

Originally Processed With FOIA(s):

S

FOIA Number:

S

# FOIA MARKER

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

---

**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Draft Files  
**Subseries:** Chron File, 1989-1993

---

**OA/ID Number:** 13632  
**Folder ID Number:** 13632-003

---

**Folder Title:**  
Higher Education Act 7 /23/92 [OA 5810]

---

Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>18</b>	<b>3</b>	<b>5</b>

---

acy of religious  
e in specific wil-  
o the fullest ex-  
ent of the Inte-  
Department of  
impact of any  
ous cultural ac-

ecretary of the  
o of the WSAs  
s are not suit-  
ness.

id report from  
concerning the  
ection-by-sec-  
ulation. I urge  
sly and favor-  
n so that the  
As in Oregon  
d.

George Bush  
it to Thomas  
use of Rep-  
President of

pan To  
Governor  
ry Fund

d his inten-  
n, of New  
rrior of the  
or a term of

s as Chair-  
Governors  
rior to this  
nd-Green-  
77-87. Dr.  
il of Eco-  
nan of the  
'4-77; and  
Economic

New York  
950; and  
6, 1926,

in New York, NY, and currently resides in Washington, DC.

**Nomination of Genta Hawkins Holmes To Be Director General of the Foreign Service**

*July 22, 1992*

The President today announced his intention to nominate Genta Hawkins Holmes, of California, a career member of the Senior Foreign Service, class of Minister-Counselor, to be Director General of the Foreign Service. She would succeed Edward J. Perkins.

Ambassador Holmes currently serves as U.S. Ambassador to Namibia, 1990-present. She has also served as Deputy Chief of Mission in Pretoria, South Africa, 1988-89; Port-Au-Prince, Haiti, 1986-88; and Lilongwe, Malawi, 1984-86. Ambassador Holmes has also served at the State Department in several other positions, including: international affairs officer at the Bureau of African Affairs, 1983; participant in the Senior Seminar at the State Department, 1982; and at the Agency for International Development as Assistant Administrator for Legislative Affairs and as Acting Administrator, 1979-81.

Ambassador Holmes graduated from the University of Southern California (A.B., 1962). She was born September 3, 1940, in Anadarko, OK. Ambassador Holmes is married and currently resides in San Francisco, CA.

**Statement on Signing the Higher Education Amendments of 1992**

*July 23, 1992*

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

dream of a college education for their children will find that this legislation helps to make their dreams reality.

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

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

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

I am also pleased that eligibility for Pell Grants has been provided to students studying for degrees on a less than half-time basis. This provision was part of my "Lifelong

SIGNING OF HIGHER EDUCATION AMENDMENTS \ 1:45 P.M.  
NORTHERN VIRGINIA COMMUNITY COLLEGE \ JULY 23, 1992

THANK YOU, DR. ERNST. SECRETARY ALEXANDER.

DISTINGUISHED MEMBERS OF CONGRESS -- IN PARTICULAR THE MEMBERS OF THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE AND THE HOUSE EDUCATION AND LABOR COMMITTEE. MEMBERS OF THE NOVA COMMUNITY. FRIENDS. IT'S A PLEASURE TO BE IN VIRGINIA ... THE CRADLE OF AMERICAN EDUCATION ... TO SIGN INTO LAW THE HIGHER EDUCATION AMENDMENTS OF 1992, AND HELP MOVE OUR SCHOOLS INTO THE 21ST CENTURY.

- 2 -

I TOLD DR. ERNST I'M IMPRESSED WITH NOVA'S MISSION ... CURRICULUM ... AND MOST ESPECIALLY YOUR CHOICE OF LAST YEAR'S COMMENCEMENT SPEAKER ... A CERTAIN SILVER-HAIRED PHILOSOPHER NAMED BARBARA BUSH.

NOW UNDERSTAND ... THERE ARE A COUPLE OF THINGS I JUST DON'T LIKE TO DO. EAT BROCCOLI. AND SPEAK ANYWHERE THAT BARBARA HAS ALREADY SPOKEN. IT'S SORT OF LIKE BEING ASKED TO PLAY GUITAR AFTER GARTH BROOKS. \ \

THE OPPORTUNITY IS HUGE. THE ECONOMISTS SAY WHEN WE WIN WE WILL "SHARE IN A MAXIMIZED PROPORTION OF EVER-INCREASING GLOBAL PROSPERITY." IN PLAIN ENGLISH, THAT MEANS ... GOOD, STEADY JOBS ... FOR YOU AND YOUR FAMILIES. SO HOW DO WE WIN THOSE JOBS? I BELIEVE WE CANNOT RENEW AMERICA ... WITHOUT RENEWING OUR SCHOOLS.

CONSIDER A COUPLE FACTS. IN 1980 ... A MAN WITH A COLLEGE EDUCATION MADE ... ON AVERAGE ... \$11,000 MORE PER YEAR THAN A MAN WITH ONLY A HIGH SCHOOL EDUCATION.

BY 1990 ... THAT GAP HAD INCREASED TO MORE THAN \$16,000 ... AND THE EXACT SAME PATTERN HAPPENED WITH WOMEN'S INCOME. THOSE FACTS SHOUT A SIMPLE TRUTH ... EDUCATION MAKES THE DIFFERENCE. EVERY AMERICAN DESERVES THE CHANCE TO GET ON THE LADDER OF OPPORTUNITY AND CLIMB! \\\

I WANT TO TELL YOU ABOUT A WOMAN I ADMIRE. SHE'S NOT SOMEONE YOU'LL READ ABOUT IN THE PAPER, OR SEE ON T.V.

SHE IS SOMEONE WHO MIGHT BE YOUR NEIGHBOR, OR THE MOTHER OF ONE OF YOUR KIDS' FRIENDS. SHE HAS TWO DISABLED CHILDREN, AND A LIFE THAT'S HAD MANY GOOD BREAKS ... AND A COUPLE BAD. BUT SHE ALSO HAS A DREAM THAT SHE WON'T LET GO -- TO BE A NURSE. AND NOW SHE WILL GET THE FINANCIAL HELP SHE NEEDS TO FULFILL THAT DREAM. SOME DAY THIS COURAGEOUS LADY'S CHILDREN WILL SIT IN THE AUDIENCE AND WATCH MOM RECEIVE HER NURSING DEGREE.

THIS WOMAN WHO'S DONE SO MUCH FOR SO MANY WILL NOW BE ABLE TO SERVE EVEN MORE PEOPLE. THE PRESIDENT OF PHI THETA KAPPA...FRANCES McINTIRE.

WHEN I HEARD FRANCES' STORY -- SAW HER DETERMINATION -- I WAS PROUD. PROUD OF FRANCES -- AND PROUD THAT WE ARE GIVING THOUSANDS OF MEN AND WOMEN LIKE FRANCES A BETTER CHANCE TO GET THE EDUCATION THEY DESIRE AND DESERVE.

THIS ACT I'M SIGNING TODAY GIVES A HAND UP TO LOWER-INCOME STUDENTS, WHO NEED HELP THE MOST. BUT IT ALSO REACHES OUT TO MIDDLE-INCOME FAMILIES -- THE ONES WHO SKIPPED THE VACATION AND DROVE THE OLD CLUNKER SO THAT THEIR KIDS COULD GO TO COLLEGE. TOO OFTEN, THE FUNDING CRACKS HAVE BEEN SO BIG THAT THESE SOLID, DECENT FAMILIES HAVE SLIPPED THROUGH -- AND THEIR KIDS' DREAMS HAVE BEEN IN DANGER OF SLIPPING AWAY.

WELL, NO LONGER. IT'S A MATTER OF FAIRNESS. IT'S A MATTER OF OUR FUTURE. \\\

AND THIS ACT ALSO REFLECTS AN IMPORTANT NEW PHENOMENON. WE USED TO THINK OF EDUCATION LIKE MEASLES VACCINES, FIRST DATES AND LEARNING TO DRIVE ... SOMETHING WE ONLY DID WHEN WE WERE YOUNG. TODAY, EDUCATION NEVER ENDS. ALTHOUGH OUR TEMPLES MAY BE GRAYING AND OUR JOGGING ROUTES A LITTLE SHORTER ... WE ALWAYS HAVE TO LEARN.

THIS ACT RECOGNIZES THAT SIMPLE FACT ... BY MAKING FEDERAL AID AVAILABLE FOR PART-TIME STUDENTS ... WHO ARE TAKING A CLASS OR TWO TOWARD THEIR DEGREE WHILE STILL WORKING A JOB. \ \

HOW MUCH RICHER OUR NATION'S FUTURE WILL BE. EACH YEAR, MILLIONS OF FAMILIES WILL BE ABLE TO GET MORE FEDERAL ASSISTANCE -- AND PASS ON TO THEIR KIDS THE AMERICAN LEGACY OF EDUCATION.

BUT THIS HIGHER EDUCATION ACT DOES MORE THAN OPEN UP FEDERAL FUNDING TO MIDDLE-INCOME AND PART-TIME STUDENTS. IT ALSO SETS TOUGH STANDARDS TO RID FEDERAL AID PROGRAMS OF FRAUD AND ABUSE BOTH BY SHAM SCHOOLS AND BY STUDENTS WHO DEFAULT ON THEIR LOANS.

IN ADDITION, SOME STUDENT AID WILL NOW BE CONTINGENT ON ACADEMIC PERFORMANCE. AND THE ACT INCLUDES PARTS OF WHAT WE CALL THE AMERICA 2000 PROGRAM, INCLUDING ACADEMIES FOR TEACHERS AND SCHOOL LEADERS -- AND SOMETHING CALLED ALTERNATIVE CERTIFICATION.

THAT'S A PROGRAM NEAR AND DEAR TO MY HEART, SO LET ME EXPLAIN IT. WHEN I LIVED IN WEST TEXAS, I TRIED TO VOLUNTEER TO TEACH NIGHT COURSES, BUT MY COLLEGE ECONOMICS DEGREE WASN'T GOOD ENOUGH, BECAUSE I DIDN'T HAVE THE REQUIRED EDUCATION COURSES.

THAT BOTHERED ME ... THEN I LEARNED THAT WITHOUT A TEACHING DEGREE, EVEN ALBERT EINSTEIN COULDN'T TEACH HIGH SCHOOL SCIENCE. NOW, I MIGHT UNDERSTAND KEEPING ME OUT OF THE CLASSROOM ... I MIGHT GET EMBARRASSED AROUND THE COMPUTER. BUT ALBERT EINSTEIN?

IN MY FIRST MONTHS IN OFFICE, I PROPOSED LEGISLATION TO ALLOW OUR EINSTEINS TO TEACH, WITHOUT TRADITIONAL CERTIFICATION. AFTER THREE YEARS AND THREE TRIES, CONGRESS FINALLY AGREES. THIS HELPS OPEN HUGE POOLS OF TALENT TO BRING INTO OUR CLASSROOMS.

WE CAN FIND A WAY ... FOR EXAMPLE ... TO ENCOURAGE MORE OF OUR MEN AND WOMEN WHO ARE LEAVING THE ARMED SERVICES -- TO PUT THEIR SKILLS TO WORK LEADING FUTURE GENERATIONS IN THE CLASSROOM. \\\

BY THE WAY, I'M PLEASED TO NOTE THAT THIS PAST SPRING, I DID RECEIVE MY ALTERNATIVE TEACHING CERTIFICATE FROM THE STATE OF TEXAS. THE WOMAN WHO SENT ME MY CERTIFICATE, DELIA STAFFORD, IS WITH US TODAY.

DELIA IS A CHAMPION OF CHANGE ... WILLING TO TRY SOMETHING DIFFERENT... BECAUSE OUR CHILDREN DESERVE NOTHING LESS. LET'S GIVE DELIA THE APPLAUSE SHE DESERVES. \\\

[I DON'T KNOW ABOUT EINSTEIN ... BUT I CAN NOW TEACH IN TEXAS SCHOOLS. DELIA ... I'LL BE CALLING IN FOUR YEARS TO SEE IF THERE ARE ANY OPENINGS. ]]

OUR SYSTEM OF HIGHER EDUCATION IS THE BEST IN THE WORLD -- BECAUSE IT'S ROOTED IN AMERICAN IDEALS THAT MAKE IT EXCELLENT, ACCESSIBLE AND ACCOUNTABLE. AMERICA 2000 IS THE REVOLUTION THAT BELIEVES THOSE IDEALS MUST BE TRANSFERRED TO OUR ELEMENTARY AND SECONDARY SCHOOLS.

JUST YESTERDAY SENATOR DANFORTH AND CONGRESSMAN GRADISON INTRODUCED MY "STATE AND LOCAL GI BILLS FOR CHILDREN," WHICH WILL TRANSFORM PRE-COLLEGE EDUCATION BY GIVING MIDDLE- AND LOW-INCOME FAMILIES THOUSAND DOLLAR SCHOLARSHIPS TO SEND THEIR KIDS TO THEIR CHOICE OF SCHOOLS. I DON'T KNOW ABOUT YOU ... BUT THAT GIVES ME A THOUSAND REASONS TO CHEER.

HIGHER EDUCATION THRIVES ON COMPETITION AND CHOICE -- WE MUST BRING THOSE INCENTIVES TO ELEMENTARY AND SECONDARY SCHOOLS. IT'S TIME WE LET PARENTS, NOT THE GOVERNMENT, CHOOSE THEIR KIDS' SCHOOLS -- PUBLIC, PRIVATE OR RELIGIOUS. \ \

I MENTIONED EARLIER HOW I BELIEVE THAT EDUCATION IS NOW A LIFELONG ENDEAVOR. SO I FEEL IT IS ONLY APPROPRIATE TO CONCLUDE WITH A QUOTE I REMEMBER FROM MY OWN SCHOOL DAYS.

IT IS A QUOTE FROM LONGFELLOW ... SOMETHING ABOUT "GREAT HEIGHTS NOT BEING ACHIEVED BY SUDDEN FLIGHT ... BUT BY TOILING UPWARD IN THE NIGHT." LONGFELLOW'S ADVICE COULD APPLY TO THE TASK OF RENEWING OUR SCHOOLS. IT WON'T BE DONE WITH HEADLINES ... OR SLOGANS ... OR EVEN MONEY ALONE. WHAT IT TAKES ... IS INNOVATION ... COURAGE ... A WILLINGNESS IN EVERY COMMUNITY TO ROLL UP OUR SLEEVES AND REFORM THIS VITAL AMERICAN INSTITUTION.

WE ARE TOILING UPWARD IN THE NIGHT ... AND TODAY WE CLIMB A LITTLE HIGHER. WHEN WE HAVE REACHED OUR PLATEAU ... WE WILL LOOK OUT UPON A NEW GENERATION OF AMERICAN SCHOOLS ... AND A STRONGER FOUNDATION FOR OUR NATION.

AND NOW, ON BEHALF OF FRANCES McINTIRE AND THE LEGIONS OF STUDENTS AT NOVA AND ACROSS THIS COUNTRY WHO WILL BENEFIT -- IT IS WITH PRIDE AND HOPE THAT I SIGN INTO LAW THE HIGHER EDUCATION AMENDMENTS OF 1992.

COULD I ASK SECRETARY ALEXANDER, DR. ERNST, AND DELIA STAFFORD TO STEP FORWARD.

# # #

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

**THANK YOU, DR. ERNST. SECRETARY ALEXANDER.  
DISTINGUISHED MEMBERS OF CONGRESS -- IN PARTICULAR THE  
MEMBERS OF THE SENATE LABOR AND HUMAN RESOURCES  
COMMITTEE AND THE HOUSE EDUCATION AND LABOR COMMITTEE.  
MEMBERS OF THE NOVA COMMUNITY. FRIENDS. IT'S A  
PLEASURE TO BE IN VIRGINIA ... THE CRADLE OF AMERICAN  
EDUCATION ... TO SIGN INTO LAW THE HIGHER EDUCATION  
AMENDMENTS OF 1992, AND HELP MOVE OUR SCHOOLS INTO THE  
21ST CENTURY.**

**- 2 -**

**I TOLD DR. ERNST I'M IMPRESSED WITH NOVA'S MISSION ...  
CURRICULUM ... AND MOST ESPECIALLY YOUR CHOICE OF LAST  
YEAR'S COMMENCEMENT SPEAKER ... A CERTAIN SILVER-HAIRED  
PHILOSOPHER NAMED BARBARA BUSH.**

**NOW UNDERSTAND ... THERE ARE A COUPLE OF THINGS I  
JUST DON'T LIKE TO DO. EAT BROCCOLI. AND SPEAK  
ANYWHERE THAT BARBARA HAS ALREADY SPOKEN. IT'S SORT OF  
LIKE BEING ASKED TO PLAY GUITAR AFTER GARTH BROOKS. \ \**

BUT I'LL BREAK MY RULE JUST ONE TIME, BECAUSE THE OCCASION IS SO IMPORTANT.

WE GATHER AT A MOMENTOUS TIME IN HISTORY. OVER THE PAST FOUR YEARS ... WE'VE SEEN CHANGES OF ALMOST BIBLICAL PROPORTIONS. THE COLD WAR IS OVER. WE WON. 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~~

THIS NEW WORLD POSES BIG CHALLENGES... AND BIG OPPORTUNITIES. FROM POLAND TO PARAGUAY ... OTHER NATIONS ARE TRYING TO COPY OUR SYSTEM OF FREE ENTERPRISE. HERE'S THE QUESTION: HOW DO WE WIN ... WHEN MORE OF THE WORLD'S NATIONS ARE PLAYING OUR GAME?

THE OPPORTUNITY IS HUGE. THE ECONOMISTS SAY WHEN WE WIN WE WILL "SHARE IN A MAXIMIZED PROPORTION OF EVER-INCREASING GLOBAL PROSPERITY." IN PLAIN ENGLISH, THAT MEANS ... GOOD, STEADY JOBS ... FOR YOU AND YOUR FAMILIES. SO HOW DO WE WIN THOSE JOBS? I BELIEVE WE CANNOT RENEW AMERICA ... WITHOUT RENEWING OUR SCHOOLS.

CONSIDER A COUPLE FACTS. IN 1980 ... A MAN WITH A COLLEGE EDUCATION MADE ... ON AVERAGE ... \$11,000 MORE PER YEAR THAN A MAN WITH ONLY A HIGH SCHOOL EDUCATION.

BY 1990 ... THAT GAP HAD INCREASED TO MORE THAN \$16,000 ... AND THE EXACT SAME PATTERN HAPPENED WITH WOMEN'S INCOME. THOSE FACTS SHOUT A SIMPLE TRUTH ... EDUCATION MAKES THE DIFFERENCE. EVERY AMERICAN DESERVES THE CHANCE TO GET ON THE LADDER OF OPPORTUNITY AND CLIMB! \\  
\\

I WANT TO TELL YOU ABOUT A WOMAN I ADMIRE. SHE'S NOT SOMEONE YOU'LL READ ABOUT IN THE PAPER, OR SEE ON T.V.

SHE IS SOMEONE WHO MIGHT BE YOUR NEIGHBOR, OR THE MOTHER OF ONE OF YOUR KIDS' FRIENDS. SHE HAS TWO DISABLED CHILDREN, AND A LIFE THAT'S HAD MANY GOOD BREAKS ... AND A COUPLE BAD. BUT SHE ALSO HAS A DREAM THAT SHE WON'T LET GO -- TO BE A NURSE. AND NOW SHE WILL GET THE FINANCIAL HELP SHE NEEDS TO FULFILL THAT DREAM. SOME DAY THIS COURAGEOUS LADY'S CHILDREN WILL SIT IN THE AUDIENCE AND WATCH MOM RECEIVE HER NURSING DEGREE.

THIS WOMAN WHO'S DONE SO MUCH FOR SO MANY WILL NOW BE ABLE TO SERVE EVEN MORE PEOPLE. THE PRESIDENT OF PHI THETA KAPPA... FRANCES MCINTIRE.

WHEN I HEARD FRANCES' STORY -- SAW HER DETERMINATION -- I WAS PROUD. PROUD OF FRANCES -- AND PROUD THAT WE ARE GIVING THOUSANDS OF MEN AND WOMEN LIKE FRANCES A BETTER CHANCE TO GET THE EDUCATION THEY DESIRE AND DESERVE.

THIS ACT I'M SIGNING TODAY GIVES A HAND UP TO LOWER-INCOME STUDENTS, WHO NEED HELP THE MOST. BUT IT ALSO REACHES OUT TO MIDDLE-INCOME FAMILIES -- THE ONES WHO SKIPPED THE VACATION AND DROVE THE OLD CLUNKER SO THAT THEIR KIDS COULD GO TO COLLEGE. TOO OFTEN, THE FUNDING CRACKS HAVE BEEN SO BIG THAT THESE SOLID, DECENT FAMILIES HAVE SLIPPED THROUGH -- AND THEIR KIDS' DREAMS HAVE BEEN IN DANGER OF SLIPPING AWAY.

WELL, NO LONGER. IT'S A MATTER OF FAIRNESS. IT'S A MATTER OF OUR FUTURE. \\\

AND THIS ACT ALSO REFLECTS AN IMPORTANT NEW PHENOMENON. WE USED TO THINK OF EDUCATION LIKE MEASLES VACCINES, FIRST DATES AND LEARNING TO DRIVE ... SOMETHING WE ONLY DID WHEN WE WERE YOUNG. TODAY, EDUCATION NEVER ENDS. ALTHOUGH OUR TEMPLES MAY BE GRAYING AND OUR JOGGING ROUTES A LITTLE SHORTER ... WE ALWAYS HAVE TO LEARN.

THIS ACT RECOGNIZES THAT SIMPLE FACT ... BY MAKING FEDERAL AID AVAILABLE FOR PART-TIME STUDENTS ... WHO ARE TAKING A CLASS OR TWO TOWARD THEIR DEGREE WHILE STILL WORKING A JOB. \ \

HOW MUCH RICHER OUR NATION'S FUTURE WILL BE. EACH YEAR, MILLIONS OF FAMILIES WILL BE ABLE TO GET MORE FEDERAL ASSISTANCE -- AND PASS ON TO THEIR KIDS THE AMERICAN LEGACY OF EDUCATION.

BUT THIS HIGHER EDUCATION ACT DOES MORE THAN OPEN UP FEDERAL FUNDING TO MIDDLE-INCOME AND PART-TIME STUDENTS. IT ALSO SETS TOUGH STANDARDS TO RID FEDERAL AID PROGRAMS OF FRAUD AND ABUSE BOTH BY SHAM SCHOOLS AND BY STUDENTS WHO DEFAULT ON THEIR LOANS.

IN ADDITION, SOME STUDENT AID WILL NOW BE CONTINGENT ON ACADEMIC PERFORMANCE. AND THE ACT INCLUDES PARTS OF WHAT WE CALL THE AMERICA 2000 PROGRAM, INCLUDING ACADEMIES FOR TEACHERS AND SCHOOL LEADERS -- AND SOMETHING CALLED ALTERNATIVE CERTIFICATION.

THAT'S A PROGRAM NEAR AND DEAR TO MY HEART, SO LET ME EXPLAIN IT. WHEN I LIVED IN WEST TEXAS, I TRIED TO VOLUNTEER TO TEACH NIGHT COURSES, BUT MY COLLEGE ECONOMICS DEGREE WASN'T GOOD ENOUGH, BECAUSE I DIDN'T HAVE THE REQUIRED EDUCATION COURSES.

THAT BOTHERED ME ... THEN I LEARNED THAT WITHOUT A TEACHING DEGREE, EVEN ALBERT EINSTEIN COULDN'T TEACH HIGH SCHOOL SCIENCE. NOW, I MIGHT UNDERSTAND KEEPING ME OUT OF THE CLASSROOM ... I MIGHT GET EMBARRASSED AROUND THE COMPUTER. BUT ALBERT EINSTEIN?

IN MY FIRST MONTHS IN OFFICE, I PROPOSED LEGISLATION TO ALLOW OUR EINSTEINS TO TEACH, WITHOUT TRADITIONAL CERTIFICATION. AFTER THREE YEARS AND THREE TRIES, CONGRESS FINALLY AGREES. THIS HELPS OPEN HUGE POOLS OF TALENT TO BRING INTO OUR CLASSROOMS.

WE CAN FIND A WAY ... FOR EXAMPLE ... TO ENCOURAGE MORE OF OUR MEN AND WOMEN WHO ARE LEAVING THE ARMED SERVICES -- TO PUT THEIR SKILLS TO WORK LEADING FUTURE GENERATIONS IN THE CLASSROOM. \\\

BY THE WAY, I'M PLEASED TO NOTE THAT THIS PAST SPRING, I DID RECEIVE MY ALTERNATIVE TEACHING CERTIFICATE FROM THE STATE OF TEXAS. THE WOMAN WHO SENT ME MY CERTIFICATE, DELIA STAFFORD, IS WITH US TODAY.

DELIA IS A CHAMPION OF CHANGE ... WILLING TO TRY SOMETHING DIFFERENT... BECAUSE OUR CHILDREN DESERVE NOTHING LESS. LET'S GIVE DELIA THE APPLAUSE SHE DESERVES. \\\

[I DON'T KNOW ABOUT EINSTEIN ... BUT I CAN NOW TEACH IN TEXAS SCHOOLS. DELIA ... I'LL BE CALLING IN FOUR YEARS TO SEE IF THERE ARE ANY OPENINGS. ]]

OUR SYSTEM OF HIGHER EDUCATION IS THE BEST IN THE WORLD -- BECAUSE IT'S ROOTED IN AMERICAN IDEALS THAT MAKE IT EXCELLENT, ACCESSIBLE AND ACCOUNTABLE. AMERICA 2000 IS THE REVOLUTION THAT BELIEVES THOSE IDEALS MUST BE TRANSFERRED TO OUR ELEMENTARY AND SECONDARY SCHOOLS.

JUST YESTERDAY SENATOR DANFORTH AND CONGRESSMAN GRADISON INTRODUCED MY "STATE AND LOCAL GI BILLS FOR CHILDREN," WHICH WILL TRANSFORM PRE-COLLEGE EDUCATION BY GIVING MIDDLE- AND LOW-INCOME FAMILIES THOUSAND DOLLAR SCHOLARSHIPS TO SEND THEIR KIDS TO THEIR CHOICE OF SCHOOLS. I DON'T KNOW ABOUT YOU ... BUT THAT GIVES ME A THOUSAND REASONS TO CHEER.

HIGHER EDUCATION THRIVES ON COMPETITION AND CHOICE -- WE MUST BRING THOSE INCENTIVES TO ELEMENTARY AND SECONDARY SCHOOLS. IT'S TIME WE LET PARENTS, NOT THE GOVERNMENT, CHOOSE THEIR KIDS' SCHOOLS -- PUBLIC, PRIVATE OR RELIGIOUS. \ \

I MENTIONED EARLIER HOW I BELIEVE THAT EDUCATION IS NOW A LIFELONG ENDEAVOR. SO I FEEL IT IS ONLY APPROPRIATE TO CONCLUDE WITH A QUOTE I REMEMBER FROM MY OWN SCHOOL DAYS.

IT IS A QUOTE FROM LONGFELLOW ... SOMETHING ABOUT "GREAT HEIGHTS NOT BEING ACHIEVED BY SUDDEN FLIGHT ... BUT BY TOILING UPWARD IN THE NIGHT." LONGFELLOW'S ADVICE COULD APPLY TO THE TASK OF RENEWING OUR SCHOOLS. IT WON'T BE DONE WITH HEADLINES ... OR SLOGANS ... OR EVEN MONEY ALONE. WHAT IT TAKES ... IS INNOVATION ... COURAGE ... A WILLINGNESS IN EVERY COMMUNITY TO ROLL UP OUR SLEEVES AND REFORM THIS VITAL AMERICAN INSTITUTION.

WE ARE TOILING UPWARD IN THE NIGHT ... AND TODAY WE CLIMB A LITTLE HIGHER. WHEN WE HAVE REACHED OUR PLATEAU ... WE WILL LOOK OUT UPON A NEW GENERATION OF AMERICAN SCHOOLS ... AND A STRONGER FOUNDATION FOR OUR NATION.

AND NOW, ON BEHALF OF FRANCES MCINTIRE AND THE LEGIONS OF STUDENTS AT NOVA AND ACROSS THIS COUNTRY WHO WILL BENEFIT -- IT IS WITH PRIDE AND HOPE THAT I SIGN INTO LAW THE HIGHER EDUCATION AMENDMENTS OF 1992.

COULD I ASK SECRETARY ALEXANDER, DR. ERNST, AND DELIA STAFFORD TO STEP FORWARD.

# # #

THE WHITE HOUSE  
WASHINGTON

July 20, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: STEVEN PROVOST *SP*

FROM: BETH HINCHLIFFE *BH*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

heard it firsthand.)

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

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

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

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

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

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

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

# # #

THE WHITE HOUSE  
WASHINGTON

July 20, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: STEVEN PROVOST *SP*

FROM: BETH HINCHLIFFE *BH*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

heard it firsthand.)

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

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

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

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

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

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

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

# # #

THE WHITE HOUSE

WASHINGTON

July 20, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: STEVEN PROVOST

FROM: BETH HINCHLIFFE

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

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

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

WHITE HOUSE STAFFING MEMORANDUM

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	X MOORE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>* can't do it until 5PM extensive changes!!</i> BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	PROVOST <i>To Bath.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MCGROARTY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			CLERK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:  
*called @ 2:00*  
*called @ 4:20*

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

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

<sup>2 JUL 20 17:08</sup>  
PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1:45 P.M.

[ACKNOWLEDGMENTS]

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

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

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

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

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

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

[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 to their kids the American legacy of education.

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

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

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

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

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

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

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

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

THE WHITE HOUSE

WASHINGTON

July 21, 1992

MEMORANDUM FOR DAN MCGROARTY

FROM: ROGER B. PORTER *RB*

SUBJECT: Presidential Remarks: Signing of Higher  
Education Act

We have reviewed the attached presidential remarks and have noted a few suggested changes on the draft. We have also attached a suggested insert which highlights the alternative certification provisions of the bill, the introduction of the GI Bill for Children by Senator Danforth and Congressman Gradison and private sector efforts to improve education.

If you have any questions or we can be of further assistance, please let us know.

cc: Phillip D. Brady

## Suggested Insert

And third, it includes segments of my AMERICA 2000 strategy that seeks to revolutionize our Nation's education system. There are many experienced scientists, engineers and businesspeople who want to teach but can't because they do not have a degree from a school of education. Today, after our victory in the Cold War, many members of the military would also like to teach. These competent, experienced men and women are needed in America's classrooms. The alternative certification program for teachers in this bill, which I first sent ~~to~~ Congress in 1989, will help get them there.

The year Barbara and I moved to west Texas, I volunteered to teach. But the powers that be said my degree in economics from Yale wasn't sufficient because I didn't have the required education courses. I think I would be a good teacher, but I wasn't allowed to contribute. But now, the good folks in Texas are giving [have given] me their first honorary alternative certification teaching certificate. ~~Now I know what I am going to do after 1996.~~

Signing this bill 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 our AMERICA 2000 strategy. My message is very simple: To change our country, we must change our schools.

Today Senator Danforth and Congressman Gradison [will] introduce my State and Local "GI Bills" for Children -- which will help transform education by giving middle- and low-income families consumer power. Just as Pell Grants and the GI Bill for Veterans increased competition and helped create the best system of higher education in the world, the GI Bill for Children can use those same forces to help create the world's best elementary and secondary education system.

Today, many companies in the private sector have tackled these areas where Congress -- too beholden to the unions and special interest groups -- has feared to tread. RJR/Nabisco is helping its employees send their children to college. The Golden Rule Insurance Company is giving scholarships to low-income families in Indianapolis to help meet the costs of sending their children to the private or religious elementary or secondary schools of their choice. It is time for the Congress to listen to the American people and give middle- and low-income families the power to choose more of the same schools for their children that wealthier families now can.

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

*RAE*

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

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

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

2:34 20 27:08  
PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1:45 P.M.

[ACKNOWLEDGMENTS]

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

We're giving them that chance through this Higher Education Act of 1992. I proposed key initiatives in the Bill because I was determined that all Americans should <sup>HAVE THE OPPORTUNITY TO RECEIVE A</sup> ~~get their shot at~~ post-secondary education -- and that's what this act does.

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

It gives a hand <sup>up</sup> 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~~<sup>y</sup>, the funding cracks have been big enough that these ~~solid~~<sup>HARD-WORKING</sup> 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 -- ~~a big victory~~<sup>SOMETHING</sup> that I'm <sup>VERY</sup> ~~really~~<sup>y</sup> proud of. It addresses another major need for the middle-class -- for older students who are trying to grab hold of the education dream the only way they can -- by taking a course or two at a time while still working during the day. ~~Well, for the~~ <sup>I</sup> first time in history, ~~this act~~ provides federal aid to them. ✓

You see, we have to break the old preconceptions. Education's not something we get only in a steady, unbroken stream from kindergarten to the end of college. In ~~my~~<sup>Borrow</sup> 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." ✓

[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~~ <sup>this Administration</sup> 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~~ <sup>g</sup> our future will be <sup>MORE HOPEFUL</sup> because of this Act I'm signing today. ~~1.4 million~~ <sup>2.4</sup> more students will become eligible for loans. ~~1.1 million~~ <sup>2.3</sup> students who currently receive partial loans can receive larger ones. ~~1 million~~ <sup>2.4</sup> more students from families with higher incomes will become eligible for assistance. ~~And 3 million families will be able to borrow more money~~ <sup>MANY MAKE</sup> ~~AND~~ ~~therefore, have to ransom less of their personal security in order to pass on to their kids the American legacy of education.~~

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

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

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

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

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

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

*Begin again →* 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.

SUGGESTED  
INSERT

34561000 P.02

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

OBJECTIVES OF REMARKS

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

OUTLINE OF ATTACHED SPEECH

- I.) Introduction
  - o Virginia college system
  - o NOVA community college success
- II.) Higher Ed Amendments--five improvements.
  - o Eases the financial burden on middle-and low-income families.
  - o Extends eligibility for Pell grants to students studying less than half-time.
  - o Includes an academic achievement component.
  - o Two segments of AMERICA 200 are included
    - o Alternative certification program
    - o School Teacher and Leader Academies
  - o Program integrity and default prevention provisions.
    - o Crackdown on sham schools
    - o Prevent student loan defaults
- III.) Tradition of excellence in higher ed.
  - o Principles of path of excellence--Innovation, high standards, local control, private sector support, and access.
- IV.) Duplicate the success.
  - o Transfer success to elementary and secondary schools.
    - o AMERICA 2000--four revolutions
    - o GI Bill for Children
- V.) Conclusion
  - o Excellence for ALL schools.

###

JUL 23 1992

F. 03

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

Thank you... (acknowledgements)

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

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

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

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

(Mention students).

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

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

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

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

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

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

other educational areas.

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

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

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

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

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

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

###

2-50 also from Tom Scully X 5178

Add all red comments

Barry White's suggestions

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

02 JUL 20 All: 49

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 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 kids who are most often squeezed out, but provides for some aid for our lowest income students as well. 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 our poorest kids, but also who need help the most. But it also gives a hand to

increasingly in need of our help.

In addition to helping low-income families, this Act

to clean up in the student loan and grant levels for all who need our help. The abuses loan by its to raise

(rewritten)

Note: Budget cannot afford the increases in the Act, and Congress won't appropriate them.

2

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 <sup>income qualifications</sup> funding cracks have been <sup>strict</sup> big enough that ~~these solid, decent~~ families have <sup>middle income</sup> slipped <sup>not</sup> 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 <sup>increasing the</sup> ~~lifting~~ limits on how much parents can borrow; and -- most essentially -- by <sup>or career</sup> ~~letting almost~~ all students <sup>have access to higher</sup> ~~borrow their~~ education <sup>or career</sup> money, <sup>easing the access of</sup> ~~regardless of income~~. <sup>federally guaranteed loans.</sup>

<sup>in the targeting of the program that is really important for workers.</sup> This act does something else remarkable -- a big victory ~~in change~~ 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 <sup>toward their degree</sup> each semester while working. Well, ~~for~~ <sup>opens the</sup> ~~the first time in history,~~ <sup>door a little wider for</sup> this act provides federal aid <sup>to them.</sup>

<sup>lifelong</sup> 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 <sup>learning as a</sup> ~~lifelong~~ <sup>commitment --</sup> ~~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 <sup>Not as wide as I want it open and will still work for -- loan help for non-degree programs is just as important -- but a start is made.</sup>



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~~<sup>a worker</sup> has the courage and  
 determination to make time in his life for education -- then I  
 believe the ~~say his~~<sup>responsibility</sup> government has the  ~~duty~~ <sup>realize that</sup> to help him  ~~meet~~ <sup>meet his</sup> goal.

Here at NOVA, you understand the exciting implications of <sup>many of you committed to education while working long hours at full time jobs.</sup>  
 all of this. After all, ~~you're here~~ -- ~~and your government is so~~

And this all shows that

~~I am~~ strongly dedicated to ensuring that higher education is available  
 to all <sup>of you, because that</sup> ~~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~~  
~~legislation~~ ~~Act~~ I'm signing today. 1.4 million more students <sup>a year</sup> will become  
 eligible for loans. 1.1 million students who currently receive  
 partial loans can receive larger ones. 1 million more students  
 from <sup>middle income</sup> families ~~with higher~~ incomes will become eligible for assis-  
 tance. ~~And~~ 3 million families will be able to <sup>In all</sup> borrow ~~more money~~ <sup>get more student loan</sup>  
~~therefore have to ransom less of their personal security in~~  
~~order to pass on the American legacy of education to their kids.~~

TW

<sup>further all low and</sup> While opening up federal education funding <sup>middle-class income</sup> to ~~middle-class~~ income  
 families, and non-traditional students is obviously the centerpiece of this

Note: Assumes full funding which cannot happen and must not be Bush policy.

Cracking down on the abusers of student aid makes more funds available for the good schools and the good students.

<sup>bill</sup> act, there are many other exciting elements -- and I'd like to draw your attention to a few. *→ implemented through an exciting new Federal/State partnership.*

First, the act sets tough standards for program integrity and default prevention: <sup>it will</sup> ~~to~~ rid ~~the~~ Federal aid programs of fraud and abuse ~~both~~ by sham schools and <sup>make</sup> ~~by~~ students <sup>more accountable for</sup> ~~trying to~~ defaulting 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. *[Details here?]*

And third, it includes segments of my AMERICA 2000 program, particularly: an alternative certification program <sup>to help the best people from all walks of life become</sup> for teachers; and academies for school teachers and leaders, which will provide <sup>the high quality</sup> in-service training in ~~academic and other educational areas.~~ *subject matter knowledge and teaching skills. reminder*

This act reaffirms my <sup>our</sup> ~~administration's absolute~~ commitment to education. It's ~~another~~ <sup>reform that is essential to our nation's development -</sup> 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.

*+* Here, unfortunately, Congress only took a very small step, extending extra aid to # to # Pell recipients for just fair "C" average performance. I want our students to get rewards for excellent achievement in high school and college, and I will work to make this provision truly effective.

We must move forward from reform in financing higher education to structural reform of our elementary and secondary schools. <sup>We must move forward with</sup> ~~By~~ our Education goals and our America 2000 initiative. ~~Let's let~~ <sup>I hope this</sup> This agreement ~~we can~~ be a springboard for ~~education reforms~~ structural reforms across the board -- for <sup>us for</sup> ~~our~~ kids, and for a dynamic America in the 21st Century.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 12 JUL 21 1992 P 4: 20 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00p

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

Per Janet Rehnquist of White House Counsel's Office, no legal objections to these remarks.

4:15 p.m. July 21, 1992

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

Document No. 339148ss

**WHITE HOUSE STAFFING MEMORANDUM**

32 JUL 21 11:41

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm


SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

*Education*  
 See comments. Thanks. TO Paul Horfonta  


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

Education  
Comments

(Winchcliffe/Gershevic)  
July 17, 1992 4 P.M.  
HIGHER Draft One

PRESIDENTIAL MEMORANDUM <sup>2-11-92-87-008</sup> SIGNED BY HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1145 P.M.

[ACKNOWLEDGMENTS]

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

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

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

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

*and for*

2

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 low  
income  
families*

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

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

[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.

JUL-21-1992 15:23 FROM

TO

94562223

P.04

SENT BY: Xerox Telecopier 7020 ; 7-21-92 ; 8:31AM ;

OPD-

# 4

3

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 ~~delete~~ from families with higher incomes will become eligible for assistance. Just 3 million families will be able to borrow more money -- therefore have to ransom less of their personal security in order to pass on to their kids the American legacy of education.

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

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

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

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

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

And let me tell you -- the revolution has begun. 1,500 communities and 44 states have joined AMERICA 2000. <sup>In addition, yesterday</sup> ~~And today~~ Senator Danforth and Congressman Gradison introduced 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.~~ <sup>to</sup> ~~our future.~~ *delete*

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.



WHITE HOUSE STAFFING MEMORANDUM

92 JUL 21 P3:24

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

*Please see comments.  
Thank you*

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

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

<sup>? JUL 20 17:08</sup>  
PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1:45 P.M.

[ACKNOWLEDGMENTS]

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

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

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

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

(X)  
~~This act imposes~~  
America's  
long-term  
economic prospects,  
while strangling  
middle class  
families by  
giving more  
power to  
parents.

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

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

[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 to their kids the American legacy of education.

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

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

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

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

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

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

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

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

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

*See note top of pg. 1*

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

Note: fine if woman  
mentioned is real

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

PRESIDENTIAL REMARKS: <sup>2 JUL 20 17:08</sup> SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1:45 P.M.

[ACKNOWLEDGMENTS]

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

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

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

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

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

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

[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 to their kids the American legacy of education.

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

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

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

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

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

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

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

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

Wynne  
x6218

*[Handwritten signature]*

WHITE HOUSE STAFFING MEMORANDUM

02 JUL 21 P5:39

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

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

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

PRESIDENTIAL REMARKS: <sup>2 JUL 20 27:08</sup> SIGNING OF HIGHER EDUCATION ACT  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
THURSDAY, JULY 23, 1992 1:45 P.M.

[ACKNOWLEDGMENTS]

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

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

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

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

So often  
do not  
emphasize  
this  
enough.

2

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

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

[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.

3

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 billion more students from families with higher incomes will become eligible for assistance.~~ And 3 million families will be able to borrow more money -- therefore have to ransom less of their personal security in order to pass on to their kids the American legacy of education.

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

4

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

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

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

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

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

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

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

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

92 JUL 20 AM: 49

**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 <sup>today I am</sup> proud that this Administration is giving her, and the thousands of men and women like her, <sup>a better</sup> ~~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 <sup>further</sup> opens up the <sup>opportunity</sup> ~~chance~~ for a college education for middle-income students -- the ~~ones who've been~~ <sup>kids who are most often</sup> ~~squeezed out, but~~ <sup>squeezed out!</sup> ~~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 <sup>often</sup> 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 <sup>our poorest kids, but also</sup> who need help the most. But it also gives a hand to <sup>well</sup>

to clean up the abuses in the student loan system and to raise loan and grant levels

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

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 <sup>income qualifications</sup> ~~funding cracks~~ have been <sup>strict</sup> ~~big~~ enough that ~~these~~ <sup>middle income</sup> solid, ~~decent~~ families have <sup>not been able to</sup> ~~slipped~~ <sup>afford</sup> ~~through~~ <sup>that can qualify for grants or loans</sup> 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 <sup>increasing the</sup> ~~lifting~~ limits on how much parents can borrow; and -- most essentially -- by letting almost all students <sup>have access to higher</sup> ~~borrow their~~ education money, <sup>or career</sup> ~~regardless of income.~~ <sup>through</sup> ~~through~~ <sup>federally guaranteed loans.</sup> ~~through~~

<sup>in the targeting of the program that is really important for workers.</sup> This act does something else remarkable -- a big victory ~~in change~~ ~~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 each semester while working. Well, for the first time in history, this act <sup>opens the door for</sup> ~~provides~~ federal aid <sup>door</sup> 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 <sup>learning as a</sup> ~~lifelong~~ <sup>lifelong</sup> ~~learning~~ <sup>commitment --</sup> 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 -- 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 <sup>a worker</sup> he has the courage and determination to make time in his life for education -- then I believe the <sup>responsibility</sup> government has the <sup>duty</sup> to help him <sup>realize that</sup> meet his goal.

Here at NOVA, you understand the exciting implications of all of this. After all, <sup>many of you committed to education while working long hours at full time jobs.</sup> you're here -- and your government is so strongly dedicated to ensuring that higher education is available to all <sup>of you, because this</sup> ~~because of~~ one very simply 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 <sup>the</sup> this Act I'm signing today. 1.4 million more students <sup>a year</sup> will become eligible for loans. 1.1 million students who currently receive partial loans can receive larger ones. 1 million more students from <sup>middle income</sup> families with higher incomes will become eligible for assistance. <sup>In all</sup> 3 million families will be able to <sup>get more student loans</sup> 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 <sup>all low and</sup> middle-class ~~class~~ <sup>income</sup> families, and non-traditional students is obviously the centerpiece of this

And this bill shows that

legislation

Families

Cracking down on the abusers of student aid makes more funds available for the good schools and the good students.

*bill*  
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: <sup>it will</sup> to rid ~~the~~ Federal aid programs of fraud and abuse both by sham schools and <sup>make</sup> ~~by~~ <sup>more accountable for</sup> students ~~trying to default~~ <sup>ing</sup> 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. *[Signature]*

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~~ <sup>own</sup> absolute commitment to education. It's ~~another~~ <sup>one</sup> piece of the ~~mosaic of education-reform that is essential to our nation's development -~~ 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.

# # #

*[Signature]*  
We must move forward from reform in financing higher education to structural reform of our elementary and secondary schools. <sup>We must move forward with</sup> ~~My~~ <sup>Our</sup> Education goals and our America 2000 initiative. ~~Let's let~~ <sup>I hope these</sup> This agreement ~~we~~ can be a springboard for ~~education reforms~~ structural reforms across the board -- <sup>for us for</sup> ~~for~~ our kids, and for a dynamic America in the 21st Century.

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 7/20/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUES. 7/21/92 3:00pm

SUBJECT: PRESIDENTIAL REMARKS: SIGNING OF HIGHER EDUCATION ACT  
THURSDAY, 7/23/92 - 1:45 p.m.

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

REMARKS:

Please forward your comments directly to Dan McGroarty, RM. 122 x2930, no later than 3:00 p.m., TUESDAY, JULY 21, with a copy to this office. Thank you.

RESPONSE:

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

- Shirley Greene

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

<sup>2 JUL 20 11:08</sup>  
PRESIDENTIAL REMARKS: **SIGNING OF HIGHER EDUCATION ACT**  
**NORTHERN VIRGINIA COMMUNITY COLLEGE**  
**THURSDAY, JULY 23, 1992 1:45 P.M.**

[ACKNOWLEDGMENTS]

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

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

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

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

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

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

[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 to their kids the American legacy of education.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Lamar Alexander*

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

*More of same choices of all schools that people of money already have.*

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.