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# Withdrawal/Redaction Sheet (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Memo	Charles E. M. Kolb to Clayton Yeutter and Roger B. Porter, re: Reauthorization of the Higher Education Act. (3 pp.)	06/19/92	P-5	

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Speechwriting, White House Office of  
**Series:** Speech File, Backup  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Signing of the Higher Education Amendment 7/23/92 [2]

**Open on Expiration of PRA  
(Document Follows)**  
 By ST (NLGB) on 4/5/2005

<b>Date Closed:</b> 12/2/2004	<b>OA/ID Number:</b> 07577
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### RESTRICTION CODES

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

- P-1 National Security Classified Information [(a)(1) of the PRA]
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- (b)(9) Release would disclose geological or geophysical information

THE WHITE HOUSE

WASHINGTON

June 19, 1992

MEMORANDUM FOR CLAYTON YEUTTER  
ROGER B. PORTER

FROM: CHARLES E.M. KOLB *CEM*

SUBJECT: Reauthorization of the Higher Education Act

On Tuesday, the Conference Committee concluded its work on reauthorizing the Higher Education Act, the legislation that establishes the popular multi-billion dollar Stafford Student Loan and Pell Grant programs. Some months ago, the Administration issued veto threats should the final bill include either a Pell Grant entitlement (currently it's not an entitlement) or a direct loan program that would replace or alter the existing Stafford Loan construct.

While Pell entitlements were dropped weeks ago, to the surprise of many, not only did direct loans make it through Conference but they did so in a vastly expanded version. As presently drafted, the direct loan demonstration program authorized by the bill would extend to some 500 institutions (including proprietary schools) and involve potentially some \$1 billion in Federal funds -- roughly 18 percent of the entire Federal appropriation.

As Roger knows, I have long advocated direct loans as a way to reform and streamline the existing loan program which has grown too cumbersome, complex, and inefficient. Needless to say, I am personally delighted that the Congress appears poised to adopt what is essentially the idea I brought to Secretary Cavazos more than two years ago and in which he concurred. Publicly, of course, I have adhered consistently to the Administration's official position opposing direct loans.

Assuming both chambers pass the Conference Report, we can expect to have this major bill on the President's desk later this summer, probably in late June or July. The issue then becomes the obvious: with Pell no longer an entitlement, will we indeed veto this popular bill merely because of direct loans? On Tuesday, at the close of the Conference, the Education Department -- I suspect at the prompting of OMB, whose leader has consistently opposed the idea -- issued a statement from Lamar indicating that because of direct loans he would recommend the President veto this bill.

Let me offer seven reasons why I believe such a course would be folly.

First, direct loans make sense. They save several billion dollars over five years and vastly simplify and streamline this program. As the party of reform, restructuring, and change, we should welcome direct loans, not oppose them.

Second, the President will not be able to sustain the veto in the House and doing so in the Senate is questionable. Only Thad Cochran expressed heartfelt opposition to direct loans. Senators Simon and Durenberger are ardent supporters. Other than Cochran, and perhaps Senator Kassebaum, it's unclear who'd lead our veto charge in the Senate.

Third, the President's veto will be portrayed as pitting him against providing loans and grants to low- and middle-income students -- a position that's an embarrassment, potentially, in this election year. Imagine the headline: "Bush Vetoes College Financial Assistance." The rationale for doing so -- based on a pilot demonstration program -- will be a difficult one to sell. Few people will care, and Clinton would have a field day.

Fourth, the bill also includes long-awaited support for alternative certification, a small concept admittedly in the grander scheme but nonetheless a key plank in our education-reform agenda. I'd hate to see this go down the tubes.

Fifth, vetoing this bill opens up the President to the charge that he did so to protect the interest and special allowance payments that the government now pays to "fat cat" bankers. (Student loans are the third most profitable activity of banks, falling just behind credit cards and commercial/industrial lending.) A direct loan program eliminates the middlemen and, in so doing, not only reduces the complexity in this behemoth but saves substantial sums that will not have to be paid to middlemen. Of course the bankers hate this, but this is a student loan program, not indirect relief or a subsidy for the nation's consumer banks.

Sixth, we may well find ourselves vetoing the K-12 reform bill later this summer or fall, just on the eve of the election. This is precisely the Democrats' strategy: force the President to veto an education bill a month before election day. That's why the Democrats have delayed action on that bill and moved up the higher education measure. Signing this bill permits the President to take credit for a constructive, reform-oriented postsecondary education bill and, in my view, heightens his credibility as the "education president" should he then need to veto a status-quo K-12 bill which is more than likely going to be God-awful.

Seventh, the bill already represents a significant win for the Administration in terms of how any savings would be used. Originally, many congressional supporters of direct loans wanted any savings to be ploughed back into other education programs. As currently structured, these savings -- which are expected to be significant -- will go for deficit reduction, something which I presume we would favor. The House Budget Committee, for example, already counted such savings (\$6.6 billion over five years) in its May 26, 1992, package of "Balanced Budget Amendment Options" submitted by Chairman Panetta.

Bear in mind one salient fact: people really care about financing postsecondary education. Whether we like it or not, K-12 education is perceived by many as a non-issue, in part because it's mostly a public good paid for through people's taxes. Parents who send their children to private secondary schools feel differently, of course, because they not only pay taxes but also have to write out tuition checks.

When it comes to postsecondary education, millions of families really worry about how they'll find the money to send their children to college. They feel this personally because many of them have to pay for tuition or fill out the forms for Federal loans and grants. In my view, vetoing this bill will send a negative message to millions of real people with real worries -- a far more salient message than the one conveyed by vetoing a K-12 bill.

Dick Darman hates direct loans and has so colored the perspective of the Education Department. (Darman has three reasons for his opposition: (1) direct loans will increase the national debt (not the deficit) by a few billion dollars (an ironic point, indeed); (2) the program needs more risk-sharing with States to insulate the Federal Treasury from defaults (the insulation now is only de minimis, and this argument is a non-starter for already strapped State treasuries); and (3) the Department of Education is ill-equipped to manage direct loans (an argument that actually supports the more simplified direct loan program given the massive complexity of the current program)). So be it. But I can assure you there are lots of "closet" supporters of direct loans in the White House and the Department, and at least one governor at the Federal Reserve Board and a senior member of the Bush-Quayle Campaign have supported direct loans in the past. In my judgment, the President will not be well-served by a recommendation to veto this bill once passed by the Congress. It's a good, reform-oriented bill, and he should sign it.

cc: Cam Findlay  
Chris Sheehan

In April, the Drug-Free Zones program expanded to entire neighborhoods. "When kids see that the whole community is involved, not just one person, we work as a team to find safety and give support within our group so we can stay drug free," said Janet Greer, faculty sponsor of the drug-free program at John Patti Elementary (6/30).

For more information, call (202) 479-6500.

===== HIGHER EDUCATION =====

**\*5 HIGHER EDUCATION ACT: CONGRESS COMPROMISES**

Congress moved closer to reauthorizing the Higher Education Act last night when House and Senate conferees reached a compromise with the White House on direct student loans (multi cites). A "stumbling block to the bill's passage," the direct student loan provision would bypass commercial banks and allow schools to loan money directly to students (Elizabeth Neuffer, BOSTON GLOBE). Under the compromise, the DoEd will oversee a five-year trial direct loan program at a cost of \$500M for the first year. Caps on time and money made the compromise "palatable" to the Administration (Carol Innerst, WASHINGTON TIMES).

Ed Sec Lamar Alexander had "urged Pres. Bush to veto legislation that included the direct-loan experiment because the elimination of private banks would create 'billions of dollars of new unlimited government debt.'" (Mary Jordan, WASHINGTON POST)

But Sen. Edward Kennedy (D-MA), a supporter of the controversial provision said, "Direct loans will be significantly less expensive for the federal government to administer and much simpler for students to obtain."

Senator Paul Simon (D-IL), commenting on an "all-out lobbying campaign" by guarantee agencies and lenders said, "... this is not a bankers' assistance bill or a Sallie Mae assistance bill, it's a student assistance bill, and we should do all we can to help students get a higher education, whether it makes a profit for Sallie Mae or not." (Simon press release)

Among other things, the higher ed bill would "broaden access to Federal loans for middle-class students" and increase funds for low-income students (Adam Clymer, NY TIMES, all cites, 7/1).

**\*6 FLORIDA'S PREPAID TUITION: THE GOOD, THE BAD AND THE UGLY**

Despite its financial and enrollment successes, FL's prepaid college tuition plan is wreaking havoc for "some politicians and educators [who] worry that the state has underestimated the political and financial repercussions from the program." (Goldie Blumenstyk, CHRONICLE OF HIGHER ED). The CHRONICLE adds: "State auditors have also questioned whether the program is really the best way for families of modest means to save for college."

FL's prepaid tuition program is the largest in the country, according to the CHRONICLE. The five-year-old plan lets families prepay future college expenses at prices near current costs. More than 123,000 participants have enrolled in the plan, which has a \$26 surplus. It also yields approximately \$3M a year in

unnecessary, burdensome requirements that institutions often manipulate in order to delay the hearing process;

- authorizing the Secretary to require third-party financial guarantees from institutions that do not meet specific statutory standards of financial responsibility, and, in some cases, to hold individuals who exercise substantial control over an institution personally liable for financial losses; and
- the permanent elimination of the statute of limitations for the collection of defaulted loans.

Other positive features:

- The increase of annual Stafford Loan limits for undergraduate students beyond their first year, with the pro-ration of annual limits according to program length.
- The increases in the annual and aggregate limits for Supplemental Loans for Students.
- The reduction in the number of categorical deferments for the GSL programs from 11 to 3.
- The inclusion of a 6.5% combined origination/insurance fee to offset a substantial portion of the cost to the Government for the new "unsubsidized" student loan entitlement.
- The new requirements for annual independent compliance audits of lenders, guaranty agencies, secondary markets, and third party servicers.
- The inclusion of a requirement that each new institution develop and implement for two years a default management plan approved by the Secretary.
- The authority for the Secretary to provisionally certify, for a limited period, an institution that is applying for initial certification, experiencing a change in ownership, or that is of marginal financial responsibility or administrative capability.
- The requirement that lenders offer graduated or income-sensitive repayment schedules to borrowers.
- The elimination of provisions that would have immunized lenders from borrower defenses based on failings of the

school attended by the borrower.

- The creation of a single Federal aid application form for the Title IV programs, which would clearly ensure that students are not charged fees for applying for Federal student aid and simplify the process for aid applicants. In addition, the GSL application form and promissory note would be standardized, which would facilitate student aid delivery and data collection efforts.
- The inclusion of most of the Administration's Alternative Certification proposal and some of the features of its Teacher and School Leader Academies proposal.

**TALKING POINTS**  
**ON THE POSITIVE FEATURES OF S. 1150,**  
**THE "HIGHER EDUCATION AMENDMENTS OF 1992"**

**Major items:**

- Less than half-time eligibility for Pell Grants--one key component of the President's Lifelong Learning Act.
- An increase in the maximum Pell Grant to \$3700, although the Administration had preferred more narrowly targeted award rules in order to focus limited student aid funds on the neediest students.
- The inclusion, for the first time, of an academic achievement component in need-based student aid programs. The academic criteria for determining student eligibility for the Presidential Access Scholarships program are as follows:
  - 1) completion of specified minimum college preparatory coursework;
  - 2) 2.5 GPA or higher in final two years of high school; and
  - 3) a) top 10% of high school graduating class; or  
b) early intervention program participation (subject to waiver if no such programs available in student's area, or if the programs have no available space).
- A more comprehensive approach to and an increased State role in "gatekeeping," to help ensure only schools of sufficiently high quality participate in the student assistance programs.
- The imposition of new standards that, in order to be recognized by the Secretary, accrediting agencies must establish, as appropriate, regarding institutions' course completion, State licensing examinations, and job placement rates, student loan default rates, and compliance with Title IV program responsibilities.
- A number of valuable program integrity and default prevention provisions, including:
  - enhanced Secretarial oversight of guaranty agencies;
  - the reduction of the default trigger for the elimination of high default schools from 30 percent to 25 percent for determinations made in FY 1994 and subsequent years;
  - the elimination of "on the record" hearings in enforcement proceedings, which would eliminate

unnecessary, burdensome requirements that institutions often manipulate in order to delay the hearing process;

--authorizing the Secretary to require third-party financial guarantees from institutions that do not meet specific statutory standards of financial responsibility, and, in some cases, to hold individuals who exercise substantial control over an institution personally liable for financial losses; and

--the permanent elimination of the statute of limitations for the collection of defaulted loans.

Other positive features:

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- The inclusion of most of the Administration's Alternative Certification proposal and some of the features of its Teacher and School Leader Academies proposal.

FROM  
MELISSI BLECIC  
126 PARKWAY DRIVE  
TRUSSVILLE, ALABAMA 35173  
(205) 655-2804

February 14, 1992

FEB 18 5 07 PM '92

Mr. Lamar Alexander  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue South West  
Washington, D.C. 20202

Dear Mr. Alexander:

I am a junior at Samford University in Birmingham, Alabama. I am pursuing a Bachelor Degree of Science in Paralegal Studies, and from there I plan to complete my law degree.

I wanted to take a moment to thank the United States Department of Education, as well as the United States Government, for the Pell Grant which I received for the 1991-92 school year. You will never know how much I appreciate the assistance that you have given to me for the pursuit of my dream.

Again, thank you very much.

Sincerely,

Melissi Blecic

Melissi Blecic

THE WHITE HOUSE

WASHINGTON

July 16, 1992

MEMORANDUM FOR KATHY SUPER

FROM:

DANIEL CASSE *DM*

SUBJECT:

Higher Education Bill Signing Ceremony

I have spoken with Dr. Ernst, President of the Northern Virginia Community College, Annandale Campus. He would be "delighted" at the prospect of having the President sign the higher education bill at his campus. Their Community Cultural Center has an auditorium that seats 500. Mrs. Bush spoke there two years ago.

The college has a full summer session -- there would be no problem inviting students for the event. The campus is located in Fairfax, just off the Beltway.

I have told Dr. Ernst that an advance representative would be in touch with him and that he should not assume that the event has been set until he meets with the advance team.

The Advance Office should contact Dr. Ernst directly at (703) 323-3101.

cc: Cece Kremer  
Lisa Jaeger  
Jane Barnett

(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**

[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. [ANECDOTE ABOUT WOMAN WHO WILL GET FUNDING FOR EDUCATION THROUGH THIS Act] Well, I met [NAME] a little while ago, at the roundtable discussion we just had. 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 <sup>the</sup> ~~higher~~ <sup>Key</sup> education initiatives <sup>in the Bill</sup> 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 around you at all the good, hard-working kids you know who qualify for college -- who want to go to college -- but ~~who~~ <sup>who</sup> can't, because they can't afford to pay the skyrocketing costs unaided; and their families <sup>(make just too much to qualify</sup> for the basic grants and loans. This act helps them. ?

It finally <sup>(bails out)</sup> ~~(bails out)~~ middle-class 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. 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 -- most essentially -- by letting almost all students borrow their education money, regardless of income.

This act does something else remarkable -- a big victory in funding that I'm really proud of. It addresses another big 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 each semester while working. Well, for the first time in history, this act provides federal aid to them.

You see -- we have to *break the old presuppositions about educ -* realize that education is not something we get only in a steady, unbroken stream from kindergarten to the end of college. *America 2009, A (S)ET*  
 In *my* national education goals, I stressed lifelong learning -- because *AND IN AMER 2000,* *that's what it takes...* the exciting *to...* voyage that *is* education need never end. An educator named Robert Maynard Hutchins once said: "The object of education is to prepare the young to educate themselves throughout their lives." Let me repeat that -- "throughout their lives."

[NAME] knows about how a dream deferred can be the most meaningful dream of all -- because of this Higher Education Act

now he'll be able to return at age [] to get his college degree. He'll be able to do it the only way he can -- after work and on weekends -- one course at a time. If he has the courage and determination to make time in his life for education -- then I say his government has the duty to help him meet his 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 the American legacy of education to their kids.

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

draw your attention to a few.

First, the act sets tough standards for program integrity and default prevention -- to rid the Federal aid programs of fraud and abuse both by sham schools and by students trying to default on their loans. *We must have...*

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, particularly: an alternative certification program and <sup>academy for</sup> school teachers and leaders ~~academies~~. These three key points ← underscore a major underpinning both of this act and of our entire approach to education: fundamental accountability.

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 education goals to the far-reaching challenges of my AMERICA 2000 initiative. 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.

# # #

## EDUCATION

# As Bush Drops Loan Objections, Student Aid Nears Enactment

In an abrupt about-face after lobbying from Republican House members, President Bush dropped his threat to veto a \$100 billion student financial aid bill, and the Senate passed the conference report and sent it to the House.

The bill (S 1150) would reauthorize the Higher Education Act of 1965, which governs loans and grants for students to attend college and trade schools. It would allow all students, regardless of income, to borrow money to pay for their education.

Bush's advisers had recommended that he veto the bill because it included a demonstration program to test the idea of having the government make loans directly to students, cutting out the middleman role of banks. The banks, which receive federal subsidies for issuing student loans, strenuously objected to the plan.

The Senate approved the conference report to the bill by voice vote June 30. The House is expected to follow suit the week of July 6.

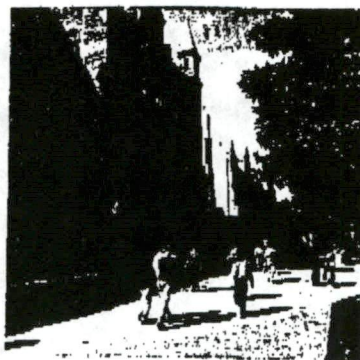
The conference report called for 500 schools to participate in the direct loan project, with 35 percent of the institutions allowing students to repay their loans according to how much money they earn after graduation. Other students would pay a fixed amount each month, regardless of how much money they earn.

Education Secretary Lamar Alexander said the program "destroyed" the bill and would create billions of dollars of new government debt.

But Republican lawmakers who helped write the bill went to the White House June 25 and talked to Bush for about 20 minutes.

"We told him frankly that we thought we had fought the fight and the bill was overwhelmingly good," said Rep. Tom Coleman of Missouri, the ranking Republican on the Subcommittee on Postsecondary Education. "We told him it would be hard to explain why he was vetoing this bill that helps middle-income families."

After the meeting, W. Henson Moore, Bush's deputy chief of staff, called House Education and Labor



R. MICHAEL JENKINS

### BOXSCORE

**Bill:** S 1150 — Higher Education Act reauthorization.

**Latest action:** Senate passage of conference report by voice vote June 30.

**Next likely action:** House vote to clear bill the week of July 6.

**Background:** The Higher Education Act of 1965 governs federal financial aid for postsecondary students, historically black colleges and universities, academic libraries and pre-college teacher training.

**Reference:** Weekly Report, p. 1799; provisions, p. 1099; House passage, p. 804; Senate passage, p. 406.

Committee Chairman William D. Ford, D-Mich., asking for a compromise.

According to the lawmakers' aides, Moore suggested that Ford and Senate Labor Committee Chairman Edward M. Kennedy, D-Mass., drop the provision specifying that 500 schools be included and change it to schools with a combined loan volume of \$500 million — as in the original House bill, which the administration had previously opposed. With 500 schools, the government would have had to provide about \$700 million to \$1 billion in loans.

Ford said that if the bill had been vetoed, he would not have written a new one. As a result, he said, students

would not have been able to get financial aid for the coming school year. Without the reauthorization, the programs would expire Sept. 30.

Sen. Paul Simon, D-Ill., an advocate of direct loans, called Bush's retreat sensible: "It was becoming increasingly evident that he wasn't going to be supported by the Republicans."

Robert E. Andrews, D-N.J., who pushed direct loans in the House, predicted that they would lead to the demise of the guaranteed student loan program run by the banks.

"If this is a fair test, the savings are going to be obvious, and the banking industry and their friends are going to be overwhelmed in the next reauthorization," Andrews said.

According to the General Accounting Office, the federal government could save about \$4.5 billion over five years by switching to direct loans and eliminating all subsidies to banks.

### Wide-Ranging Rewrite

The overall bill is a wide-ranging one, encompassing student financial assistance, aid to historically black colleges and universities, grants to academic libraries, and programs to recruit and train teachers for elementary and secondary schools.

Currently, 6 million students receive a total of \$21.5 billion in federal, state and private student aid, in the form of both guaranteed loans and Pell grants, named for Sen. Claiborne Pell, D-R.I., chairman of the Education, Arts and Humanities Subcommittee. The federal guaranteed loan program pays the interest while students are in school and then guarantees loan repayment if students default.

Lawmakers opened the aid programs to more middle-class students by removing a family's home or farm equity from calculations of how much aid a student needs to attend school. And they created a new unsubsidized loan program for all students, regardless of how much money their families earn. Those students would be required to begin paying the interest on their loans as soon as they received them.

Loan limits on the regular guaranteed student loan program — known as Robert T. Stafford loans — would be raised under the bill from \$2,625 to \$3,500 for full-time second-year students; from \$4,000 to \$5,500 for full-time undergraduate students who have finished two years; and from \$7,500 to \$8,500 for full-time graduate students. The bill would keep the \$2,625 loan limit for first-year students. ■

By Jill Zuckman

By ADAM CLYMER  
Special to The New York Times

WASHINGTON, July 8 — Trumpeting its allegiance to middle-class Americans, the House today passed and sent to President Bush legislation to help them get more college loans.

The higher education bill, which Mr. Bush supports, also promised more college help for the poor. But it offered them much larger direct grants than the Government has the money to deliver.

Most House members devoted their speechmaking to congratulating one another as well as the Administration for agreeing to expand several student loan programs to provide "tremendous opportunities for middle-class families," as Representative Tom Coleman, Republican of Missouri, put it.

Grants Subject to Limits

But almost no one directly addressed the disparity between the increases Congress authorized in Pell grants, the principal Federal program of student aid to the poor, and the lack of Federal money to pay for them. These direct grants, unlike the loans, count against the spending limits set by the 1990 budget act.

The bill, a product of a House-Senate conference, was passed 419 to 7. It would change two major programs of federally guaranteed loans by lifting limits on how much most parents can borrow and by letting all students, regardless of income, borrow through the other loan program. It would also experiment with having the Government bypass banks and lend money directly to students.

But when Representative William D. Ford, a Michigan Democrat who is chairman of the Education and Labor Committee, said the "maximum Pell grant award will be increased from \$2,400 to \$3,700 for the 1993-94 school year," he was being optimistic about the principal Federal program of aid to students from poor families.

Real Grant May Be Cut

The bill would indeed raise the maximum theoretical amount of a Pell Grant, to \$3,700 by that school year, from the current theoretical maximum of \$3,100.

But the real top grant for the academic year that begins this summer would be cut from \$2,400 to \$2,300 under separate legislation approved last week by a House Appropriations subcommittee. The real money that goes to students comes under that committee's jurisdiction, and its subcommittee voted for the cut behind closed doors as it tried to stay within the spending limits set by the 1990 budget act.

Representative William H. Natcher, the Kentucky Democrat who is chairman of the subcommittee, said in an interview today that he hoped that after a House-Senate conference, enough money might be found to keep the grants at \$2,400.

The disparity was mentioned by only one speaker in the debate, Representative Tom Roemer, Democrat of Indiana, who said, "I hope the appropriators will come up with the money."

Limits and Reality Clash

In most years the actual maximum grant has fallen below the theoretical limit, as is often the case with domestic

not see many votes in. This year they see votes in bills to help the middle class, not the poor.

The argument some Democrats offer privately for the increased theoretical limit is that if Mr. Bush is defeated, the next President might support an effort to divert money from cuts in military spending and apply it to domestic programs. Then, they say, having the higher limits in the underlying law would set the stage for bigger appropriations. President Bush has said he would veto shifting money from defense to domestic programs.

The real cut in the maximum Pell grant to \$2,300 would take effect in the academic year that begins this summer. The theoretical increase from \$3,100 to \$3,700 takes effect in the following year.

The Administration had threatened to veto the bill from time to time, most recently over the direct loans, which supporters say can save millions of dollars that now goes to banks to process them. But Republican House members met with Mr. Bush recently and persuaded him to drop his opposition.

More Students Eligible

Mr. Ford contended the bill would make 1.4 million more college and trade school students eligible for Federal loans and 1.1 million current students could borrow more than before. He said 3 million families could borrow more and 1 million more students from families with higher incomes would become eligible for Pell grants.

Pell grants go to more than 3 million students a year.

The loan programs reach more students, nearly 5 million, and under the bill still more students would be eligible.

The bill's biggest innovation is a demonstration project in which students at some institutions would receive loans directly from the Federal Government, without going through banks.

The Education Department would select the institutions where direct loans would be offered. At 35 percent of those selected, students would be offered repayment terms that would depend on how much they earned after college.

Loan Limits to Rise

Loan limits for all programs would rise. Maximum loans under the biggest of the programs, the Stafford guaranteed loans, would go to \$3,500 from \$2,625 for second-year students, to \$5,500 from \$4,000 for third- and fourth-year students, and to \$8,500 from \$7,500 for full-time graduate students.

In two other programs, the PLUS and SLS loans, repayment of principal is required to begin while the student is still in school and those loans are available regardless of income. The Stafford loans do not require repayment of principal while the student is still in school.

The loans available to parents under the PLUS program would no longer have a limit of \$4,000 per student if the borrower had no adverse credit history. That would mean that some parents could borrow the entire cost of college.

Under the SLS program full-time college juniors and seniors, now eligible to borrow \$7,500 per year, will be able to borrow \$8,500 per-year. The limit for full-time graduate students will go to \$10,000 from \$4,000 per year.

Another major change would allow

check  
w/ DOE  
2/23/93  
6/15/93  
3/4/93

Direct Loans

family income exceeded \$70,000 would become eligible for Stafford loans, but unlike other recipients of guaranteed loans, they would not have all or part of

the interest paid by the Government while they are in school. The students from higher-income families would also pay a 6.5 percent origination and insurance fee.

In addition, the bill would remove parents' equity in houses or farms from the calculations used to assess a family's financial need and determine eligibility for loans or grants.

--family values  
--anecdote/examples

--JANE BARNETT

--call Lisa Jaeger, Cab. Affairs, 2800  
    --need an anecdote (Round Table?)  
    --anyone at Education drafting  
--\* middle class access to higher ed (expanded access)  
--\* small piece but big victory, people can take one course at a  
time, adult learners, etc.  
--\* must report campus crimes (Cleary Bill -- Greg Fitch)  
--alternative certification (Lamar hates)  
--default  
--will be the news event of the day (therefore, family values)

--Lisa Jaeger (2800)

--2:15 -- will get stuff from education, get back to me this  
afternoon;

--3 -- Education is writing draft, will send to her late  
Monday morning, she'll bring to me (with all her other material)

NY Times:

--middle-class Americans  
--expand several federally guaranteed student loan programs by  
lifting limits on how much parents can borrow; and letting almost  
all students borrow, regardless of income; increases maximum of  
grants;  
--Pell grants  
--finesse direct loan aspect? (demonstration project)  
--will make 1.4 m. more students eligible for loans; and 1.1  
current ones could borrow more; 3 m. families can borrow more; 1  
m. more students from families with higher incomes become  
eligible;

Memo from Lamar (6/30):

--bill reaffirms Federal Government's policy and contribution to  
postsecondary education  
--this legislation is another piece of the mosaic of education-  
related activity of President and his Administration  
--GB taking a constructive role in legislative process (as  
opposed to veto)  
--provides help for families paying college costs  
--nearly 50% of all full-time students receive some type of  
Federal grant or loan  
--also: tougher standards on loan defaults;  
    --qualifies working students taking one course as a time;  
    --must make academic progress as condition  
    --academies for teachers and school leaders (as called for  
in America 2000 strategy)

--CQ:

--reauthorize Higher Ed Act of 65 which governs loans and grants  
for students, allow all students, regardless of income, to borrow

money to pay for their education (also historically black colleges and universities; academic libraries; and re-college teacher training)

--helps middle-income families

--created new unsubsidized loan program for all, regardless of how much money family earns

--TPs:

--less than half-time eligibility for Pell grants -- one key components of the President's Lifelong Learning Act

--"gatekeeping"

NOVA:

--Community Cultural Center seats 500; BB spoke there two years ago;

--full summer session



File OPE  
High - 2nd  
Reauthoriz

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

June 30, 1992

MEMORANDUM FOR HENSON MOORE

FROM: LAMAR ALEXANDER *Lamar*

SUBJECT: Schedule Proposal: Higher Education  
Reauthorization Signing Ceremony

**Proposal:** That the President host a meeting with members of Congress, representatives of the higher education community and selected guests\* at which he will sign the "Higher Education Amendments of 1992" -- the bill which reaffirms the Federal Government's policy and contribution to postsecondary education.

**Time Period:** Within ten days after likely House passage at the end of next week (July 10).

**Reasons for Proposal:**

- The President has placed an emphasis on education as both a domestic accomplishment and the reason he should be re-elected. This legislation is but another piece of the mosaic of education-related activity in which his Administration has been fully engaged.
- The Administration and many Congressional Republicans have devoted a great deal of time and energy to enacting a responsible and responsive bill. We didn't get everything we wanted, and had to swallow more than we'd like, but the President should take due credit for the positive Republican contributions that were made to this legislation.
- Shows the President taking a constructive role in the legislative process (as contrasted with a veto strategy). He is seen running the country and leading the Congress.

-----

\* Guests might include grateful recipients such as Melissi Blecic of Trussville, Alabama who wrote the Secretary a letter of thanks (see attached).

-2-

Points to Be Made at the Signing:

- 1) Provides help for families paying college costs by increasing:
  - the maximum Pell Grant to \$3,700;
  - the Guaranteed Student Loan limits for almost all undergraduate and graduate students.

Nearly 50% of all full-time students receive some type of Federal grant or loan.

- 2) Tougher standards on loan defaults.
- 3) Working students taking one course at a time can qualify for financial aid.
- 4) Provides that students make academic progress as a condition for receiving additional financial aid.
- 5) Academies for teachers and school leaders. As called for in AMERICA 2000 strategy.

# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02. Letter	Melissi Blecic to Lamar Alexander, re: Federal student loans; personal information redacted. (1 pp.)	02/14/92	P-6, (b)(6)	

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Speechwriting, White House Office of  
**Series:** Speech File, Backup  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Signing of the Higher Education Amendment 7/23/92 [2]

<b>Date Closed:</b> 12/2/2004	<b>OA/ID Number:</b> 07577
<b>FOIA/SYS Case #:</b>	
<b>Re-review Case #:</b> 2004-2265-S	
<b>P-2/P-5 Review Case #:</b>	
<b>MR Case #:</b>	<b>Appeal Case #:</b>
<b>MR Disposition:</b>	<b>Appeal Disposition:</b>
<b>Disposition Date:</b>	<b>Disposition Date:</b>

### RESTRICTION CODES

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

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

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

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

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

MELISSI BLECIC



P6,  
(b)(6)

February 14, 1992

FEB 19 5 07 PM '92

Mr. Lamar Alexander  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue South West  
Washington, D.C. 20202

Dear Mr. Alexander:

I am a junior at Samford University in Birmingham, Alabama. I am pursuing a Bachelor Degree of Science in Paralegal Studies, and from there I plan to complete my law degree.

I wanted to take a moment to thank the United States Department of Education, as well as the United States Government, for the Pell Grant which I received for the 1991-92 school year. You will never know how much I appreciate the assistance that you have given to me for the pursuit of my dream.

Again, thank you very much.

Sincerely,

*Melissi Blecic*

Melissi Blecic



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High - sel  
Reauth

UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

June 30, 1992

MEMORANDUM FOR HENSON MOORE

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- The President has placed an emphasis on education as both a domestic accomplishment and the reason he should be re-elected. This legislation is but another piece of the mosaic of education-related activity in which his Administration has been fully engaged.
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- Shows the President taking a constructive role in the legislative process (as contrasted with a veto strategy). He is seen running the country and leading the Congress.

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Points to Be Made at the Signing:

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Nearly 50% of all full-time students receive some type of Federal grant or loan.

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UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

July 17, 1992

MEMORANDUM FOR SAM SKINNER

FROM: LAMAR ALEXANDER *Lamar*

SUBJECT: JULY 22 SIGNING CEREMONY FOR THE HIGHER EDUCATION  
REAUTHORIZATION BILL

Now that a date is within sight for a signing ceremony, here are my thoughts on time, place, invitees, and message for the occasion.

CONTEXT

This bill funds most of the major Federal Government programs for higher education including Pell Grants and Student Loans. The bill includes many initiatives proposed by the President and is one of the most far-reaching pieces of domestic legislation that has been agreed to by the President and the Congress this session.

LOCATION

We strongly agree with your idea that the ceremony be held at a local college or university, preferably a community college, to give us a backdrop against which to highlight those elements of the bill which the President proposed such as: promoting lifelong learning by providing Federal aid to students who take as little as one course at a time; increasing the maximum Pell Grant to provide access to a college education for more middle- and lower-income students; providing numerous proposals to rid the Federal aid programs of fraud and abuse; and, for the first time, making academic achievement a consideration in some need-based student aid programs.

CONGRESSIONAL INVITEES

I recommend that the following Members of Congress be invited to the ceremony:

- o Members of the House Education and Labor Subcommittee on Postsecondary Education (Chairman Bill Ford D-MI);
- o Members of the Senate Labor and Human Resources Committee (Chairman Ted Kennedy D-MA);

- o Congressmen Bob Michel (R-IL) and Newt Gingrich (R-GA) and Senators Bob Dole (R-KS), and Al Simpson (R-WY) from the Senate, representing the Republican Congressional Leadership;
- o Representative Bart Gordon (D-TN) and Senators Bill Roth (R-DE) and Sam Nunn (D-GA), were instrumental in working on Administration-backed amendments;
- o And, key staff including:

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In addition to Congressional invitees, I suggest that we invite leaders from the Higher Education Community to the ceremony and I will forward this list to the White House under separate cover.

MEETING WITH REPUBLICANS

*not happening*

Either before or after the meeting, I suggest that the President meet for approximately 15 minutes with the Committee Republicans and Members of the elected Leadership to discuss strategy on H.R. 4323 and S.2, the Democratic alternatives to the President's AMERICA 2000 legislation. They worked with him on the Higher Education bill and now he's asking them to stand fast for his priorities on elementary and secondary education. We are at a crucial point in the House, as the bill is likely to be considered before the August Congressional recess. These Republicans need to hear directly from the President that he will not accept a "business-as-usual" bill. The meeting should be held before House Republicans have to cast their votes on the bill. (See my points, attachment #1.)

STATEMENT FOR THE PRESIDENT

Attachment #2 is a suggested statement for the President to use at the signing ceremony.

*X not happening*

**DRAFT TALKING POINTS FOR MEETING WITH REPUBLICANS**

- o Thank Bill Goodling for his years of support for the Administration's education initiatives.
- o Those Democrats who think that they can renege on agreements with Committee Republicans and that they can force the Education President to sign a bill just because the word education appears in its title, are dead wrong.
- o The Ford "business-as-usual" bill is simply unacceptable and will be vetoed.
- o I urge all Committee Republicans to vote for the Goodling substitute, which includes the Administration's key initiatives: helping States create world-class standards and a voluntary national examination system; helping communities create thousands of "break-the-mold" New American Schools; giving middle- and low-income families more choices of all schools; and, giving teachers more flexibility in the spending of Federal money.
- o Committee Republicans need to know that AMERICA 2000 is crucial to the President's domestic legislative agenda.
- o The bill was introduced almost 1 1/2 years ago, and the Administration has made numerous attempts to work with Congress on a compromise bill. In fact, a compromise was even worked out by Bill Goodling along with Congressman Dale Kildee earlier this year, only to have it pulled back by House Education and Labor Committee Chairman Bill Ford.
- o The Democrats think they have boxed us into a corner by crafting a bill that pays lip service to some of our AMERICA 2000 ideas by: including the words New American Schools in their bill; incorporating a flexibility provision that fails to include even one-half of one-percent of our nation's schools; and, including a muddled Standards and Testing provision. A few words from AMERICA 2000 in the Democrat's bill isn't enough. We need a reform bill that includes all four of our transforming ideas. That's why I support the Goodling substitute and oppose the Ford "business-as-usual" bill.

**PRESIDENT'S STATEMENT****ON SIGNING THE HIGHER EDUCATION AMENDMENTS OF 1992**

Today, I have signed into law S. 1150, the "Higher Education Amendments of 1992." It reauthorizes the many programs in the Higher Education Act of 1965. It is great in scope and significance, encompassing Pell Grants and Student Loans. I hope that many middle- and low-income families saving to pay for their sons' and daughters' college educations will find that this bill eases the burden on their budgets, and makes sending their children to college more manageable. The Administration worked closely with Congress to produce a bill that we can all be proud of, and my thanks to the many members on both sides of the aisle who made it possible.

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." We hope to make it easier for all Americans to pursue postsecondary education and training throughout their lifetime--whether they're just out of high school or returning to school later in life. 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.

In reauthorizing the Higher Education Act of 1965, the Administration was guided by two major principles: improving access to postsecondary education, and enhancing accountability of all who play a role in its programs--students, institutions, lenders, guaranty agencies, accrediting bodies, the States, and the Federal Government itself. This legislation isn't perfect, but it is faithful to these principles. As the saying goes, "The only thing more expensive than education is ignorance," but that doesn't mean we shouldn't try to keep costs down. This bill contains a number of valuable program integrity and default prevention provisions. It will crack down on sham schools that have defrauded students and the system in the past. It will also help to prevent student loan defaults.

I am particularly gratified that segments of my AMERICA 2000 strategy are part of the legislation, particularly: 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.

I'm also pleased about two other provisions: For the first time, academic achievement will be considered in need-based student aid programs. Second, eligibility for Pell Grants has been extended to students studying less than half-time. This second provision

was originally part of my "Lifelong Learning Act." 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.

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

Tomorrow Senator Danforth and Congressman Gradison will be introducing 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 could transform elementary and secondary education.

I am pleased to sign this legislation, the "Higher Education Amendments of 1992." I look forward to signing the GI Bills for Children in the near future.

###

LAM  
FYE  
Jane

TALKING POINTS  
ON THE POSITIVE FEATURES OF S. 1150,  
THE "HIGHER EDUCATION AMENDMENTS OF 1992"

Major items:

- Less than half-time eligibility for Pell Grants--one key component of the President's Lifelong Learning Act.
- An increase in the maximum Pell Grant to \$3700, although the Administration had preferred more narrowly targeted award rules in order to focus limited student aid funds on the neediest students.
- The inclusion, for the first time, of an academic achievement component in need-based student aid programs. The academic criteria for determining student eligibility for the Presidential Access Scholarships program are as follows:
  - 1) completion of specified minimum college preparatory coursework;
  - 2) 2.5 GPA or higher in final two years of high school; and
  - 3) a) top 10% of high school graduating class; or  
b) early intervention program participation (subject to waiver if no such programs available in student's area, or if the programs have no available space).
- A more comprehensive approach to and an increased State role in "gatekeeping," to help ensure only schools of sufficiently high quality participate in the student assistance programs.
- The imposition of new standards that, in order to be recognized by the Secretary, accrediting agencies must establish, as appropriate, regarding institutions' course completion, State licensing examinations, and job placement rates, student loan default rates, and compliance with Title IV program responsibilities.
- A number of valuable program integrity and default prevention provisions, including:
  - enhanced Secretarial oversight of guaranty agencies;
  - the reduction of the default trigger for the elimination of high default schools from 30 percent to 25 percent for determinations made in FY 1994 and subsequent years;
  - the elimination of "on the record" hearings in enforcement proceedings, which would eliminate

Beth

10-14-87 09:10AM

P02/..

Griffith



FYI  
Jane

UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

July 17, 1992

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Today, I have signed into law S. 1150, the "Higher Education Amendments of 1992." It reauthorizes the many programs in the Higher Education Act of 1965. It is great in scope and significance, encompassing Pell Grants and Student Loans. I hope that many middle- and low-income families saving to pay for their sons' and daughters' college educations will find that this bill eases the burden on their budgets, and makes sending their children to college more manageable. The Administration worked closely with Congress to produce a bill that we can all be proud of, and my thanks to the many members on both sides of the aisle who made it possible.

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." We hope to make it easier for all Americans to pursue postsecondary education and training throughout their lifetime--whether they're just out of high school or returning to school later in life. 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.

In reauthorizing the Higher Education Act of 1965, the Administration was guided by two major principles: improving access to postsecondary education, and enhancing accountability of all who play a role in its programs--students, institutions, lenders, guaranty agencies, accrediting bodies, the States, and the Federal Government itself. This legislation isn't perfect, but it is faithful to these principles. As the saying goes, "The only thing more expensive than education is ignorance," but that doesn't mean we shouldn't try to keep costs down. This bill contains a number of valuable program integrity and default prevention provisions. It will crack down on sham schools that have defrauded students and the system in the past. It will also help to prevent student loan defaults.

I am particularly gratified that segments of my AMERICA 2000 strategy are part of the legislation, particularly: 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.

I'm also pleased about two other provisions: For the first time, academic achievement will be considered in need-based student aid programs. Second, eligibility for Pell Grants has been extended to students studying less than half-time. This second provision

## *A Message from the Secretary*

*The national education goals adopted by President Bush and the governors in 1990 are ambitious—but worthy of a great nation. The AMERICA 2000 Education Strategy described in the pages that follow is a bold, complex, and long-range plan to move every community in America toward those goals.*

*The AMERICA 2000 Education Strategy has a language of its own. One good way to begin reading this booklet is to turn first to the Glossary of Key Terms. In time, these terms will become familiar to the millions of people who are needed to make America all that it should be.*

*Lamar Alexander  
Secretary of Education  
April 18, 1991*

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## **AMERICA 2000: An Education Strategy**

### *Overview*

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious national education goals that the president and the governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly—but results won't come quickly. It will occupy us at least for the rest of this decade.



***We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.***



It will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented. Today's best ideas, dedicated education reformers, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education and the private sector as a vital partner, too. It recognizes that real education reform happens community by community and school by

school and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited as—wisely—its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability, and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

1. **For today's students**, we must radically improve today's schools, all 110,000 of them—make them better and more accountable for results.
2. **For tomorrow's students**, we must invent new schools to meet the demands of a new century—a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade's end.
3. **For those of us already out of school and in the work force**, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
4. **For schools to succeed**, we must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

When people come to understand what they must do for themselves and their children and set about to do it.

Government's role in this strategy is limited as— in education always has been. But that role will be different. Washington can help by setting standards, providing examples, contributing some funds, providing a framework for accountability, and pushing and prodding some more.

The 2000 strategy has four parts that will be pursued. They can be visualized as four giant trains—big trains that have to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. We must move swiftly and determinedly if the trains reach their destination:

**For today's students**, we must radically improve today's schools. We must make all 110,000 of them—make them better and more accountable for results.

**For tomorrow's students**, we must invent new schools to meet the demands of a new century—a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade's end.

**For those of us already out of school and in the work force**, we must keep learning if we are to live and work productively in today's world. A "Nation at Risk" must become a "Nation of Students."

**For all of us to succeed**, we must look beyond their classrooms to our communities and families. Schools will do much better than the commitment of their parents and communities. Each of our communities must become a place where learning can happen.

**Four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.**

THE WHITE HOUSE

WASHINGTON

July 17, 1992

MEMORANDUM FOR WRITERS/RESEARCHERS

FROM: DAN MC GROARTY *DMcG*

SUBJECT: NEW ASSIGNMENTS FOR NEXT WEEK

Please note several new assignments for next week:

7/23: HIGHER ED. BILL SIGNING (ANNANDALE, VA)  
BETH HINCHLIFFE

7/24: BROOKVILLE (OH) PICNIC -- BRIEF REMARKS  
JANICE CROUSE

7/23 (FOR BROADCAST 7/25): RADIO ADDRESS  
JENNIFER GROSSMAN

\*\*FYI: JEANNIE BUNTON IS PRE-ADVANCING THE OHIO AND NORTH CAROLINA TRIPS.

# # #

(Hinchliffe/Gershowitz)  
July 21, 1992 7 p.m.  
HIGH Draft Two

**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.

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 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 Turtles.

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 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.

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 has two severely disabled children, and a life that's had more bad breaks than good. But she also has a dream she won't let go of -- to be a nurse. And finally, she's getting the educational financial aid she needs. She can take her courses here at NOVA -- and some day her kids will sit in the audience while their Mom receives her nursing degree. Frances McIntyre -- stand up -- you and let us all wish you well.

When I heard Frances' story -- saw her determination -- I was proud. Proud of Frances; and proud that this Administration is giving thousands of men and women like her -- a better chance

to get that 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, 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. 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. \\  
\\

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.

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-  
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 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.

This Act does more than open up federal funding to middle-income 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 takes a first step toward rewards for academic achievement in some need-based student aid. 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 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 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.

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 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 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.

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.

# # #

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

**PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
WEDNESDAY, JULY 22, 1992**

[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. [ANECDOTE ABOUT WOMAN WHO GETS FUNDING THROUGH THIS ACT] Well, I met [NAME] a little while ago, at the roundtable discussion we just had. 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 around you at all the good, hard-working kids you know who qualify for college -- who want to go to college -- but 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 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 -- most essentially -- by letting almost all students borrow their education money, regardless of income.

This act does something else remarkable -- a big victory in funding 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 working. Well, for the first time in history, this act provides federal aid to them.

You see -- we have to break the old preconceptions about education. It'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." Let me repeat that -- "throughout their lives."

[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. 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 the American legacy of education to their kids.

While opening up federal education funding to middle-class

and non-traditional students is obviously the centerpiece of this act, there are other elements. I'd like to draw your attention to a few. First, the act sets tough standards for program integrity and default prevention: to rid the Federal aid programs of fraud and abuse both by sham schools and by students trying to 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, particularly: an alternative certification program for teachers; and academies for school teachers and leaders, which will provide in-service training in academic and other 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 are introducing 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.

# # #



Via Telecopy

July 15, 1992

TO: Steve Provost  
 FROM: Fred Malek

Here are a few lines that may be helpful in your speech preparation.

*... the fact that -- market security logo help to  
 to your eyes*

*- largest + most productive economy*

## Possible Lines for POTUS for July/August :30s

These lines envision GB in interview format, living room setting, leaning forward toward interviewer, speaking with passion.

America is still the greatest nation on earth, but we face some big problems. I know we can solve those problems by returning to the values that made us great. Promoting the family as the basic unit of society. Teaching respect for law and order and enforcing the law with speed and certainty. Promoting thrift among our citizens and making the government live within its means. That's what I believe.

I believe in three basic principles and I will use them to lead this nation. Number one, we won't have a healthy, growing economy until we balance the federal budget. Number two, (government policies) should encourage family values and provide incentives for families to come together and stay together. And number three, we are a nation of laws. Every citizen must respect the law and the President must enforce it. That's what I'll do, if the American people support these principles.

Government can't solve all our problems. You can trace this country's problems to the fact that some people have lost sight of their basic morality. There are absolute standards of right and wrong that we know and recognize in this country. Our children must be taught the difference in right and wrong and our adults must be held accountable if they don't respect the difference in right and wrong. I'm going to speak out for the basic moral code that unites us, whether certain cultural elites like it or not.

When I say I believe in family values I don't just mean that candidates should travel with their children. I mean that children should have the right to pray in their public school. That parents should have the right to choose what school their children attend. That government policy should discourage single mothers from having more children, not encourage it. And, yes, that parents have a right to know if their teenaged daughter decides to have an abortion.

Let's face the facts. You and I both know, and the American people know, that this recession and all our economic problems are caused by the federal government spending too much money and running a deficit. We will have a healthy, growing economy over a long period again only when the federal government balances its budget. I'd like to have Congress'

help in balancing the budget. But, I will cut federal spending. I will reduce this deficit. With or without their help.

I have said from the very beginning that we will only have a growing economy when the federal government stops spending more than it takes in. Congress disagrees. I've compromised with them--at great political cost to myself--I've cajoled them and I've confronted them. But, the spending keeps right on growing. No more. I'm using my veto to cut federal spending and to do it right now. That's what I believe in and that's what I'm going to do.

You know, you can trace a lot of our social problems directly to the vicious cycle of welfare dependency we have created in this country. I have strong views about changing that system and we're doing it right now. My welfare plan is based on family values. We will give families the incentive to stay together. Fathers will be financially responsible for their children. I will cut welfare benefits for single mothers who have more children. Everyone on welfare will receive mandatory job training, then we'll get them a mandatory job. From now on, welfare is a temporary helping hand. Not a permanent way of life.

You watched the riots in Los Angeles with the same horror that I did. Who was responsible? The individual criminals who did the killing and burning. A generation in our cities has grown up without being taught respect for law and order, the difference in right and wrong. Well, now we're going to teach them. The Civilian Training Corps will teach them the difference, teach them to respect the law, and give them the discipline and work ethic needed to succeed in life. That's my program, based on my basic belief in traditional American values.

## FINDING THE RIGHT MIX OF R&D

**T**here's a simple cure for the sad decline of many U.S. industries: Invent better products, and consumers will beat a path to your door. So, how can companies attain technological leadership? Part of the answer is to invest heavily in research and development. But not just any kind of R&D. For too long, those corporate research labs that concentrated on the "R" churned out important discoveries without turning them into products. In the more recent past, companies have responded to the recession by focusing too much on the "D." That can boost competitiveness in the short term, but it will leave companies unable to come up with the big innovations needed for long-term survival.

The good news is that some U.S. companies seem to be learning from these mistakes. Not only are they raising R&D spending in these difficult times (page 104), they are finding ways to do both R and D—and to speed up the process. If the trend continues, these companies will be producing more innovative products for the same R&D buck.

At the same time, it's also clear that Washington can do more to help. After all, Uncle Sam spends \$74 billion a year on R&D. Yet the vast majority of this money goes for defense and space, areas that no longer spin off many new technologies to the private sector. That's why Washington needs to redirect some of this money to key areas, such as automation, advanced manufacturing, and robotics, that will leverage industry's own R&D. It could also build a technological infrastructure—test facilities and computer networks—companies could use. And it needs to do more in educating industry about the latest science and technology advances around the world. Couple these steps with the improvements in companies' own R&D, and you have a good start toward a national competitiveness policy.

## STEP ON IT, DETROIT

**A**s car sales improve in tandem with the U.S. economy, Detroit is starting to score against its Japanese competition (page 82). In the first five months of 1992, U.S. carmakers have grabbed 72.4% of the car and light-truck market, up 1.6 points from a year earlier. Japanese rivals, meanwhile, have lost 1.4 points, to 24%.

Today, Ford and Chrysler are among the world's low-cost producers, many experts contend, and GM finally seems determined to control its expenses. At the same time, costs are rising for the Japanese. Partly in response, Japanese carmakers have hiked sticker prices an average of 5% this spring, and they plan to lengthen the interval between some new models from their current four years. The Big Three lead the Japanese in fuel economy and safety features, both of which are important to U.S. consumers. Detroit is speeding up introductions of new models and is rebounding

from years of being in the design doldrums, while some Japanese design has taken on a bland sameness.

So far, so good for Detroit. But this time, U.S. auto makers must not blow their new advantage. If they are to maintain their momentum, they must conquer their instincts for self-immolation. In previous recoveries, they forgot the recession's hard lessons once the going got better. The urgency of their cost-cutting efforts disappeared. Profits were frittered away on stock repurchases, fat salaries, and ill-advised diversifications outside the car business. In their last brush with prosperity, GM shelled out \$8.5 billion for computer-services giant EDS and defense contractor Hughes Aerospace, Chrysler paid \$642 million for Gulfstream, and Ford funneled its cash into buying savings and loan associations.

With attention focused on their performance, Detroit's new managements aren't likely to repeat their past mistakes. But the Big Three must realize that their window of opportunity to take back ground from Japan may not stay open for long. Consumers' "buy American" mood may not last, and Japan seems sure to compete more vigorously once election-year threats of U.S. retaliation subside.

There's more riding on a revived Detroit than auto-industry jobs or stockholder and investor interest—though the market has doubled its valuation of the equities of the Big Three in seven short months. It is still true that when Detroit sneezes, the economy catches cold. And a robust Big Three means just the opposite: good economic news for the nation.

## INVESTING IN THE CHILDREN

**A**ny politician knows that the family taps our deepest emotions as a haven of intimacy, safety, and comfort. Yet like much in modern society, the U.S. family is changing: About half of all American marriages end in divorce, and out-of-wedlock births have rocketed. The traditional two-parent family is becoming less common. The percentage of children raised by one parent grew from 9.1% in 1960 to 24.7% in 1990. Most children born today may spend at least some time in a single-parent household (page 90).

These are not easy problems to solve. But some policy implications are obvious. First, government should reform those welfare policies that actually encourage family disintegration and dependency. Second, talking about family values, however necessary, will not do much to help the real victims of family break-up: the children. That will cost money. Policymakers should focus on helping out parents who work in low-wage jobs, especially single mothers. Low-income parents could get access to better health care and tax credits for child care and housing. The current disincentives against full-time work by welfare recipients should be scrapped. It may be worth investigating ways to automatically deduct child support from the wages of absent fathers.

Compassion and decency are not the only reasons why policymakers should invest in these children. Good education and adequate health care for all young Americans are the best ways to ensure economic growth.

# Valuing the Family

**Working mothers and absent fathers have altered the traditional portrait of the American family. Increasing concern for children is driving a search for policies to confront the new realities of the family.**

**BY ROCHELLE L. STANFIELD**

**A**merica has to sit for a new family portrait. The 1950s snapshot with dad as the breadwinner and mom a full-time homemaker tending a bunch of kids no longer tells the real story.

Nostalgia notwithstanding, many experts regard the suburban scenario of the postwar period as a historical aberration, a brief transition between the multigenerational extended families of earlier years and today's changing patterns of rearing children and making ends meet.

Depicting the American family of the 21st century probably calls for a video recorder, not a box camera. The advent of the two-wage-earner household means that both dad and mom will be kept on the move; increasingly, however, one or both may work, at least part of the time, at home. There still will be lots of single-parent households—headed by either mom or dad—but absentee parents, who will be under increased pressure to pitch in financial support, may be more likely to keep in touch with their offspring.

Concern that changes in the structure of the American family may mirror an erosion of the nation's moral values has become a popular political theme in this presidential election year.

Embracing the concept of the traditional nuclear family, Vice President Dan Quayle, in a recent address to members of the Southern Baptist Convention, lashed out at "cultural elites" who, he said, "seem to think [that] the family is an arbitrary arrangement of people who live under the same roof, that fathers are dispensable and that parents need not be married or even of opposite sexes."

Bill Clinton, who has clinched the Democratic

presidential nomination, talks of "providing tax fairness to working families, ending welfare as we know it, providing family leave and cracking down on deadbeat parents." But Clinton has also acknowledged living arrangements that don't fit the idealized 1950s norm; he spoke to the concerns of gay men and lesbians before an audience of gays in May, and in a June appearance on the MTV cable television network, he supported the role of women in the workplace in a very personal way: "I don't see why my wife should check her lifetime of work and experience and intelligence and passion and compassion at the front door just so I can get elected President."

The family experiences of the Quayles and the Clintons are fairly representative



John Fische

**Family Research Council's William R. Mattox Jr. He traces family woes to "careerism and selfishness."**

of other well-educated baby boomers in their mid-40s. Marilyn Quayle, a lawyer, was a working mom in Huntington, Ind., until her husband Dan won a congressional seat; she then shifted—on an unpaid basis—to the equally professional job of helping to manage his political career. Hillary Clinton, also a lawyer, stayed in the paid work force, juggling motherhood, her career in law and her own responsibilities as wife of the governor of Arkansas.

The domestic arrangements of those who lead—and aspire to lead—the nation in fact provide larger-than-life examples of the changing American family portrait.

As a remarried divorcé, former President Reagan, now 81, may have been somewhat atypical of his age group, but not of his ex-peers in Hollywood or, for that matter, a growing share of the general population. He and his wife Nancy headed a very loosely knit family of step-siblings.

George and Barbara Bush (both in their late 60s and from wealthy families) are products of the generation that gave rise to the idealized family-model of the 1950s. The President has always been the breadwinner; his wife, the consummate homemaker who left college to get married. A few years younger and from middle-class backgrounds, Ross Perot and his wife, Margot, present a similar pattern. She was a schoolteacher who left the job market early in their marriage to raise their five children.

This year's presidential also-rans nearly round out the menu of modern family options. Patrick J. Buchanan, 53, is married but has no children. Sen. Robert Kerrey, D-Neb., 48, has remained unmarried since his 1978 divorce. And Edmund G. (Jerry) Brown Jr., 54, has stayed single.

At the heart of the current debate over family values are the challenges presented by the trends toward working mothers and absent fathers. The wholesale entrance of women into the labor market in recent years has provided women an unprecedented financial alternative to marrying—or staying married. Divorce rates, which soared in the 1970s, have stabilized, but experts say that a staggering 50 per cent of all new marriages are destined to end in a breakup if current trends continue.

Marriages may be faltering, but fertility isn't. By 1976, the number of children born to the average American woman had dipped to 1.7, but since then, the U.S. fertility rate has crept back up and leveled off at 2.1. "That says to me there is a demographic universal that women want two children," said Martha Farnsworth Riche, director of policy studies for the Population Reference

Bureau, a Washington-based think tank. In the process, she noted, "more women are having and raising children on their own."

Indeed, the demographic bombshell of the 1980s was the rise in out-of-wedlock births. Thirty-one per cent of the nation's one-parent families are now headed by never-married women, up from 6.5 per cent in 1970.

Conservative study groups, such as the Washington-based Family Research Council, believe that stricter divorce laws and increased tax relief for families of young children would help to shore up faltering families. But council spokesman William R. Mattox Jr. conceded that governmental solutions are limited. Many family problems, he said, "primarily result from value-oriented or cultural issues that policy makers do not have a great deal of control over, such as materialism, careerism and the selfishness of the Me Generation."

Some liberals believe that conservatives take too narrow a view of the single-parent problem. "They're thinking that there's one family value and that family value is the husband. That's their bottom line," Sandra L. Messerth, who researches child care issues at the Urban Institute, said.

Those who see a more positive role for government generally urge policies that provide a financial and backstop for children. For children whose parents divorce, they advocate measures to track down fathers and collect child support. For children of single-parent families, they call for generous parental leave policies and high-quality comprehensive day care services.

"The only way we're going to save the system that we need for our children is if we all have to pay for it," said Faith Wohl, a human resources director at E.I. duPont de Nemours & Co. with extensive family-support policies.

### PLIGHT OF THE CHILDREN

In the family portrait of the 1990s, the central focus is on the children. Many scholars see this as a shift in emphasis from the preoccupation during the 1970s and '80s with adult life-styles to the aging of the baby boom generation—which now includes many



Census Bureau demographer Suzanne M. Bianchi: Two-parent families aren't "the whole answer."

John Eisele

also a reflection of troubling statistics documenting the plight of many of today's children.

One child in five lives in poverty, for example, and the poverty rate among single-parent families with children under 5 years old is 57 per cent. "That's a crushing item of data," said Rep. Thomas C. Sawyer, D-Ohio, chairman of the House Post Office and Civil Service Subcommittee on Census and Population. "And it is not a life-style of choice."

Since 1950, the percentage of American families headed by women has nearly doubled; it now stands at 17 per cent. Within those families, however, are a disproportionate share of the nation's children. According to 1991 Census Bureau figures, 29 per cent of the nation's families with children are classified as one-parent households. These family units, nearly all of which are headed by single mothers, are predominantly poor. On average, one-parent families have less than half (42 per cent) the income of two-parent families.

Such gloomy statistics probably account for the popularity of nostalgic references to the 1950s as an era that was a child-raising paradise. (Such recollections of middle-class bliss, however, ignore the fact that more children lived in poverty then—27 per cent in 1959—than do so now—about 19 per cent in 1990.)

## TAKING THE FAMILY'S MEASURE

**F**ederal statistical agencies take snapshots of families when they should be recording them with video cameras and wide-angle lenses.

That's the complaint of demographers and other family researchers who say that contemporary living arrangements aren't being accurately measured. Of most concern is the very definition of what constitutes a family. "The Census Bureau—and by default everybody else—defines family as people 'related by blood or marriage living in the same household' and household is defined by separate entrance and cooking facilities," explained Mary Grace Kovar, a statistician with the National Center for Health Statistics. "So you could have children living with unmarried parents but [the statistics] don't pick it up appropriately. Or a woman lives next door to her kids and sees them all the time, but we interview that woman and say she is living alone."

Most data are based on periodic cross sections of the population rather than on studies that follow people over time. "We tend to measure this sort of thing in a decennial snapshot at a time when everything is changing very, very rapidly, especially for individual households," said Rep. Thomas C. Sawyer, D-Ohio, chairman of the House Post Office and Civil Service Subcommittee on Census and Population. He said that he's been urging the Census Bureau to incorporate new kinds of data in its surveys.

Agencies that provide services to children and families, on the other hand, tend to collect and use data in different ways. Sen. Herbert H. Kohl, D-Wis., chairman of the Senate Governmental Affairs Subcommittee on Government Information and Regulation, has been trying for a year to secure foundation sponsorship for a series of interagency roundtables to coordinate federal data-gathering.

Why doesn't the government do it? "In this [tight] budget era, it's very difficult to convince the Appropriations Committees to provide money to have agencies talk to one another. There's the sense that they ought to be doing that anyway," said David McMillan, a Kohl aide.

The American Statistical Association is planning a conference in January to discuss new ways to gather and compile data about families and children. Organizer Martha Farnsworth Riche, director of policy studies at the Washington-based Population Reference Bureau, said, "If you really want to understand what's happening in the family, you've got to stop looking at who lives with whom and look well beyond that."

By most measures, the 1950s were an unusual time. "It's a strange baseline for data," Sara McLanahan, a professor of sociology and public affairs at Princeton University, said. "Never did so many women marry. Never did so many have children. Never was the standard of living so high. And it really was the last gasp before women entered the labor force."

A few scholars depict the essentially all-white world of Ozzie and Harriett, Beaver Cleaver and Dick, Jane, Sally and Spot as more than statistically aberrant. "I see the 1950s as, in fact, pernicious," Frances K. Goldscheider, a Brown University sociology professor, said.

Goldscheider believes that the new suburbs of the 1950s led to a breakdown of the support system of the extended family. Couples no longer lived in close proximity to relatives and became separated in time and in function, with husbands away from the home for long hours (because of lengthy commutes to work) and wives made solely responsible for housework and child-rearing. "By creat-

ing something so extreme, we created something that was brittle," she said. "By dividing the sexes by task and temperament, we lost a sense that what really works in marriage is common interest."

She attributed the rise in single living that is being seen today to the view inculcated in the 1950s that marriage is a burden for both men and women.

Whether or not the 1950s represented heaven, the twin hells for those trying to rear children in the 1990s are less money and less family time, whether the home has one parent or two. Economic restructuring has as much if not more to do with this situation as life-styles, many scholars believe.

The shift toward a knowledge-based economy requires longer and far more expensive preparation for a well-paying career and leaves those with only a high school education out in the occupational cold.

Even in families where the parents stay together, "the likelihood of poverty has increased for kids, . . . in particular [those

with dads] who don't have more than a high school education," said Suzanne M. Bianchi, a Census Bureau demographer who studies family trends. "While getting kids back in two-parent families would certainly take care of a chunk of child poverty, it's not the whole answer."

Some demographers predicted during the 1980s that because of economic changes, women would put off marriage and childbearing until their 30s. Now they understand that isn't happening. "Despite what everybody thinks, most babies [are born] to women in their 20s," Martin O'Connell, chief of the Census Bureau's Fertility Statistics Branch, said.

Young families of all stripes find themselves in an economic ditch, according to a recent study by the Children's Defense Fund and Northeastern University's Center for Labor Market Studies. From 1973-90, inflation-adjusted median income for families without children rose 11 per cent, but for young families (heads of household under 30 years old) with children, it dropped 32 per cent. During those years, the percentage of young families living in poverty more than doubled.

To make ends meet, many young mothers had no choice but to look for jobs. A 1991 Bureau of Labor Statistics survey found that 58 per cent of mothers with children under 6 years old were in the labor force, 37 per cent of them working full-time. Ten years earlier, only 49 per cent of such mothers worked.

As a result, more preschoolers spend time in day care centers. The federally financed 1990 National Child Care Survey found that 68 per cent of employed mothers with children under 3 depended on some form of day care, as did 79 per cent of mothers with 3-4-year-old children. But day care—and early education, as popularized by the federal Head Start program—is also proving increasingly attractive to nonworking moms (27 per cent of mothers with children under 3 use day care services, as do 42 per cent of those with kids 3-4).

Academic researchers and family advocates argue among themselves over the effect on youngsters of being in the care of someone other than their parents: whether all mothers are the best caregivers or whether children, especially 3-4-year-olds, do better with trained professionals.

The one clear finding is that babies in the first year of life probably do better with their parents than with an outsider, even if it's a relative. But Jay Belsky, a professor of human development at Pennsylvania State University, cautioned against reading too much into such findings. His studies of very young children identify problems among those in day care, but they don't necessarily show that

day care is the cause. "We're not talking about devastating psychopathology here," he cautioned. "Let's not catastrophize what we're saying."

Day care may also affect parents, perhaps helping to equalize the division of household responsibilities. Bianchi, who was at home during most of May caring for her three sick children and unable to do her normal Census Bureau research, recalled that she "did a little informal survey" of the child care center across the street from her home. "A lot of fathers dropped the kids off in the morning and the mothers picked them up in the afternoon," she said. "I'd love to study that, to see if that's how families are managing, moving their schedules. We don't measure that very well."

### TRAUMA OF DIVORCE

Experts heatedly disagree over how the nation's rising divorce rate affects children. The National Center for Health Statistics counts about 1.2 million divorces each year, about half of them between couples with at least one child. Among children 18 and under, the likelihood of having divorced parents soared from 6.3 per 1,000 in 1950 to 16.4 in 1988.

Most sociologists and psychologists who study divorce agree that children suffer to some extent when their parents split up, a view that is getting more attention today than it did two decades ago, when restrictions against divorce were being eased in many states. "When I got divorced in the early '70s, I said to my parents: 'Happy mothers make happy children. What's good for me will be good for them,'" McLanahan recalled. "There were a lot of books making that case then. I think they went too far. Parents need the information that if they decide to divorce, their children are at greater risk."

The financial consequences of divorce on children are severe. A 1991 Census Bureau report found that the household income of the custodial parent plunged by 37 per cent within four months of a separation. Only 58 per cent of women with children under age 21 had been awarded child-support payments, and of them only about half said they received the full amount due.

Studies show that children of divorce are more likely to get ill or injured, do less well in school or drop out entirely and have greater trouble in their own marriages. But it's not clear whether these misfortunes are the result of the divorce itself, the problems in the family that caused the divorce, the decline in income that almost inevitably follows divorce or a combination of factors.

"The over-all effect of the divorce is

consistent and significant and something we should be concerned about, but not huge when we look at various kinds of behaviors," Frank Furstenberg, a sociology professor at the University of Pennsylvania, said. "I'm not minimizing the effects of divorce. I'm just saying the picture becomes more complicated as you study divorce as a process."

Andrew J. Cherlin, a Johns Hopkins University sociology professor, added: "Most kids adapt successfully to divorce after a period of initial upset. Research doesn't convincingly show that divorce is a terrible, long-lasting problem for kids."

Remarriage has been touted as a good solution to the divorce problem, particularly for the poor. "Marriage is the single greatest escape route from poverty for welfare recipients—more than work, more than transfer payments," the Family Research Council's Mattox said.

But remarriage often isn't the best solution for the children involved. McLanahan has been investigating the effects of remarriage on children, "and I have been quite surprised to find that there are very consistent negative effects that really show up for kids in remarried households," she said.

That is also one of several counterintuitive findings reported by Ohio State University research scientist Frank L. Mott, who has analyzed results of the National Longitudinal Survey of Youth, a massive survey of youngsters from all types of family situations that has followed the same respondents since 1979.

Mott has found, for example, that young black fathers—who in most cases were never married to their children's mothers—frequently live within a mile of their children and visit them frequently. Young white fathers, who are more likely to have been divorced, are less likely to visit. However, young white mothers are more likely to have acquired a new husband or live-in boyfriend.

Mott is not convinced that the conventional assumptions about the negative impact on children of divorce or being reared in single-parent households will be upheld by his analysis. "More often than not, I don't find effects," Mott said. Acknowledging that his findings "would be quite controversial," he said, "I'm still working on it slowly and have not tried to publish yet."

Contrary to common wisdom, which advocates involvement of absent fathers with their chil-

dren, Mott doesn't see much gain to black children from their fathers' visits. White girls do better if their natural fathers keep in touch; Mott found, "but having a new man in the home appears to be quite detrimental."

Perhaps Mott's most surprising finding relates to black boys. In recent years, many of the problems of inner-city black youths have been attributed to the lack of a father figure. For example, Mattox of the Family Research Council, said: "When you're looking at crime, for example, when you really scratch the surface, the most significant variable at work is family structure."

But Mott, who is looking at youngsters under age 7, not teenagers, has found that "for black boys, more often than not the form of the family doesn't make a whole lot of difference."

Many family sociologists conclude that disruptions in a family's structure have the most impact on middle-class children living otherwise pleasant lives. For inner-city kids, McLanahan said, "so many [bad] things are going on that family structure is just one small piece of the puzzle."

### A NEW FAMILY MODEL?

That the family is in transition is broadly acknowledged. But there is fierce disagreement over the direction of change and what can—or should—be



Richard A. Bloom

**Population expert Martha Farnsworth Riche  
Children get support from outside the living unit.**



Richard A. Bloom

**Urban Institute researcher Sandra L. Hofferth  
Competition has led to lower-quality day care.**

done about it, particularly by government.

The Family Research Council's conservative theorists want to return, as far as is possible, to the traditional two-parent family with a stay-at-home mom. They advocate a minimal role for government, but would like state governments to do away with no-fault divorce laws that they believe have helped pave the way toward more broken families.

The council also backs federal and state reforms designed to encourage marriage among mothers receiving welfare. But it doesn't back pending legislation that would require employers to grant unpaid parental leave. President Bush, who opposes the bill's mandatory language, is likely to veto the measure for the second time if Congress sends it to him again. Instead, the council supports employment preferences, similar to those for veterans, for mothers who seek to return to the labor force after staying home with children for as long as seven years.

Other students of the family assign equal urgency to finding ways to assure children the stability and nurture of two loving parents, but they are less nostalgic about the family of the 1950s and are looking instead for 1990s alternatives.

Some alternative arrangements may already be working well but remain undocumented because of inexact or outdated research methods. In some cases, in households reported as single-parent

homes, the fathers are actually present but go unrecorded to avoid the loss of welfare benefits. In other cases, fathers live close by and have frequent contact with their children. Financial support received from absentee fathers also is sometimes underreported. (For more on the adequacy of available statistics, see box, p. 1564.)

"As long as you define the family in terms of the living unit, things look weird," the Population Reference Bureau's Riche said. But she added that in studies that take a broader look at family-support relationships, "we don't see that much change."

### TOUGH CHOICES

In her book *New Families, No Families?* (University of California Press, 1991), co-authored with Linda J. Waite, Goldscheider portrays the American family as being at a critical juncture. Both men and women, she writes, face a tough choice: Either fashion egalitarian "new families" where outside work, housework and decision making is shared or face "no families," increased single living and mother-only families.

Students of the family who agree with Goldscheider believe that the federal and state governments must play a direct role in easing the way toward the new family of increasingly shared responsibilities. Some steps are already on the books. Legislation is in place, for example, to make it more difficult for absentee fathers to evade their child-support obligations. States are now required to track down deadbeat dads and, in some cases, train them or help them find jobs so they will be able to pay.

A side benefit expected from financial involvement of dads is their emotional involvement in their kids. "Fathers who pay child support tend to visit children more and be more involved in their lives," said Freya Lund Sonenstein, a senior research associate at the Urban Institute, one of a few researchers who studies fathers. But she quickly acknowledged that research doesn't show whether that will be the case when child-support payments are withheld from fathers' wages.

In fact, Sonenstein's research has indicated that peer-group values are likely to have more of an effect on prospective teen fathers than the threat of having to pay child support. Citing a study of young men that she conducted, she said, "If they thought their family and friends would be upset if they got a girl pregnant,

by golly, three years later, they had not created a pregnancy."

To make life easier for young parents, many researchers advocate paid parental leave, high-quality day care and family-centered work options. Paid parental leave for six months or a year after the birth of a baby is probably the farthest off, given the White House's current opposition to mandating even unpaid leave—something that many large firms already provide voluntarily. But paid parental leave is a fact of life in several European countries, including France and Germany.

Improvements in the quality of day care services may be on the way. Legislation enacted in 1990 expanded federal tax credits for parents who must pay for child care and provided for grants to states to improve day care programs and expand Head Start classes for disadvantaged preschoolers.

As the Urban Institute's Hofferth noted, the widespread availability of day care ("there's always one more person out there willing to take a child in") has somewhat ironically aggravated the problem of uneven quality.

Because of stiff competition, day care providers have kept costs low (adjusted for inflation, the cost of day care has not gone up in 15 years). To do that, they lowered salaries and thus quality. Hofferth and others are pressing for subsidies of some sort to improve day care services and to provide information to parents to help them choose high-quality care.

Some state governments and many large firms such as duPont already have implemented family-centered work options. Flextime, compressed work weeks (three days on, two days off) and work at home are some of the alternatives. This is a relatively new development. DuPont's Wohl remembers it was less than three years ago when a young woman employee asked to take a computer with her on maternity leave so she could work at home after the birth of her child. "It was a big issue then," Wohl said. "Now it's practically a done deal for anyone who asks."

It's not only women employees who are seeking these options. "Over the last five years we've seen a 50 per cent increase in the number and percentage of men who favor flexible work options as a way to help them manage work and family responsibilities," she said. Young fathers in the company tell her "our lives have changed as much as young women's."

In this respect, the search for a new family model may take the country all the way back to the early days on the farm when the livelihood was earned at home and everyone pitched in with chores. ■

Nexis (Lib)  
Current (File)

Journal of Nexis:  
X3431

1. Lata w/ Key: type focus-type who  
del:query; or problem or crime

2. (Parent or family) w/5 (work or job)  
w/25 (family or unit or kid or child) w/5  
(Break or determinant or problem del:query)  
audit 3/92

Minneapolis Star  
Tribune

\* Business Wk 6/29

\* Additional Journal  
July 4 '92

7/12 Chicago

Ruthie  
Kovick 649-4404

~~Next's strategy search~~

~~Family w/18 values and ~~jobs~~ w/20 jobs or  
work w/20 financial or finances w/20 children  
and family w/20 latchkey kids w/20 Neglect  
and parents of ~~latchkey~~ parents w/20 guidance  
w/20 recreation or vacation w/20 Psychological  
or sociological w/20 studies or data~~

Next's strategy search

Family w/10 values w/20 church w/20 jobs or  
work w/20 financial or finances w/20 children  
w/20 nurturing w/20 Latchkey w/20 Neglect  
kids w/10 parental w/20 guidance w/20  
delinquent or delinquency w/20 recreation or  
vacation w/20 Psychological or sociological w/20  
studies or data.

THE WHITE HOUSE  
WASHINGTON

DATE: 7-22

TO: *Gary*

FROM: LISA M. JAEGER  
Associate Director  
Office of Cabinet Liaison  
Room 239, OEOB, x2800

*Voilà! I also gave  
a copy to Beth —  
Attached is a list of  
Congressmen / Senators who  
may attend — sorry for  
the delay —*

THE WHITE HOUSE  
WASHINGTON

July 21, 1992

SIGNING CEREMONY FOR THE HIGHER EDUCATION AMENDMENTS OF 1992

DATE: July 23, 1992  
LOCATION: Community Cultural Center  
Northern Virginia Community College  
TIME: 1:45 p.m.  
THROUGH: EDE HOLIDAY ~~WKA~~  
DAVID DEMAREST  
FROM: JANE E. BARNETT ~~JB~~  
LISA JAEGER

I. PURPOSE

To sign the "Higher Education Amendments of 1992."

II. BACKGROUND

The bill you will sign, "Higher Education Amendments of 1992," reauthorizes the Higher Education Act of 1965. It continues funding for the major federal higher education programs, including Pell Grants and student loans. At the same time this legislation includes some of the key education reform proposals you have supported, such as alternative teacher certification and merit scholarships for Pell recipients. The bill also reforms the existing programs by making aid more accessible to a wider range of people as well as deterring fraud and student loan defaults.

On the dais behind you will be 25 people, many of whom will directly benefit from this legislation. One is a single mother who will be able to attend school because the bill allows financial aid for students who are only able to take a few credits at a time. Another is a father of a young child who is able to attend school because of federal aid. Frances McIntire, whom you will mention in your speech, is a mother of two handicapped children who could not attend school without financial aid.

Also on the dais will be Delia Stafford, who earlier this year sent you an honorary alternative teacher certificate from the state of Texas. Harry King, Sallie Mae Chairman, will be on the dais as well.

In the audience will be members of Congress and approximately 250 college students, higher education officials, and key members of higher education groups.

III. PARTICIPANTS

The President  
Secretary Alexander  
Dr. Ernst, Northern Virginia Community College President  
Senators and Congressmen (see attached list)  
Approximately 250 students, members of education groups,  
and higher education officials

IV. PRESS PLAN

Open.

V. SEQUENCE OF EVENTS

Please see Advance Office scenario.

VI. REMARKS

To be provided by speechwriters.

SIGNING CEREMONY FOR THE HIGHER EDUCATION AMENDMENTS OF 1992  
MEMBERS OF CONGRESS IN ATTENDANCE

Senator Dan Coats (R-IN) - pending  
Senator Chris Dodd (D-CT)  
Senator Nancy Kassebaum (R-KS)  
Senator Ted Kennedy (D-MA)  
Senator Claiborne Pell (D-RI)  
Senator Paul Simon (D-IL) - pending  
Senator John Warner (R-VA)

Congressman Bob Andrews (D-NJ)  
Congressman John Boehner (R-OH)  
Congressman Tom Coleman (R-MO) - pending  
Congressman Bill Ford (D-MI)  
Congressman Bill Goodling (R-PA)  
Congressman William Jefferson (D-LA)  
Congressman Scott Klug (R-WI)  
Congresswoman Nita Lowey (D-NY)  
Congresswoman Susan Molinari (R-NY)  
Congressman Bill Orton (D-UT)  
Congressman Tim Petri (R-WI)  
Congressman Jim Ramstad (R-MN)  
Congressman John Reed (R-RI)  
Congresswoman Marge Roukema (R-NJ)  
Congressman Tom Sawyer (D-OH) - pending  
Congressman Pat Williams (D-MT)

- 1 Alike were they free from  
Fear, that reigns with the tyrant, and envy,  
the vice of republics.  
*Ib. pt. I, sec. 1*
- 2 When she had passed, it seemed like the ceas-  
ing of exquisite music. *Ib.*
- 3 Silently one by one, in the infinite meadows  
of heaven  
Blossomed the lovely stars, the forget-me-  
nots of the angels. *Ib. 3*
- 4 Talk not of wasted affection! affection never  
was wasted;  
If it enrich not the heart of another, its wa-  
ters, returning  
Back to their springs, like the rain, shall fill  
them full of refreshment:  
That which the fountain sends forth returns  
again to the fountain. *Ib. II, 1*
- 5 Give what you have. To someone, it may be  
better than you dare to think.  
*Kavanagh [1849]*
- 6 Build me straight, O worthy Master!  
Staunch and strong, a goodly vessel.  
*The Building of the Ship [1849], l. 1*
- 7 And see! she stirs!  
She starts—she moves—she seems to feel  
The thrill of life along her keel.  
*Ib. l. 349*
- 8 Sail on, O Ship of State!  
Sail on, O Union, strong and great!  
Humanity with all its fears,  
With all the hopes of future years,  
Is hanging breathless on thy fate!  
*Ib. l. 378*
- 9 Our hearts, our hopes, our prayers, our tears,  
Our faith triumphant o'er our fears,  
Are all with thee—are all with thee!  
*Ib. l. 397*
- 10 There is no fireside, howso'er defended,  
But has one vacant chair!  
*Resignation [1849], st. 1*
- 11 There is no Death! What seems so is transi-  
tion;  
This life of mortal breath  
Is but a suburb of the life elysian,  
Whose portal we call Death. *Ib. st. 5*
- 12 Nothing useless is, or low.  
*The Builders [1849], st. 2*
- 13 God sent his Singers upon earth  
With songs of sadness and of mirth.  
*The Singers [1849], st. 1*

- 14 But the great Master said, "I see  
No best in kind, but in degree;  
I gave a various gift to each,  
To charm, to strengthen, and to teach."  
*Ib. st. 6*
- 15 All your strength is in your union.  
All your danger is in discord;  
Therefore be at peace henceforward,  
And as brothers live together.  
*The Song of Hiawatha [1855], pt. I*
- 16 By the shores of Gitche Gumee,  
By the shining Big-Sea-Water,  
Stood the wigwam of Nokomis,  
Daughter of the Moon, Nokomis.  
*Ib. III*
- 17 From the waterfall he named her,  
Minnehaha, Laughing Water. *Ib. IV*
- 18 As unto the bow the cord is,  
So unto the man is woman,  
Though she bends him, she obeys him,  
Though she draws him, yet she follows,  
Useless each without the other! *Ib. X*
- 19 If we could read the secret history of our  
enemies, we should find in each man's life  
sorrow and suffering enough to disarm all  
hostility. *Driftwood [1857]*
- 20 If I am not worth the wooing, I surely am not  
worth the winning.  
*The Courtship of Miles Standish  
[1858], pt. III*
- 21 "Why don't you speak for yourself, John?"<sup>1</sup>  
*Ib.*
- 22 Saint Augustine! well hast thou said,  
That of our vices we can frame  
A ladder, if we will but tread  
Beneath our feet each deed of shame.<sup>2</sup>  
*The Ladder of St. Augustine  
[1858], st. 1*
- 23 The heights by great men reached and kept  
Were not attained by sudden flight,  
But they, while their companions slept,  
Were toiling upward in the night.  
*Ib. st. 10*
- 24 The long mysterious Exodus of death.  
*The Jewish Cemetery at Newport  
[1858], st. 1*
- 25 A boy's will is the wind's will,  
And the thoughts of youth are long, long  
thoughts.  
*My Lost Youth [1858], refrain*

<sup>1</sup> See Shakespeare, 209:9.

<sup>2</sup> See St. Augustine, 129:10, and Tennyson, 531:19.

NOTE TO GARY GERSCHWITZ

Per our conversation following is a statement regarding earnings for use in the President's speech.

A similar trend can be seen for more recent high school and college graduates. For example, men between the ages of 25 and 34 earned \$6,000 more in 1980 if they completed college compared to high school graduates. This difference had increased to \$10,000 by 1990.

The methodology used to produce these numbers differs slightly from that used in generating the 25 & older numbers already in the speech. Our data are from the Current Population Report P-60 Series, "Money Income of Households, Families, and Persons in the United States, 1980 and 1990" while the other are from special census tabulations which are not available to the public. In addition, I used the general CPI-U to convert 1980 to 1990 dollars while the other used the CPI-UX1 which I could not find on such short notice. These differences will not be significant especially since everything is rounded off to the nearest \$1,000.

If you have any questions regarding this information, please contract me at 401-0182.

Dan Goldenberg

Using median income data adjusted by CPI-U-X1 for individuals 25 years of age and older:

o In 1980, a man with a college education made 43 percent more income per year than a man with only a high school education. By 1990, that spread had increased to 74 percent.

\*o In 1980, a man with a college education made \$11,000 more income per year--in terms of \$1990--than a man with only a high school education. By 1990, that spread had increased to more than \$16,000.

o In 1980, a woman with a college education made 87 percent more income per year than a woman with only a high school education. By 1990, that spread had increased to 111 percent--that is, a woman with a college education made more than twice the income per year of a woman with only a high school degree.

o In 1980, a woman with a college education made about \$8,000 more income per year--in terms of \$1990--than a woman with only a high school education. By 1990, that spread had increased to nearly \$12,000.

o Such incentives from higher education do not go unrecognized. The percentage of men with a college education rose from 21.3 percent in 1980 to 24.6 percent in 1990--a 15 percent increase. For women, the percentage with a college education rose from 14.2 percent in 1980 to 19.6 percent in 1990--a 38 percent increase.

John Kitchen: x4666 395  
~~ITS THE~~

The 15 percent increase represents the increase in the percentage of <sup>or SHARE</sup> ~~women~~ MEN with a college degree. The absolute increase is 3.3 percentage points.

$$\frac{3.3 \text{ pct. pts}}{21.3 \text{ pct}} = 15.49 \%$$

Similar for the 38% increase for women with college degree.

The <sup>percent</sup> increases are not for the number of men or women with college degrees.

FAX COVER SHEET

TO : Gary Gerschwitz

FROM : Dan Goldenberg  
Department of Education

Name and Telephone Number of  
Sender: 401-0182

Number of Pages, including cover sheet: 2

Our Fax Number is: (202) 401-3036

Your Fax Number is: 456-6218



# Housing and Household Economic Statistics Division

DATE: 7/22/92	NUMBER OF PAGES: 3 (plus cover)
FAX TO: Gary Gershowitz ORGANIZATION: Speech Writing White House	FAX NUMBER: 202 456 6218 PHONE NUMBER: 202 456 7750 Charge \$ 0
FROM: Lydia Scorn-Royen Income Statistics Branch	FAX NUMBER: (301)763-8412 PHONE NUMBER: (301)763-9576
<b>FAX TRANSMISSION RECORD</b>	
TITLE OF DOCUMENT:	
<input checked="" type="checkbox"/> AS REQUESTED	<input type="checkbox"/> FOR CLEARANCE
<input type="checkbox"/> PER CONVERSATION	<input type="checkbox"/> FOR COMMENTS
<input type="checkbox"/> PER MEMORANDUM	<input type="checkbox"/> FOR YOUR INFORMATION
MESSAGE:	
To convert current dollars to constant 1990 dollars, multiply current dollar mean estimates on table by "1990 dollars factor" on page titled "Consumer Price Index." After you convert to constant dollars, you will have adjusted for inflation.	

MAILING ADDRESS:

STREET ADDRESS:

Bureau of the Census  
HHES Division  
Room 307-1, Iverson Mall  
Washington, DC 20233-3300

HHES Division  
3737 Branch Avenue  
Room 307  
Temple Hills, Maryland 20748

Educational Attainment--Number and Mean Earnings for Year-Round, Full-Time Workers 18 Years and Over between 1980 and 1990

YEAR	NUMBER		
	Total	College	No College
1990	80,773	41,490	39,284
1987	76,832	41,018	35,814
1986	74,275	39,571	34,705
1985	72,279	38,907	33,373
1983	66,657	36,699	29,960
1981	65,027	37,567	27,461
1980	64,663	37,955	26,708

MEAN

YEAR	IN CURRENT DOLLARS		
	Total	College	No College
1990	28,903	22,136	36,050
1987	25,604	20,312	31,665
1986	24,633	19,374	30,630
1985	23,493	18,719	29,058
1983	21,042	17,041	25,942
1981	18,957	15,767	23,320
1980	17,541	14,696	21,584

SOURCE: Current Population Reports, Series p-60  
 Income Statistics Branch  
 U.S. Bureau of the Census  
 U.S. Department of Commerce  
 Washington, D.C. 20233  
 (301) 763 8576

## CONSUMER PRICE INDEX

Year	CPI-U-X1 1982-84= 100.0	1990 Dollars Factor
1947	24.2*	5.400826*
1948	26.2*	4.988550*
1949	25.9*	5.046332*
1950	26.2*	4.988550*
1951	28.3*	4.618375*
1952	28.8*	4.538194*
1953	29.0*	4.506897*
1954	29.2*	4.476027*
1955	29.1*	4.491409*
1956	29.6*	4.415541*
1957	30.5*	4.285246*
1958	31.4*	4.162420*
1959	31.6*	4.136076*
1960	32.2*	4.059006*
1961	32.5*	4.021538*
1962	32.8*	3.984756*
1963	33.3*	3.924925*
1964	33.7*	3.878338*
1965	34.2*	3.821637*
1966	35.2*	3.713068*
1967	36.3*	3.600551*
1968	37.7*	3.466844*
1969	39.4*	3.317259*
1970	41.3*	3.164649*
1971	43.1*	3.032483*
1972	44.4*	2.943694*
1973	47.2*	2.769068*
1974	51.9*	2.518304*
1975	56.2*	2.325623*
1976	59.4*	2.200337*
1977	63.2*	2.068038*
1978	67.5*	1.936296*
1979	74.0*	1.766216*
1980	82.3*	1.588092*
1981	90.1*	1.450610*
1982	95.6*	1.367155*
1983	99.6*	1.312249*
1984	103.9*	1.257940*
1985	107.6*	1.214684*
1986	109.6*	1.192518*
1987	113.6*	1.150528*
1988	118.3*	1.104818*
1989	124.0*	1.054032*
1990	130.7*	1.000000*

Factors prior to 1967 are extrapolated.

COMM. 377-2000 / ED 708-5366 → Public Affairs /

219-1659 (VANCE Grant) DOE: Education info Branch

Edward We/NiAx: Bureau of Census: 301-763-8576  
(for income level question)

Skirley Smith

→ MONEY INCOME OF  
HOUSEHOLDS, FAMILIES &  
PERSONS

B. Davidson      CHRIS JOHNSON  
708-5347 / OFFICE OF  
ASST

Carol Seifert 708-9711  
Robert Evans 708-8242

} DOE / STUD. FIND ASSISTANCE  
& NISO 708-8391  
Bruce Munnie: 708-9366

~~Education~~ Educational Attainment, Mean Earnings

Many OFFICE OF ASSISTANCE SEC FOR  
POST SEC. EDUCATION

Call to confirm stats in Ed speech -  
John Hayes (Act. Dept Assistant Sec for Stud.  
Assistance: 708-74579448)

TOM PESTKA: Director  
708-4764

Dee Goldsmith

THE WHITE HOUSE

WASHINGTON

Higher Ed  
Speech

2 problems  
from DOE:

① "1980 men w/ college education  
made 43% more ----  
By 1990, that number ----"

⇒ these stats may be  
incorrect - DOE statisticians  
say they're not accurate -

you can call  
Maureen McLaughlin

401-1958

OR Allan Ginsberg

(both are statisticians)

over ↓

401-2182 (Dan Goldenberg)

↑ on 401-0182

Thanks -  
Sorry to have to change  
things -  
Liu

② At end of speech:  
"State & Local GA Act"  
Should read  
State & Local  
GA Bill

To Gary  
Date \_\_\_\_\_ Time 2:00

**WHILE YOU WERE OUT**

M Lisa Yeager  
of \_\_\_\_\_  
Phone X2800

Area Code      Number      Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>

RETURNED YOUR CALL

Message \_\_\_\_\_  
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\_\_\_\_\_

Operator CK



AMPAD  
EFFICIENCY®

23-023 CARBONLESS

- 5781 -

To Coary

Date 7/20/83 Time 10:15

**WHILE YOU WERE OUT**

M. Dan Goldenberg

of \_\_\_\_\_

Phone 401-0182

Area Code      Number      Extension

TELEPHONED	<input type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>

RETURNED YOUR CALL

Message \_\_\_\_\_

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Operator \_\_\_\_\_



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July 1969

254-8169

Hutter

E:2

SALLY RUNDON

May 17, 1991

FLOTUS

Spoke out

N.U.C.C.

Confirmed