a month ago. I believe that is very good news! \\\

This new world poses big challenges ... and big opportunities. From Poland to Peru ... other nations are trying to copy our system of free enterprise.

A system more productive than any other. A system that can make cars, computers ... even that incredible 21st century marvel of imagination ... the Teenage Mutant Ninja Turtle.

Here's the question: How do we win ... when more of the world's nations are playing our game?

The opportunity is huge. When we win ... the economists say we will "all share in a maximized proportion of ever-increasing global prosperity." In plain English, that means: good, steady jobs ... for you and all your families. \\\

How do we win those jobs? I believe we cannot renew America ... without renewing our schools.

Consider a couple facts. In 1980 ... a man with a college education made ... on average ... \$11,000 more per year than a man with only a high school education. By 1990 ... that gap had increased to more than \$16,000 ... and the exact same pattern happened with women's income.

Those facts shout a simple truth ... education makes the difference.

Steve Proust. Beta suggested that I not call to verify

Steve P's language - Beta said it's a general 'common' statement. Not attribute to anyone Economist.

Boskin

BOSKIN'S OFFICE - Median Income Data fact sheet

It doesn't matter if your mom and dad worked in a steel mill ... or sold life insurance ... or filled tacos at the local restaurant. Every American deserves the chance to get on the ladder of opportunity and climb! \ \

I want to tell you about a woman I admire. She's not someone you'll read about in the paper, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends. She has two disabled children, and a life that's had many good breaks ... and a couple bad. But she also has a dream that she won't let go -- to be a nurse. And now she will get the financial help she needs to fulfill that dream.

Some day ... this courageous lady's children will sit in the audience and watch Mom receive her nursing degree. This woman who's done so much for so many ... will now be able to serve even more people. [I'd like her to stand up] ... the President of Phi Theta Kappa ... Frances McIntyre.

When I heard Frances' story -- saw her determination -- was proud. Proud of Frances -- and proud that we are giving thousands of men and women like Frances a better chance to get the education they desire and deserve.

This Act gives a hand up to lower-income students, who need help the most. But it also reaches out to middle-income families -- the ones who skipped the vacation and drove the old clunker so that their kids could go to college. Too often, the funding cracks have been so big that these solid, decent families have slipped through -- and their kids' dreams have been in danger of

(703) 243-9684

Beth spoke to her on 7-22-92 to CONFIRM -- seen from Beth about F. McIntyre (E-M) memo

Lisa Teager said McIntyre will be already standing behind

CQ 7-4-92 NY Times 7-9-92

slipping away. Well, no longer. It's a matter of fairness.

It's a matter of our future. !!!

~~This Act reaches out to middle-income families -- raising limits on how much students and parents can borrow; and letting almost all students get loans, regardless of income.~~

CO 7-14-92

And this Act reflects an awareness of an important new phenomenon. We used to think of education as like measles vaccines, first dates and learning to drive ... something we only did when we were young. Today, education never ends. Although our temples may be graying and our jogging routes a little shorter ... we always have to learn. This Act recognizes that simple fact ... by making federal financial aid available for part-time students ... who are taking a class or two toward their degree ... while still working during the day.

PAGE 2, L. Alexander's Memo: 6-30-92

How much richer our nation's future will be. Each year, millions of families will be able to get more Federal assistance -- and will be able to pass on to their kids the American legacy of education.

Steve P's re-write from 2 page Draft one

But this Act does more than open up federal funding to middle-income and part-time students. Through a new Federal/State partnership, it also sets tough standards -- ridding Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. Every dollar we waste is another dollar that doesn't help someone build a dream. We must demand accountability.

3rd para Pres statement on signing Higher Education Amendments of '92

In addition, under this Act ... for the first time ... some

Beth said that this wording was inserted by S.P.

1st page of Memo from L. Alexander - 7-17-92

PAGE 1, MEMO
FROM L. Alexander
7-17-92

student aid will be contingent on academic performance. And the Act includes parts of what we call the AMERICA 2000 program, including academies for teachers and school leaders; and something called alternative certification.

PARA 4, President's statement
"Higher Education
Amendment
of 1992"

That's a program near and dear to my heart, so let me explain it. When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses.

That bothered me ... then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science.

DOM (129) of
fact sheet
Beth RAE
Verified
2nd Bulletin
Fact sheet
FROM
RAE

Now, I might understand keeping me out of the classroom ... I might get embarrassed around the computer. But Albert Einstein?

Well, in my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional certification. After three years and three tries, Congress finally agrees.

Barry White, OMB, Verifiable to be accurate

This helps open huge pools of talent to bring into our classrooms. We can find a way ... for example ... to encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future generations in the classroom.

This Act reaffirms my commitment to education. It's one more piece of the quilt of education-related activities we've knit together ... from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

Our system of higher education is the best in the world --

because it's rooted in American ideals that make it excellent, accessible and accountable.

AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools -- and [1,500 communities and 44 states have already signed up.] I'm calling for break-the-mold New American Schools -- for world class standards and exams -- for flexibility for teachers -- and for allowing parents to choose the schools they want their kids to attend.

Just yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI Acts for Children," which will transform education by giving middle- and low-income families a thousand dollars to send their kids to their choice of schools. I don't know about you ... but that gives me a thousand reasons to cheer.

Higher education thrives on competition and choice -- we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious.

I mentioned earlier how I believe that education is now a lifelong endeavor.

So I feel it is only appropriate to conclude with a quote remember from my own school days. (And no Lamar ... it isn't true that I never studied the Gettysburg Address ... because I heard it firsthand.)

I remember a quote from Longfellow ... not the center on our

Betty Verifier and Barry White in OMB CONCERNS these are the latest figures for 10-July 92 that he has seen

Rae Nelson in Policy Development CONFIRMS BUT BETTER WORDING should be: "which will help elementary & secondary education..." "a thousand dollars scholarships to send"

Rae Nelson + 7777

basketball team ... but Henry Wadsworth himself.

Something about "great heights not being achieved by sudden flight ... but by toiling upward in the night."] → Betz said this quote came from step P.

Longfellow's advice could apply to the task of renewing our schools.

It won't be done with headlines ... or slogans ... or even money alone.

What it takes ... is innovation ... courage ... a willingness in every community to roll up our sleeves ... and reform this vital American institution.

We are toiling upward in the night ... and today we climb a little higher. When we have reached our plateau ... we will look out upon a new generation of schools ... and a stronger foundation ^{for} ~~four~~ our nation.

And now, on behalf of Frances McIntyre and the legions of students at NOVA and across this country who will benefit -- it is with pride and hope that I sign into law the Higher Education Act of 1992.

#

EXECUTIVE OFFICE OF THE PRESIDENT

22-Jul-1992 03:20pm

TO: Gary J. Gershowitz

FROM: Elizabeth M. Hinchliffe
Office of Communications

SUBJECT: francis mcintire

Hi. The woman I've been working with at NOVA just called -- Frances McIntire walked into her office -- so I read her the material over the phone and she approved it -- so we can cross that off our list, and you don't have to call. Thanks.

(Hinchliffe/Gershowitz)
July 17, 1992 4 p.m.
HIGHER Draft One

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT
NORTHERN VIRGINIA COMMUNITY COLLEGE
THURSDAY, JULY 23, 1992 1:45 P.M.**

[ACKNOWLEDGMENTS]

I want to tell you about a woman I admire. She's not someone you'll read about in the papers, or see on t.v. She is someone who might be your neighbor, or the mother of one of your kids' friends. [STORY ABOUT WOMAN WHO IS FUNDED THROUGH THIS ACT] Well, I met [NAME] a little while ago, at a roundtable discussion. I listened to her story -- saw her determination -- and I was proud. Proud of her -- and proud that this Administration is giving her, and the thousands of men and women like her, the chance to get that education they so deeply desire and deserve.

We're giving them that chance through this Higher Education Act of 1992. I proposed key initiatives in the Bill because I was determined that all Americans should get their shot at post-secondary education -- and that's what this act does.

Most importantly -- it opens up the chance for a college education for middle-income students -- the ones who've been squeezed out. Look at all the good, hard-working kids you know who qualify for college -- who want to go to college -- but who can't because they can't afford to pay the skyrocketing costs unaided -- and their families' incomes don't qualify for the basic grants and loans. This act helps them.

It gives a hand up to middle-class families -- the ones who are the heart of this country -- the ones who've worked hard all

6-30-92
Memo from
L. Alexander

DCO 7-4-92; NYJ
7-9-92

their lives to help their kids grab hold of their piece of the American dream. Too often in the past, the funding cracks have been big enough that these solid, decent families have slipped through, and their kids' dreams have slipped away. Well, no longer. It's a matter of fairness. It's a matter of our future.

And so, this act expands access to the middle class by increasing the maximum grants; by lifting limits on how much parents can borrow; and ^{N.Y. Times: 7-9-92} most essentially -- ^{N.Y.T.: 7-9-92} by letting almost all students borrow their education money, regardless of income.

This act does something else -- a big victory that I'm really proud of. It addresses another major need for the middle-class -- for older students who are trying to grab hold of the education dream the only way they can -- by taking a course or two at a time while still working during the day. Well, for the first time in history, this act provides federal aid to them.] CP 7-4-92

You see, we have to break the old preconceptions. Education's not something we get only in a steady, unbroken stream from kindergarten to the end of college. In my national education goals, and in AMERICA 2000, I stressed lifelong learning -- because that's what it takes to get ahead as individuals and as a nation. An educator named Robert Maynard Hutchins once said: "The object of education is to prepare the young to educate themselves throughout their lives." } TALKING POINTS FROM DEPT OF EDUCATION

[NAME] knows about how a dream deferred can be the most meaningful dream of all. Now, because of this Higher Education Act, she'll be able to return at age X to get her college degree.

PAGE 2, L. Alexander's Memo #630-92

She'll be able to do it the only way she can -- after work and on weekends, one course at a time -- improving her skills and her future while still providing for her family. If she has the courage and determination to make time in her life for education, then I say her government has the duty to help her meet her goal.

Here at NOVA, you understand the exciting implications of all of this. After all, you're here -- and your government is so strongly dedicated to ensuring that higher education is available to all -- because of one very simple fact. Education is the absolutely essential key to our future. Look at where we are. We're about to enter the 21st century -- a time of extraordinary challenge -- and of unparalleled competition in the high-tech global marketplace. In order to survive -- we have to be better prepared than ever before in America's history. Our future -- yours, mine, our kids', and our nation's -- depends on it.

Think of how much richer our future will be because of this Act I'm signing today. 1.4 million more students will become eligible for loans. 1.1 million students who currently receive partial loans can receive larger ones. 1 million more students from families with higher incomes will become eligible for assistance. And 3 million families will be able to borrow more money -- therefore have to ransom less of their personal security in order to pass on to their kids the American legacy of education.

While opening up federal funding to middle-class and non-traditional students is obviously the centerpiece of this act, there are other elements, too -- and I'd like to draw your

N.Y. TIMES: 7-9-92

N.Y. TIMES: 7-9-92

N.Y. TIMES
7-9-92
N.Y. TIMES
7-9-92

This language is also
ON Education TP

PAGE 2 of MEMO
FROM L. Alexander; 6-30-92

attention to a few. First, it sets tough standards for program integrity and default prevention, to rid Federal aid programs of fraud and abuse both by sham schools and by students who default on their loans. **We must demand fundamental accountability.**

Second, for the first time, academic achievement will be a consideration in some need-based student aid programs.

And third, it includes segments of my AMERICA 2000 program, such as an alternative certification program for teachers -- and academies for teachers and school leaders, providing training in a range of educational areas.

This act reaffirms my administration's absolute commitment to education. It's another piece of the mosaic of education-related activities we've produced -- from our national education goals -- to the far-reaching challenges of AMERICA 2000, which states: **To change our country we must change our schools.**

And let me tell you -- the revolution has begun. 1,500 communities and 44 states have joined AMERICA 2000. And today Senator Danforth and Congressman Gradison introduce my "State and Local GI Bills for Children" -- which will transform education by giving consumer power to middle- and low-income families.

Together, these reforms will empower all Americans to get the education we need to face -- and forge -- our future.

And now, on behalf of [NAME] and the legions of students at NOVA and across this country who will benefit -- it is with a great deal of pride and hope that I sign this Higher Education Act of 1992.

1st PAGE of MEMO FROM L. Alexander; 7-17-92

pg 1, 7-17-92
MEMO L. Alex

3rd Para
President's
Statement
Memo from
L. Alexander
7-17-92

PARA 4, "Pres. Statement" 7-17-92 MEMO FROM
L. Alexander

#

Thank you, Dr. [Richard] Ernst. [ACKNOWLEDGEMENTS] I'm glad to be here at NOVA today, to sign the Higher Education Act of 1992. Your diverse student body represents the students at community colleges across this nation who will benefit so greatly from this new law. I have a hard act to follow today -- Barbara gave the commencement address here last year.

because it's rooted in American ideals that make it excellent, accessible and accountable.

AMERICA 2000 is the revolution that believes those ideals must be transferred to our elementary and secondary schools -- and 1,500 communities and 44 states have already signed up. I'm calling for break-the-mold New American Schools -- for world class standards and exams -- for flexibility for teachers -- and for allowing parents to choose the schools they want their kids to attend.

Just yesterday Senator Danforth and Congressman Gradison introduced my "State and Local GI ^{Bills} Acts for Children," which will transform education by giving middle- and low-income families a thousand dollars to send their kids to their choice of schools. I don't know about you ... but that gives me a thousand reasons to cheer.

Higher education thrives on competition and choice -- we must bring those incentives to elementary and secondary schools. It's time we let parents, not the government, choose their kids' schools -- public, private or religious.//

I mentioned earlier how I believe that education is now a lifelong endeavor.

So I feel it is only appropriate to conclude with a quote I remember from my own school days. (And no Lamar ... it isn't true that I never studied the Gettysburg Address ... because I heard it firsthand.)

I remember a quote from Longfellow ... not the center on our

Rae Nelson x 7777
help
Elementary & Secondary

July 22, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: STEVEN PROVOST
FROM: BETH HINCHLIFFE
SUBJECT: SIGNING OF THE HIGHER EDUCATION ACT

On Thursday, July 23, 1992, at Northern Virginia Community College in Annandale, you will address an audience of approximately 500, gathered for the signing of the Higher Education Act of 1992.

Your remarks (12 minutes, cards) focus on the major advances of this new act -- specifically how it expands middle-class access to federal education grants; and how it permits part-time students to qualify for financial support.

In addition, the remarks show that this Act is part of your overall education plan. They also address the larger issue of the importance of education for this nation's future.

student aid will be contingent on academic performance. And the Act includes parts of what we call the AMERICA 2000 program, including academies for teachers and school leaders; and something called alternative certification.

That's a program near and dear to my heart, so let me explain it. When I lived in West Texas, I tried to volunteer to teach night courses, but my college economics degree wasn't good enough, because I didn't have the required education courses.

That bothered me ... then I learned that without a teaching degree, even Albert Einstein couldn't teach high school science.

Now, I might understand keeping me out of the classroom ... I might get embarrassed around the computer. But Albert Einstein?

Well, in my first months in office, I proposed legislation to allow our Einsteins to teach, without traditional

certification. After three years and three tries, Congress finally agrees. This helps open huge pools of talent to bring

into our classrooms. We can find a way ... for example ... to

encourage more of our men and women who are leaving the armed services -- to put their skills to work leading future

generations in the classroom.

This Act reaffirms my commitment to education. It's one more piece of the quilt of education-related activities we've knit together ... from our national education goals to the far-reaching challenges of AMERICA 2000 -- all based in the belief that to renew our country we must renew our schools.

Our system of higher education is the best in the world --

Barry
White
OMB -
Educ.

THE WHITE HOUSE

WASHINGTON

SCHEDULE OF THE PRESIDENT

FOR

ANNANDALE, VIRGINIA

THURSDAY, JULY 23 1992

EVENT:

Higher Education Reauthorization Bill Signing Ceremony

DRESS:

Men - Business Suit
Women - Day Dress

CONTACT:

Office of Presidential Advance

Ed Murnane - 202/456-7565

Trip Coordinator

Lori Rosso - 202/456-7565

ADVANCE:

Ed Cowling - LEAD
Stacey Silva - PRESS
John Enright - USSS
Jim DeCarlo - WHCA
Wayne Justice - MIL. AIDE
Ken Enhoff - HMX

WEATHER:

Cloudy/80's

SCHEDULE OF THE PRESIDENT

FOR

ANNANDALE, VIRGINIA

THURSDAY, JULY 23, 1992

GUEST AND STAFF INSTRUCTIONS:

12:55 pm Vans depart West Basement en route Pentagon Landing Zone.

1:25 pm Nighthawk II departs Pentagon Landing Zone en route Northern Virginia Community College, Annandale Landing Zone.

1:25 pm

THE PRESIDENT boards Marine One and departs White House en route Northern Virginia Community College, Annandale Landing Zone.

MARINE ONE MANIFEST:

THE PRESIDENT
Sec. L. Alexander
S. Skinner
M. Fitzwater
S. Biddle
B. Farish
Doctor
Mil. Aide
2 USSS

NIGHTHAWK II:

E. Murnane
Medic
WHCA M/O
WHCA CDR
5 USSS

(Flying Time: 10 Minutes)

1:35 pm THE PRESIDENT arrives Northern Virginia Community College, Annandale Landing Zone and proceeds to Motorcade.

1:40 pm THE PRESIDENT boards Motorcade and departs Northern Virginia Community College, Annandale Landing Zone en route Community Cultural Center.

MOTORCADE ASSIGNMENTS:

Lead

Spare B. Farish
Doctor

LIMO THE PRESIDENT

Follow Up

Control S. Skinner
Mil. Aide

Support M. Fitzwater
E. Murnane
Official Photographer
Medic

Staff I Sec. L. Alexander
(Mini Van)

Press Van I M. Busch

Press Van II

(Drive Time: 2 Minutes)

1:42 pm THE PRESIDENT arrives Community Cultural Center and proceeds to Off-Stage Announcement Area.

Met by:

Dr. Richard J. Ernst
President, Northern Virginia Community College

Dr. Barbara Guthrie-Morse
Provost, Northern Virginia Community College,
Annandale Campus

Ms. Delia Stafford
Director, Alternative Teacher Certification,
State of Texas

1:44 pm THE PRESIDENT, accompanied by Dr. Ernst, arrives
Off-Stage Announcement Area and holds briefly.

NOTE: Dais guests are announced onto stage
prior to THE PRESIDENT.

EVENT: HIGHER EDUCATION REAUTHORIZATION BILL SIGNING
CEREMONY

OPEN PRESS

OFF-STAGE ANNOUNCEMENT

REMARKS

SIGNING CEREMONY

1:45 pm THE PRESIDENT is announced onto Stage and remains
Standing.

1:46 pm THE PRESIDENT is introduced for Remarks by Dr.
Richard Ernst.

1:48 pm THE PRESIDENT Remarks.

2:00 pm THE PRESIDENT concludes Remarks, proceeds to
table, is seated and begins participation in
Signing Ceremony.

2:05 pm

THE PRESIDENT concludes participation in Signing Ceremony.

NOTE: THE PRESIDENT invites Members of Congress from audience onto stage for Photo Opportunity.

2:10 pm

THE PRESIDENT concludes Photo Opportunity, departs Forum Room, and proceeds to Motorcade.

Met by:

Mr. Robert L. Calhoun
Virginia State Senator (30th District)

Ms. Jane Woods
Virginia State Senator (34th District)

Mr. Robert Harris
Member of the Virginia House of Delegates
(37th District)

Mr. James Dillard
Member of the Virginia House of Delegates
(41st District)

Mr. Robert Cunningham, Sr.
Member of the Virginia House of Delegates
(42nd District)

Mr. Vincent Callahan
Dean of the Northern Virginia House of Delegates
Delegation (34th District)

Mr. Thomas M. Davis, III
Chairman of the Fairfax County Board of
Supervisors

2:15 pm

THE PRESIDENT boards Motorcade and departs Community Cultural Center en route Northern Virginia Community College, Annandale Landing Zone.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 2 Minutes)

2:17 pm THE PRESIDENT arrives Northern Virginia Community College, Annandale Landing Zone and proceeds to board Marine One.

2:20 pm THE PRESIDENT departs Northern Virginia Community College, Annandale Landing Zone en route White House.

MARINE ONE MANIFEST:

Same as on Arrival.

NIGHTHAWK II:

Same as on Arrival.

(Flight Time: 10 Minutes)

2:30 pm THE PRESIDENT arrives White House.

Beth:

Per conversation, attached is information on **alternative certification**. Some relevant points might include:

- A personal example -- when I moved to Texas, I tried to volunteer to teach -- but my Phi Beta Kappa in economics wasn't good enough because I didn't have the required education courses (quote attached).
- In most states, Albert Einstein, our brightest college professors, business leaders, couldn't teach in most public schools ...
- Within my first few months in office, I proposed legislation to encourage our best and our brightest to enter the classroom (see attached fact sheet). After three tries, Congress finally agrees.
- You know, we have a real resource and peace dividend in the armed services ... talented men and women who would like to teach schools ...
 - I recently proposed incentives to urge states to allow these men and women to enter the classroom ...
- [I am delighted to receive this alternative certification certificate from Texas ... after all these years ... now teach after 1996.]

(Should we mention **college savings bonds** -- as you know, the President mentioned this issue prominently in his last campaign ... maybe there is a positive update about the success of this program ...?)

(We also have good examples of **private sector funding of college education** -- RJR/Nabisco is providing scholarships for sons and daughters of employees, etc... if you are interested -- info. also attached.)

Rae

Our educational system is antiquated -- its technology and its calendar are those of the last century; its incentive and reward structures are outdated; its thinking is restrictive; and its costs keep rising without equal results. We spend far more per student than any other country in the world. Yet, 13% of our 17-year olds are functionally illiterate.

To give you a personal example of the thinking that holds us back: The year we moved to West Texas, I tried to volunteer to teach night courses -- I can't remember whether it was the high school or the new community college -- but my Phi Beta Kappa in economics wasn't good enough for Ector County, Texas because I didn't have the required education courses. I think I would have made a good teacher, but I wasn't allowed to contribute.

Although this is a private college and most education is a state and local responsibility and must remain so, in the future, education must meet national expectations and national goals, as well as local ones.

I also believe an education system must become innovative and entrepreneurial if it is to carry the load it must carry in the years ahead. I spoke earlier of the markers we must have so as not to lose our way. I believe that our educational system should teach what some of those markers are, in other words -- the basic values, the differences between right and wrong.

You often hear that you can't teach values. I don't buy it. I know those of you associated with Albion don't buy it either. And you have ethics programs and even the Gerald R. Ford Institute for Public Service to prove you don't buy it.

I think Americans are in fairly general agreement as to what constitutes good character and ethical behavior. It includes such qualities as decency, fairness, honesty, duty, tolerance, courage, self-discipline and respect for law. Yet for two decades, many schools have gone out of their way not to teach values. They have sought to remain value neutral. A New York Times article quoted educators who said they deliberately avoided telling students what is ethically right and wrong.

The article told of one counseling session involving 15 high school students. In the session, the students concluded that a fellow student had been foolish to return \$1,000 she'd found in a purse. When the students asked the counselor's opinion, he told them he believed that the girl had done the right thing, but that, of course, he wouldn't try to force his values on them. "If I come from the position of what is right and what is wrong," he explained, "then I'm not their counselor."

Well, in the words of Bill Bennett, our Secretary of Education, once upon a time, a counselor offered counsel. He knew that an adult doesn't form character in the young by being neutral toward questions of right and wrong or by merely offering "choices" or "options."

To Roz Nelson. Best Wishes. CHUCK ASAY



205 058 1013

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE

April 5, 1989

FACT SHEET

THE EDUCATIONAL EXCELLENCE ACT OF 1989

The President outlined today a program for fostering excellence in education. The need for reform is evident:

- o America is in an increasingly competitive world where investment in people, in human capital, is becoming a critical factor in a country's potential for economic growth and prosperity.
- o Many of our young people are performing well below their capacity and below the levels of young people in other countries in such important subjects as science and math.
- o Outstanding achievement by schools, teachers, and principals too often goes unrecognized and unrewarded.
- o Achieving excellence in education requires high expectations, low dropout rates, and safe and drug-free schools.
- o Parents lack adequate choice in the education of their children.
- o Schools often find that it is difficult to hire capable teachers and administrators, even though many people possess outstanding subject matter knowledge and management skills.
- o Projections of the future indicate an increasing shortage of people with advanced training in science and mathematics.
- o Our country's historically black colleges and universities struggle to maintain their commitment to educational excellence.

The Educational Excellence Act would authorize several initiatives designed to address these problems.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. The President's initiative proposes new efforts but complements in numerous ways the important work of the 100th Congress in pursuing educational excellence.

more

This legislation is based on four basic principles. These are:

1. Recognition of excellence -- Recognizing and rewarding our best schools, teachers and students will serve as an incentive for all schools, teachers, and students to improve their performance.
2. Addressing need -- This Administration believes that Federal dollars should assist those most in need.
3. Flexibility and choice -- Greater flexibility and choice in education -- both parental choice in selecting schools for their children and local school systems' choice of teachers and principals -- are important to providing the means and incentives for achieving educational excellence.
4. Accountability -- The Administration supports objective measurement and reward of progress toward quality education.

The Educational Excellence Act includes seven legislative initiatives aimed at fulfilling these important principles. Highlights of the individual initiatives follow.

Presidential Merit Schools

Program

- o The Presidential Merit Schools program would provide cash awards to public and private elementary and secondary schools that have made substantial progress in raising student educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve the educational achievement of their students.

Funding

- o The legislation would authorize \$250 million for fiscal year 1990, increasing to \$500 million by 1993. These funds would be allocated by formula to the States, with State allocations based on school-aged population and State shares of funding under the "Chapter 1" Basic Grants program.
- o The amount of each merit award would depend on State-established criteria, including criteria related to the size of the school and the composition of the student body.

Implementation

- o Presidential Merit Schools would be selected by the State, assisted by a special State Review Panel, using State and Federal criteria. These criteria would focus on schools' progress in improving students' educational performance, creating or maintaining a safe and drug-free environment, reducing the dropout rate, and other, State-determined, factors. States could also give special consideration to schools enrolling substantial numbers or proportions of children from low-income families.

- o A school selected as a Presidential Merit School would use its award for any purpose that furthers its educational program, including development or implementation of special educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators. Private schools would be prohibited from using Presidential Merit Schools funds to provide religious instruction or for other sectarian purposes.
- o The bill would also prohibit the reduction of other Federal, State, or local support to a school because of its receipt of a Presidential Merit Schools award.

Magnet Schools of Excellence

Program

- o Currently, the Department of Education makes Magnet Schools Assistance grants to school systems undergoing court-ordered or voluntary desegregation. Because of the success of magnet schools in increasing parental choice and improving educational quality, the bill would create a Magnet Schools of Excellence program to support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans.

Funding

- o The bill would authorize \$100 million for Magnet Schools of Excellence for fiscal year 1990 and each of the three succeeding fiscal years.

Implementation

- o Local educational agencies (LEAs), intermediate educational agencies, or consortia of such agencies would apply directly to the Department for competitive grants. Applications would be selected for funding on the basis of the quality of the proposed project, the likelihood of its successful implementation, and the likelihood of its strengthening the educational program of the district or districts.
- o The Department would encourage applications that recognize the potential of educationally disadvantaged children to benefit from magnet school programs and applications to establish, expand, or enhance magnet schools which enhance the diversity of educational offerings to students.
- o No magnet school could be supported under the program for more than two years, or if the award would result in segregation or impede the process of desegregation.

Alternative Certification of Teachers and Principals

Program

- o The bill would provide assistance to States interested in expanding the pool of talent from which to draw teachers and principals. Funds would support such activities as training, program development, and evaluation. The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to draw into education talented professionals with demonstrated subject area competence or leadership qualities.

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Funding

- o The legislation would authorize \$25 million for fiscal year 1990 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less; excess funds would be reallocated on the basis of demonstrated need.

Implementation

- o Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.
- o States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants to school districts, intermediate educational agencies, colleges and universities, and consortia of these agencies would be authorized.

President's Awards for Excellence in Education

Program

- o The success of American education depends heavily on the Nation's teachers. Because teachers who meet the highest standards of excellence deserve public recognition, respect, and appropriate financial rewards, our bill includes authorization for a new program of Presidential Awards for excellent public and private school teachers. The amount of each Presidential Award would be \$5,000. Teachers receiving awards would be permitted to use their awards for any purpose.

Funding

- o The bill would authorize \$7.6 million for each of the fiscal years 1990 through 1993. Funds would be allocated to the States on the basis of the number of full-time equivalent public school teachers in each State.

Implementation

- o In each State, winners of Presidential Awards would be selected by a Statewide panel, selected by the Governor, from nominations made by local educational agencies, public and private schools, parents, teachers, teacher associations, associations of parents and teachers, private businesses, business groups, and student groups. In making selections, the panel would use selection criteria developed by the State, subject to approval by the Secretary.
- o Each State would be permitted to use up to 5 percent of its allocation for administrative expenses, including the cost of convening the Statewide panel.

National Science Scholars

Program

- o The National Science Scholars program would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in the sciences, and mathematics, and engineering. The scholarships would recognize the academic achievement of these students and would encourage them to continue their education in these academic areas at the postsecondary level.

Funding

- o The bill would authorize \$5 million for fiscal year 1990. The amount authorized would increase in increments of \$5 million per year to a total authorization of \$20 million for fiscal year 1993. These funding levels would ensure that the scholars would be supported throughout their undergraduate study and that a new group of 570 scholars would be selected each year.

Implementation

- o National Science Scholars would receive up to \$10,000 a year for each year of undergraduate education.
- o Each State would nominate between four and ten students per congressional district to receive scholarships. The President would select a total of 570 scholars after considering the recommendations of an advisory board (30 scholarships) and the recommendations of Senators and Members of the House of Representatives (540 scholarships). The scholars would be nominated in accordance with specific academic achievement criteria that would be developed by the Secretary in consultation with a panel of experts in the sciences, mathematics, and engineering.

Drug-Free Schools Urban Emergency Grants

Program

- o Prevention and education programs are frequently inadequate in urban areas with the most severe drug problems; more concentrated and comprehensive approaches are required. The bill would amend the Drug-Free Schools and Communities Act of 1986 to authorize a program of "Urban Emergency Grants."

Funding

- o The bill would authorize \$25 million for each of the fiscal years 1990-1993 for Urban Emergency Grants.

Implementation

- o This amendment would authorize a small number of special, competitive grants to urban districts that have the most severe drug problems, so that these districts can develop and implement comprehensive approaches to solving those problems.

Historically Black Colleges and Universities

Program

- o Historically Black Colleges and Universities (HBCUs) play a vital role in the American system of higher education. In the past, these institutions offered many Black Americans their only opportunity for a higher education. Today, HBCUs enrich the range of educational choice. These institutions enroll approximately 220,000 students.
- o Many HBCUs are financially weaker than comparable institutions. This bill would strengthen HBCUs by providing additional support for endowment matching grants. Endowment building is an especially effective way to create financial strength and long-term financial security for HBCUs.

Funding

- o The bill would provide additional authorizations of \$10 million for fiscal year 1990, \$20 million for both fiscal year 1991 and fiscal year 1992, and \$10 million for fiscal year 1993.

Implementation

- o Federal funds would be available to match private sector contributions to the school's endowment fund. Income from the endowment fund could be used to improve academic programs as well as administrative management.
- o All HBCUs currently eligible under Title III of the Higher Education Act of 1965 would be eligible to apply for grants.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 28, 1992

Defense Adjustment Assistance

FACT SHEET

The end of the Cold War and the break-up of the former Soviet Union has allowed the United States safely to begin the process of downsizing U.S. military forces. By the end of this fiscal year (FY 1992), there will be nearly 300,000 fewer men and women in uniform, and 100,000 fewer civilians employed by the Department of Defense, than three years ago. Over 100 weapons programs have been cancelled, and hundreds of bases and installations worldwide have been or will be closed.

The Administration is continuing to facilitate a smooth transition to the civilian economy during this period for those individuals who will be leaving military employment, or are supporting contractors, and for affected communities. In addition, the Administration remains strongly opposed to proposals by those who would recklessly reduce national security spending far below the levels recommended by the President.

The President today announced additional steps to help the people and communities affected by the transition. These new initiatives supplement existing efforts, funded at \$7.1 billion over the next two years, to assist military and civilian employees and communities.

In addition, the President has proposed investments in civilian R&D, particularly in key areas of technology, designed to use the skills of defense workers who might be displaced. He called upon Congress to fund these proposals.

Funding Existing Programs

The \$7.1 billion in spending on existing programs for FY 1992 and FY 1993 includes:

- Department of Defense programs for severance payments, employment assistance, job training, and other benefits for separating personnel, and for planning grants to affected communities totaling \$2.4 billion.

- Department of Labor programs for job training, job search and relocation assistance, enhanced employment compensation, and employment services for workers affected by the downsizing totaling \$4.3 billion.
- Department of Veterans Affairs programs for education and insurance benefits, and other veterans programs for separating military personnel totaling \$120 million.
- Department of Commerce programs for assistance to affected communities totaling \$50 million.
- Department of Education grants and loans utilized by separating personnel totaling \$200 million.
- Department of Energy programs to retrain personnel for environmental cleanup work and other programs totaling \$10 million.
- Office of Personnel Management programs to help displaced defense civilians find employment in other Federal agencies.

Introducing New Initiatives

The new measures announced by the President will result in additional spending of more than \$1 billion through FY 1996 for the following:

- New programs to promote careers in education for former military, civilian, and contractor employees. About \$90 million would be allocated to new programs to help qualified people become teachers without significant delay and expense by obtaining alternative State teacher certification. Under the new programs, the Department of Education will identify states with acceptable alternative certification requirements. The program will pay for coursework needed to meet such requirements in skill areas relating to defense training and experience. As a result, these highly trained individuals may be attracted to math and science teaching, an important priority in improving U.S. education.

- Expanded GI bill education opportunities for military personnel. Education benefits will be expanded for personnel with more than six years of service who leave voluntarily. Those who did not have the opportunity to enroll in the current Montgomery GI Bill program could choose to enroll when they leave the military. This would give access to up to \$12,600 in education and training funds to thousands of departing military service personnel. The cost of the program is projected to be \$200 million.
- Expanded civilian utilization of dual-use Department of Energy technology. About \$250 million will fund an expanded Department of Energy effort to transfer dual-use technologies to civilian use. These funds will be used primarily to support Cooperative Research and Development Agreements (CRADAs) between DOE laboratories and private sector partners.
- Expanded job training and placement assistance programs. DOD and DOE will expand job training and placement assistance programs to permit civilians and contractor employees to participate in the same three-day job search assistance workshops currently offered to military personnel and their spouses. The Office of Personnel Management will issue new regulations allowing training and job placement assistance to workers up to six months prior to a likely separation date.
- Expanded assistance in communities affected by Defense reductions. In communities significantly affected by declining defense expenditures, the Department of Defense's Office of Economic Adjustment (OEA) will award additional planning grants and work with other Federal agencies and communities to create economic adjustment programs. Additional community planning grants from the Office of Economic Adjustment would total about \$50 million.
- New efforts to increase the use of Defense personnel and facilities to further education, job training and other community objectives. The Departments of Defense and Education will work with selected school districts, particularly urban districts with at-risk students, to establish career academies that offer enhanced technical training coordinated with a Junior ROTC program. In addition, the Departments of Defense and Labor will work with local communities and Private Industry Councils to identify opportunities for using excess capacity at defense facilities for training programs and for other community uses.

- Expanded early retirement for civilian employees. The Office of Personnel Management will permit early retirement at certain locations and categories of personnel throughout DOD during this period. This will allow for a more orderly reduction in Defense civilian personnel while minimizing involuntary separations.

Civilian Investments to Make America More Competitive

The President has proposed a broad program of civilian investment in technology, which can help convert the investment in human capital which the defense establishment has made into an asset to enhance U.S. competitiveness.

- The President has proposed \$17.3 billion in total for civilian applied R&D, an increase of 7 percent over 1992.
- The President has proposed a total of \$14.99 billion for NASA, an increase of nearly 5 percent. Within this total, funding for the development of Space Station Freedom will total over \$2 billion, an increase of 10 percent. Space Station Freedom will provide tens of thousands of jobs, not only for its major contractors and subcontractors for its development, launch and operation, but for companies producing and supplying materials to these major contractors. The major Space Station contractors are also the nation's major defense contractors.
- The President has proposed a total of \$725 million for the Department of Energy for National Energy Strategy R&D initiatives, an increase of 16 percent over 1992. Among these initiatives are programs in surface transportation efficiency, new fuel sources, increased energy efficiency in buildings and industry, and advanced electricity technologies.
- The President has proposed \$311 million, an increase of 26 percent over 1992, for the National Institute of Standards and Technology. The R&D supported by NIST is critical to enabling the effective use of new technologies. Through 1991, NIST has signed over 150 cooperative R&D agreements with industry for work in critical technologies. Within the NIST total, the Advanced Technology Program (ATP) will receive \$68 million, a 36 percent increase. ATP provides matching funds to industry for R&D projects that have the potential for broad-based economic impact.

- The President proposed approximately \$7 billion in funding for interagency initiatives in three areas of advanced technology. These areas have been identified by a number of groups as "critical technologies", key to the long-term economic performance of the Nation. These initiatives include development of advanced computing, biotechnology, and in the synthesis, processing and performance of material.
- The President has proposed \$321 million for non-defense advanced manufacturing R&D, another key enabling technology. This represents an increase of 27 percent over 1992 estimated levels. Improvements in U.S. manufacturing technology can increase industrial productivity and quality and lead to new or improved products. Support for R&D in advanced manufacturing will be a key element in the successful transition of many defense-oriented firms to the competitive environment of the post-Cold-War world.
- The President has proposed \$5.5 billion for environmental clean-up at Department of Energy facilities. This amount is a 26 percent increase over FY 1992, and represents more than a tripling of funding since the President took office. The increased investments will ensure that DOE facilities are in compliance with all applicable Federal, state and local requirements. This program will also serve to stabilize employment at many DOE sites where defense activities are being reduced. Included in this program is a Technology Development program that is providing new R&D opportunities for DOE defense sites and DOE weapon laboratories.
- The National Technology Initiative, a multi-agency effort now underway to identify technologies developed in federal laboratories that can be transferred to the private sector, where they will promote economic growth and employment opportunities.

The initiatives the President announced today, combined with the assistance programs already in place and domestic research and development expansion, will facilitate an orderly transition to the post-Cold War economy.

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INTRODUCING THE RJR NABISCO SCHOLASTIC SAVINGS PLAN

As the cost of higher education continues to rise, parents are concerned that their children will not be able to attend the college, university, vocational school or technical school of their choice.

At RJR Nabisco ("RJRN"), we believe education is the key to the continuing strength of our Company and the nation. The Company recognizes the financial burden higher education can place on a family. We are committed to helping our employees prepare for the financing of their children's education and ensuring that our employees' children will get the education or training that best meets their interests, abilities and aspirations.

The Scholastic Savings Plan ("SSP") is the first step toward making post-secondary education possible. Though not intended as the only funding source for continued education, it is a solid beginning.

Under this plan, a qualified employee may defer up to \$1,000 annually in pre-tax contributions for each child while the child is in high school. RJRN will match the employee deferral, dollar for dollar, if the money is used for post-high school education expenses.

The SSP is open to all regular, full-time, active salaried and hourly employees of RJRN and its operating companies in the United States, including those in Puerto Rico, not covered by a collective bargaining agreement. Management employees in salary levels A-E are not eligible at this time.



THE RJR NABISCO SCHOLASTIC SAVINGS PLAN AT A GLANCE

- Eligible employees may save up to \$1,000 a year for each of four years toward the post-secondary education of each of their children.
- Employees can begin saving in the plan when a dependent child enters the first year of high school (9th grade) and may continue to save up to the \$4,000 limit.
- Money is saved by deferring up to \$1,000 in wages each year per dependent child through pre-tax payroll deductions.
- The Company will match the employee's contribution dollar for dollar up to \$1,000 each year per dependent child.
- The employee's contribution and the Company match earn interest based on the rate of the 1-Year Treasury Bill, compounded monthly.
- Funds may be used only to cover tuition, fees and room and board.
- The Company will maintain a record for each participant that lists deferrals, Company matched funds, interest earned and information on withdrawals. Statements of account will be provided to employees on a regular basis.
- Funds of the RJRN Scholastic Savings Plan are held as general assets of the Company.