

Education speeches, etc.

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

Remarks of¹
Richard W. Riley
U.S. Secretary of Education

Second Annual State of American Education Address
Thomas Jefferson Middle School, Arlington, Virginia
Wednesday, February 1, 1995

**TURNING THE CORNER: FROM A NATION AT RISK TO
A NATION WITH A FUTURE**

INTRODUCTION

To the students who just sang to us from their hearts -- to Sidney and David and Anh and Zelmie -- how very proud we are of all of you and your classmates. You are the future of our country; you give us hope and strength.

I am grateful to Terrel Bell for his very kind introduction. American education owes a debt of gratitude to Terrel Bell for his foresight and leadership. We are on a new course toward excellence and high standards in American education, in large part because of Terrel Bell's good deeds a dozen years ago.

Today, I am honored to make my second annual *State of American Education Address* here at Thomas Jefferson Middle School in Arlington, Virginia ... to tell you that we are no longer a nation at risk, but a nation on the move ... a nation turning the corner, raising its standards and reaching for excellence for the 21st century.

It is so appropriate that we should come together at a school named in honor of Thomas Jefferson -- the president who wrote to John Adams that he could "not live without books," and the founder of a great American institution of higher learning, the University of Virginia.

Were he alive today, I have no doubt that Jefferson, ever the scientist and inventor, would be, at this very moment, in the computer lab uplinking to the Internet's World Wide Web.

But Jefferson would have to be quick because the classrooms and computers here at Thomas Jefferson are always in use. This school is a community bursting with energy and learning, day and night. Thomas Jefferson is a school that reflects many of the new dynamics shaping the future of American education.

¹EMBARGOED FOR NOON EST, FEBRUARY 1, 1995.

We are, for example, in the midst of another baby boom. In the next ten years, an additional 7.1 million children are going to get up in the morning and go to school. Another 7.1 million children.

And at the same time that we are helping these brand new students become part of America's strength, we must raise standards and teach Americans of all ages some very new and demanding skills.

Now, every child still must learn the basics. I am a great believer in the fundamentals. You simply can't get ahead if you cannot read, write and figure out how much change the checkout clerk should give you. But in this day and age, using computers and recognizing the discipline of the arts and the power of science all have to be seen as new fundamentals for all our children.

This is a critical time for American education ... a turning point.

TURNING THE CORNER; A NATION ON THE MOVE

So what, then, is the state of American education today given these and other new dynamics? I believe that we are, at long last, turning the corner ... moving from being a nation at risk to a nation with a hopeful future. We are starting to win the battle for excellence and good citizenship in American education.

Why am I becoming optimistic? Student performance in reading, science and math is on the rise, and we have made up much of the ground we lost in the 1970s. The number of high school students taking the core academic courses is increasing, up 27 percentage points since 1983, and still rising. Many more students, particularly minority students, are participating in the advanced placement process.

The dropout rate has declined in the last decade, and young people are getting the message that graduation from high school is only the stepping-stone to more learning. There is a new seriousness and appreciation for the value of education. The percentage of students attending college is higher than any other developed country. Community colleges are filling up as never before. And our great institutions of higher learning still produce world-class graduates.

Now, we still have many problems. Overall achievement is still too low. The dropout rate for our Hispanic youth is too high; the gap in performance of African-American, Hispanic, and poor children is still too large; violence in some schools remains a destructive force; too many college freshmen are still in remedial classes; and I am increasingly concerned about a growing trend to de-emphasize the value of our nation's wonderful system of higher education.

But all across America there is great energy and commitment to the progress of education. In Colorado, Governor Roy Romer has taken the lead in calling for high standards and

comprehensive reform. In Massachusetts, Governor Weld is using Goals 2000 money to support the creation of charter schools.

In Minnesota, thousands of parents are signing compacts to improve their children's learning. And the Parents-as-Teachers (PAT) program in Missouri continues to add value to education by having parents help other parents.

In Columbus, Ohio, Project Discovery is leading a statewide effort to improve math and science instruction. In Illinois, a new technology initiative now links public schools to scientists at Northwestern University.

Good work is being done in many states to design tougher standards for our young people and establish real accountability. And, two weeks ago, 81 middle school teachers received the first national certificates for meeting the most rigorous of standards.

Kentucky, a state that has done so much in school reform, is now reporting dramatic improvement in mathematics, reading, science, and social studies based on their new, challenging academic standards.

We are starting to see a difference. Above all, we are starting to overcome the greatest barrier to the future of American education: the tyranny of low expectations.

And the intensity of activity at the state and local levels is being matched by the strong bipartisan commitment of Congress and President Clinton to put excellence back into American education.

Passage of the *Goals 2000: Educate America Act*; the creation of a new *School-to-Work Opportunity Act*; our new direct lending program; our new substantial investment in technology; the refocusing of our research arm; the *Safe Schools Act*; the creation of AmeriCorps; and the expansion of Headstart are all part of the national effort to move American education forward.

THE UNIQUENESS OF GOALS 2000

So I am pleased to report to you today that just eight months after the President signed Goals 2000 into law, 44 states are now moving forward in designing -- from the bottom up -- an education system for the 21st century.

Goals 2000 is the driving force behind the ongoing effort across this country to raise standards, to get technology into the classroom, and to make sure that we set high expectations for every young person, every teacher and every parent.

I want to emphasize that Goals 2000 is the very model of how we can help the states and local

schools without smothering them with regulations. Our Department of Education has decided to have no regulations governing this \$400 million program -- no regulations -- and the state application form is just four pages long. But accountability is there -- by testing to high state standards. About 98 percent of all the funding in Goals 2000 goes directly to the states and in its second year, 90 percent of all funding will flow directly to local school districts.

I want to take a moment to speak directly to the critics of this most important piece of legislation. I am not an advocate of a "national exam;" nor am I an advocate of federal intrusion into state and local decision making. I did not come to Washington to save the job of a bureaucrat or to defend old ways of doing business.

I am a strong supporter of applying ample doses of American ingenuity and creativity to our educational system. We need to encourage ideas such as charter schools and public school choice; be flexible and recognize that students learn in many different ways; and carefully think through how we use time in the school day.

But we must always have accountability in public education -- for the sake of both the children and the American taxpayer. Accountability is so important. That is one important reason why I do not support the "silver bullet" solution of using public tax dollars for private school vouchers.

Above all, we need to avoid the trap that has so often befallen American education: the inability to maintain a sustained drive for excellence. Too often we get distracted by the fad of the moment. What we need now, more than ever, is some old-fashioned American tenacity to stay on course.

And, I will tell you this -- if we roll back the *Goals 2000: Educate America Act* ... if we get off course now ... just when we are turning the corner and giving states and communities the help they request in the form they need it, well then, where will we be? One place we will be is out of step with the American people.

The American people believe in education, and they believe it should be made a national priority. They know that education is an act of building -- the building of people, the building of our nation, and the building of our future.

Every poll that I have read drives home this essential point: the American people want to invest in education that works. The results of the November election do not tell me that the American people want to go backwards. There is nothing that tells me that they want cuts in student aid for college, nor that they want Congress to cut education that helps the American people become more self-reliant.

I pledge my full cooperation to the new Congress. We will make an honest review of what federal education programs are working and which ones have seen their time come and now

must go.

But the need to reduce the federal budget deficit must be balanced against our need to invest in America's future. The reduction of the deficit and investing in education are two of the most important and essential ways we can secure this nation's prosperity. In this new Information Age, education must be seen as a national priority.

THE NEW EXCELLENCE: SIX WINNING AMERICANS

Nothing so exemplifies the progress this nation has made in the last decade than the six special guests who are here today. In 1994, these six students -- all from public schools -- represented this country as the American team at the 35th International Mathematical Olympiad.

These young Americans did something quite extraordinary. They defeated the very good teams of 69 other nations -- and they won with perfect scores. Their victory is surely a personal achievement -- and a victory for their teachers, parents, coaches and for all Americans.

But it is also a reflection of the serious work that has been done in the last decade to achieve a new standard of excellence in American education. The first professional group to produce new academic standards were America's math teachers. My Department and other federal agencies have kept a sharp focus on advancing math and science education, and it is beginning to pay off.

So it is my great pleasure to present to you the six winning members of the American math team and their coach, Doctor Walter Mientka of the University of Nebraska.

INCREASING AND PROTECTING ACCESS TO HIGHER EDUCATION

These young Americans clearly represent our very best. Most of them are already in college, and I have no doubt that each of them will achieve and succeed in life. But they are not alone in wanting to advance themselves. Millions of young Americans know the score already: to get ahead in America, you need to have a first-class education.

This is why we really do need to reinvent the American high school -- to create new, concrete links to the world of work and careers -- and why access to higher education has got to remain a national priority.

We intend to maintain and increase our commitment to the Pell Grant program because it is an essential statement of our commitment to higher education.

And, we are very proud of our Department's efforts to create and maintain a new direct lending program for college students. This is a program for the 90s. Recently, an American

University student told me that she had received her direct loan in 24 hours and at a lower cost ... and that last year under the old system, it had taken three weeks.

College presidents are placing a high value on this program because they know that it is working. This program will save the taxpayers \$4.3 billion and save students \$2 billion by 1998.

I encourage the Congress not to "cap" a program that is making college more affordable and accessible -- and saving taxpayers money. Every college should have the choice to provide the benefits of this program to their students.

MIDDLE CLASS BILL OF RIGHTS

But we need to do more. For the first time in generations, parents are truly worried that they will not be able to pass on the American Dream to their children. And they are not alone. High school and college students know that they have but two choices: they can work longer hours for less pay, or they can get a meaningful education.

Our economy has added almost 6 million new jobs in the last two years, and many of these require new thinking skills. The economy of the future will be -- and already is for millions of Americans -- an economy based on what you know and on the skills you have. And we need everybody to build America's future.

This is why education is the very centerpiece of the President's proposed Middle Class Bill of Rights. The President's proposals to allow a tax deduction for college tuition, to expand IRA withdrawals for education, to create a \$2,600 skills grant that empowers working Americans and a \$500 child tax credit -- are all part of the same effort to make sure every American has a chance to be part of the American Dream.

I urge all of the parents who are thinking ahead about your children's future, to sit down at the kitchen table, talk this proposal through and understand its details. And when you do, you'll understand that President Clinton's proposal is a good one.

MAINTAINING EXCELLENCE IN HIGHER EDUCATION

Now, a word of caution. I am concerned that in the rush to cut budgets, we can do unintentional but very real damage to the jewel of the American educational system -- our system of higher education.

Increasingly, state leaders seem to see higher education as a budget item to be cut rather than as a long-term investment in the future. The federal government, which for much of the 1980s increased its funding for basic research, will be hard pressed to maintain this capacity. And, all of us in Washington -- in both the executive and legislative branches -- have come close to

over-regulating over the years.

Nothing defines these new pressures more than the current budget-cutting proposal in the Congress to eliminate the "in-school interest subsidy." Now, that's a complicated way of saying that if you lose your subsidized student loan -- and there are 4.4 million of you who would -- you are going to have to pay about 20 percent more on your student loan -- as much as \$5,000 more over the life of the loan if you borrow the maximum that is allowable. That's a lot of money.

This is the wrong way to go. We're not going to build up the middle class by charging students who are trying to get into or stay in the middle class \$2 billion extra a year in interest. If this proposal goes through, it will be the largest reduction of financial aid to working American families in the history of this country.

VIOLENCE, DRUGS AND THE DISCONNECTION OF OUR YOUTH

As we seek to turn the corner, we need to recognize that many young people remain disconnected -- growing up on their own -- often alone -- and in some cases -- truly alienated. Last year at this time, I spoke about my very real concern that this disconnection is becoming so pervasive that we were losing touch with one another.

Nothing defines this disconnection better than the increasing violence by our children, and the increasing violence toward our children. I try hard to understand the causes, but this I know for sure: the American people have had enough.

Now, the great majority of America's schools are safe and drug-free. But we cannot ignore the reality of our times. Guns are being brought to schools as tests of manhood. Drugs are being used with greater frequency and at earlier ages. And a \$7 movie ticket is all too often a ticket to see a killer use a gun.

Strong families and schools with high expectations remain our first lines of defense against the spiritual numbness of violence. When 82 percent of all the people in this nation's prisons and jails are high school dropouts, surely, that fact alone should tell us something about the importance of high-quality and safe schools in every neighborhood.

It is not hopeless. The Robert E. Lee High School in Houston, Texas, and the Joseph Timilty School in Roxbury, Massachusetts, are two schools that have turned themselves around. These schools have set high academic standards; they have attacked the culture of violence head-on; and they have involved parents and the community to get results.

So we must keep our focus on ending the violence. We passed the *Safe and Drug-Free Schools Act* last year. And if you bring a gun to school, don't expect much sympathy -- because you are not playing by the rules.

But we need to do more. This is why Attorney General Janet Reno and Doctor Lee Brown, our nation's Drug Czar, will join me in the coming months in visiting different communities to encourage and work with people to end the violence.

And our message to Hollywood is clear and simple: help us raise our children right by ending this fixation that entertainment must always contain violence. By the time young people reach age 18, they have watched 25,000 murders on television alone. Stop glamorizing assassins and killers. I urge you to see this issue through the eyes of parents instead of scriptwriters ... through the eyes of teachers instead of advertisers.

Sit down with community leaders, principals, PTA presidents, and the doctors in the trauma units who are struggling so hard to protect the children and mend their communities, and use your power to reach children in a helpful and supportive way.

Our young people are searching for clearly marked pathways to adulthood that are appropriate for the '90s. In some troubled neighborhoods, gangs have almost replaced the family in laying out a new path to adulthood. And what a terrible path it is -- an act of violence, a first arrest, expulsion from school, a place in juvenile hall, time spent in prison and sometimes death, and all before they are 20 years of age.

A SOCIAL COMPACT FOR PUBLIC EDUCATION

This is why I continue to place great importance on supporting the American family. Last year on this occasion, I announced a new effort to encourage parent involvement in the education of our children. As I said at that time, "thirty years of research tells us that parent expectations and parental involvement" is the starting point for improving American education. Parents matter.

Today, I can report to you that more than 100 organizations, including the national PTA, the U.S. Catholic Education Association, the National Alliance for Business, and the Boys' and Girls' Club of America, are actively participating in our Family Involvement Partnership for Learning. There is great energy in this effort.

I am pleased by the support we are receiving from the American business community. And I am deeply encouraged by the religious leaders of many faiths who came together last December to release a "Statement of Common Purpose" articulating their common desire to find new ways to support family involvement in their children's education.

I believe there is an enormous desire on the part of the American people to have new rules of public engagement when it comes to relating to each other. There seem to be fewer rules of basic rightness and, increasingly, no rules of civic discourse. A young student might willfully disobey a teacher or cheat on an exam and think nothing of it; an ambitious politician can

distort the truth or defame the character of another and be rewarded with more media exposure.

Listen, in contrast, to these words from a pledge that young people take every day at school in Independence, Missouri:

"I am the one and only person who has the power to decide what I will be and do. I will accept the consequences for my decisions. I am in charge of my learning and behavior. I will respect the rights of others and will be a credit to myself, my family, my school, and my community."

I believe this is what the American people want for their children. And I agree with them.

So what does this mean for those of us who are part of the public dialogue about the future of American education? We need to get beyond the idea that everything in America is part of a political game. We are not educating our children as Republicans, Democrats or Independents, but as Americans, and as the future of our great country.

We need to lower our voices, to listen to one another and surely to listen to our parents and teachers. There is a difference between constructive criticism and the articulation of deeply held convictions -- and the tendency by some to define just about everything in public education as useless and at the extreme, even "corrupt."

TURNING THE CORNER: LOOKING TOWARD THE FUTURE

As we look to the future, let us also recognize that we live in a time of great learning and technological achievement. New discoveries by the Hubble telescope are leading astronomers to rethink the very age of the Universe, even as we marvel at the recent unearthing of 20,000-year-old prehistoric paintings in caves in Southern France.

Scholars are deciphering the Dead Sea Scrolls and the technology of virtual reality is helping to teach disabled children how to drive wheelchairs. Machines the size of molecules are being created by dedicated scientists to heal the sick, and scientists are announcing that they have isolated the DNA of dinosaurs. It is all rather extraordinary.

Dr. Pat Graham, the former Education Dean at Harvard, wrote in her book, "In this nation, we have never had a 'golden age of learning.' We have had a golden age for some," she said, "but not one for the nation."

If ever there was a time for this great nation of ours to have a "golden age of learning" for all of our people, now is the time to have it -- to create a new ethic of learning -- a new standard of excellence.

Now all this is going to take some decisionmaking, and here, I want to end by telling you a story about a funeral I attended when I was governor of South Carolina.

The deceased was an elderly lady named Katie Beasley. Katie Beasley was a sharecropper, the mother of six or seven children, who spent her entire life just getting by. At her funeral, an old friend stood up and said that he had spent a good long while trying to think through what made Katie Beasley so special -- how it was that she had so little and yet all of her children got an education, got good jobs and were community leaders themselves.

And he had decided, after a great deal of thought, that what made her special was that she was a decisionmaker. This is what he said: "Katie decided that an education for her children was important, and she was determined to see that they were all educated. She never looked back."

We are at a time for decisionmaking in this country. If we believe, as Katie Beasley believed, that education is a serious matter, and that all of our children must be educated, we too can be successful. It is a matter of having the human spirit to believe in ourselves as a people -- and to make the decision to move forward. Everything is in place to educate America -- and I think we will with your help.

Thank you.

THE WHITE HOUSE

WASHINGTON

February 14, 1995

A MEMORANDUM TO ALL DPC STAFF

FROM: GAYNOR MCCOWN ~~11~~

SUBJECT: PRESIDENT'S SPEECH TO THE AMERICAN COUNCIL ON EDUCATION

As you know, President Clinton is speaking today to the American Council on Education in San Francisco. Attached you will find materials that have been generated for this event. Included are the following documents:

- . Talking Points on the Education and the Economy of the Future;
- . Press Background Information; and
- . A State by State Press Release on Student Loans and Direct Lending.

Please note that while we have done Press Releases for all 50 States, I'm only including eight. The President will do a radio interview after the speech today and each of these States will be connected via satellite.

I hope you find this information useful.

**Today the President is
talking about...**

February 14, 1995

EDUCATION AND THE ECONOMY OF THE FUTURE



Today, President Clinton addresses the American Council on education, where he will contrast his commitment to a national role in education with GOP efforts to eliminate opportunities we are creating for American families and to increase the costs of higher education.

Holding The Line Against GOP Efforts To Cut Education Investment, And Increase The Cost Of Higher Learning

In his speech today, the President will outline major differences with the Republicans who are trying to cut government's role in promoting opportunity through education. Specifically, the President will protect investments in:

- **Student Loans** — Republicans want to add an extra \$2 billion a year in costs to four million students by removing the break on student loan interest for those in school. The President opposes adding costs to students, and will fight to protect student loans and make college and advanced training affordable and accessible.
- **Direct Lending** — Republicans want to eliminate the very program that cuts bureaucracy and saves taxpayers and students billions. The President wants to expand it to all schools and all students.
- **Head Start** — Republicans want to scale back the Head Start program. Despite tough fiscal times, the President proposes to expand it in an effort to support programs that work.
- **National Service** — Republicans want to dismantle National Service, which expands opportunity for young people willing to give something back to their country. The President is seeking to expand Americorps to help more young people earn money for their education, and he will fight any effort to abolish it.
- **Department of Education** — Republicans want to eliminate the Department of Education. The President believes we must preserve national investment in education, while making government more efficient and responsive.

The President Has Made Investment In Education And Training A Centerpiece Of His Agenda

- The President's call for a New Covenant envisions government expanding opportunity so every American can fulfill his or her potential, and individuals and communities taking responsibility for making the most of opportunities they are offered and for addressing their problems.
- Education is the defining example of government's role in this bargain — giving people the opportunity to get the tools they need to make it in the new economy. At the same time, those given the opportunity must make the most of it by working hard and staying in school.

Long Learning Agenda

*Last year, the President outlined a seven-point agenda for education in this country. **The first six pieces passed last year.***

- **Reform and Expansion of Head Start** — Provides comprehensive developmental services for America's low-income, pre-school children ages 3-5.
- **Goals 2000** — A state- and locally-driven program which encourages high expectations and high standards for all children.
- **Reauthorization of the Elementary and Secondary School Act** — Designed to help disadvantaged students, this law focuses on improvements in teaching to help students meet high standards.
- **School to Work** — Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments.
- **National Service** — Enhances educational opportunity by enabling citizens to work in public service positions where they will receive a minimum-wage stipend and earn education awards to pay for future or past post-secondary education.
- **Direct Lending** — Allows student borrowers to secure student loans in a quick and easy manner, taking the expense and confusion out of how students finance and pay for higher education, and saving students and taxpayers billions of dollars.
- **Reemployment Act** — Ensures that all Americans have the knowledge, skills and opportunity to do their jobs better and to get better jobs.

The President Is Continuing To Expand Opportunity With The Middle Class Bill Of Rights

The President has proposed a program to help middle-class families raise their children, pay for their education and take part in the American dream.

- A tax deduction for all education and training after high school.
- A \$500 tax cut for each child under age 13.
- Tax breaks for families who save for education.
- Skill Grants given directly to workers, paid for by consolidating federal programs.

The President Will Challenge Educators And Students To Do Their Part

Government can only be a partner in improving American education and preparing citizens for the 21st century. Educators, schools, parents and students have to do their part as well.

- Challenges institutions of higher education to hold tuition cost increases to the rate of inflation, bring the technology of the 21st century into the classroom, and incorporate the spirit of community and service through support for Americorps and student service.
- Calls on students to take responsibility for their lives by staying in school, reversing the growing problem of teenage pregnancy, staying off drugs and away from crime, studying hard, making the most of their potential, and giving something back to their country.

**THE TRIP OF THE PRESIDENT TO
SAN FRANCISCO, SAN BERNARDINO
AND INDIAN WELLS, CA**

PRESS BACKGROUND INFORMATION

FEBRUARY 14-15, 1995

The President last addressed the American Council on Education -- an umbrella organization representing the nation's colleges and universities -- in Washington, D.C. on February 22, 1994.

Background on the American Council on Education

The A.C.E. is an independent, nonprofit association founded in 1918 and has a membership of more than 1,600 accredited, degree-granting institutions of higher education and more than 200 national and regional higher education associations. It provides a forum for discussion of higher education issues of national importance and works to shape the diverse interests of the higher education community into a single voice.

The annual meeting of the ACE is the nation's largest meeting of college and university officials. This year's meeting will draw approximately 1,200 participants, roughly 400 of whom will be college and university presidents. The theme of this year's meeting is "Building Communities of Civility and Respect."

The speaking program for the President's address is as follows:

- Juliet Garcia, Chairman of the Board of Directors of A.C.E., will make brief remarks and will introduce Education Secretary Richard Riley.
- Secretary Riley will speak.
- Juliet Garcia will introduce the President.
- The President will speak.

Prior to his speech, the President will meet privately with the A.C.E. Board of Directors. The President will thank the Board for passing a resolution endorsing the tuition tax deduction and IRA provision in the President's Middle Class Bill of Rights.

BACKGROUND ON THE BOB HOPE CHRYSLER CLASSIC

On Wednesday, the President will join former President Bush, former President Ford and Bob Hope for the charity golf tournament, the Bob Hope Chrysler Classic. The four will form a team in the tournament along with golf pro Scott Hoch, the winner of last year's Classic.

Originally called the Palm Springs Golf Classic, the tournament was the first 90 hole pro-am golf tournament in the world. The Classic's five-day, four-course format teams one pro with a different amateur team each day.

The tournament's name was originally changed to the Bob Hope Desert Classic in honor of its Chairman, Bob Hope, in 1965. It was called the Bob Hope Classic in 1984 and 1985, and became the Bob Hope Chrysler Classic in 1986. Today it is the 12th oldest tournament on the U.S. tour.

In 1961, CBS television presented the first live coverage of the tournament and the event has received live coast-to-coast coverage by NBC Sports since 1965.

Today, the tournament rotates among four of the following five country clubs: Indian Ridge, Bermuda Dunes, Indian Wells, La Quinta and Tamarisk. February 1994 marked the 35th anniversary of the tournament.

ATTACHMENTS

The following are attached: embargoed excerpts from the President's address to the A.C.E., fact sheets on President Clinton's education agenda, background on the roundtable participants and a fact sheet on economic progress in California under the Clinton Administration.

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BACKGROUND INFORMATION ON PARTICIPANTS IN ROUNDTABLE AT SAN BERNARDINO VALLEY COLLEGE

ADRIENNE HERNANDEZ: 17, Student at Rialto High School and the San Bernardino Sheriff Academy.

Adrienne would like to pursue a career in law. She has been motivated by the violence and racial tensions that she witnesses every day in school and by her father who is a police officer. She is participating in a Sheriff's Academy school-to-work program that she says has taught her "commitment, discipline, and responsibility."

GREG KYRITSIS: 44, Sheriff's Lieutenant, San Bernardino.

Greg has spent 21 years in law enforcement, including 10 as a trainer for police recruits. Greg helped create a school-to-work program with Rialto High School and Valley College to improve the skills of high school graduates and encourage law enforcement as a potential career.

CHRISTOPHER EMANUEL: 40, Student at San Bernardino Valley College & Student Member of the Board of Trustees for the San Bernardino Community College District. Christopher plans to transfer to the University of Southern California and then earn a law degree. He is inspired by Thurgood Marshall and hopes to practice civil rights law in an urban area.

JACK BROWN: 56, Chairman, President, and CEO, Stater Brothers Markets.

Once a student at San Bernardino Valley College, Mr. Brown began his career in the grocery industry as a box boy. He has risen to become CEO of San Bernardino's largest employer, operating 111 markets and employing nearly 10,000 people in the region. Annual sales for Stater Bros. are approximately \$2 billion, also making it one of the largest supermarket chains in the country. Mr. Brown is a winner of many public service awards, sponsors educational scholarships, and strongly encourages all of his employees to continue their education.

THANH - LAN LY: 22, Student at San Bernardino. Lan was born in Saigon.

At the age of 17, Lan risked her life to escape Vietnam with her family on a small boat to Malaysia. An avid learner, Lan became an English interpreter after 2 years at a refugee camp. In 1992, her family immigrated to the U.S. and Lan's ESL teacher encouraged her to apply to Valley College where she is now studying to become a nurse. She says that financial aid is her key to getting an education and proclaims, "I will not disappoint our government, I will give back because I am so grateful to be an American."

EVA CONRAD: 49, Vice President of Instruction at San Bernardino Valley College.

Born in Syracuse, New York, to working class parents, Ms. Conrad is a first-generation high school and college graduate. She has been a professor of psychology and health at Valley College for 18 years, and was appointed Vice President of Instruction for the college in July, 1994.

DRAWING THE LINE ON EDUCATION

In a speech to the American Council on Education today, President Clinton emphasized his commitment to education and a new relationship between government and people based on opportunity and responsibility. The President said he would fight for more progress expanding educational opportunity indicated, and draw a clear line against Republican proposals in several areas. In particular, the President said he will fight to:

- 1. Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%***
- 2. Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students.***
- 3. Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative.***
- 4. Expand Goals 2000, and oppose efforts to abolish the Department of Education.***
- 5. Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in House Contract***
- 6. Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.***

3. TAX INCENTIVES FOR EDUCATION AND TRAINING:

Supports New Tax Deduction for Education and Training: The President proposes making tuition for college, community college, technical school, graduate school and job-training fully deductible up to \$10,000. The deduction will be available to families earning up to \$100,000, and phased out at \$120,000.

Opposes Costly Tax Breaks that Do Not Mainly Benefit Working Families. The "Contract with America" would change business depreciation to a Neutral Cost Recovery System--a \$120 billion tax cut over ten years, according to the Treasury Department. The Contract also proposes changes in the capital gains tax rate that will cost another \$183 billion over ten years. Treasury estimates that over 50% of the benefits from all the tax cuts proposed in the Contract would go to families with incomes over \$100,000. In contrast, 87% of the benefits from President Clinton's Middle Class Bill of Rights would go to families with incomes less than \$100,000.

4. NATIONAL ROLE IN ELEMENTARY AND SECONDARY EDUCATION:

Supports GOALS 2000 - Goals 2000 affirms the President's belief that education is central to America's future. The Federal government is an important partner with states and communities in improving education, setting common standards and ensuring equitable treatment for all the nation's children. In his 1996 budget, the President calls for a \$347 million increase in funding for states and communities to proceed with their education reform agenda.

Opposes Efforts to Abolish Department of Education and National Leadership in Elementary and Secondary Education: Prominent Republicans such as Lamar Alexander and William Bennett have called for abolishing the Department of Education.

5. NATIONAL SERVICE:

Supports Expansion of AmeriCorps: Today 20,000 AmeriCorps Members are helping communities to meet their own needs while earning aid for their own education. AmeriCorps represents a powerful new resource for civic associations that are now struggling to immunize infants, educate children, stop gang violence, and help older Americans lead more independent lives. Because national service represents government at its best, President Clinton is asking for \$290 million in additional funds to expand the program to 47,000 AmeriCorps Members. (There will be 33,000 in fiscal year 1995).

Opposes any effort to Dismantle or Derail National Service: Some Republicans have called AmeriCorps "coerced volunteerism," and others have called for the elimination of the initiative.

THE MIDDLE CLASS BILL OF RIGHTS

THE PRESIDENT'S COMPREHENSIVE PLAN TO RAISE MIDDLE CLASS STANDARDS OF LIVING

A Successful Economic Plan: The President's economic plan is already cutting the deficit by \$600 billion -- nearly \$10,000 per family. It's also increasing investment in technology, education, and training--with new college loan, national service, school reform, and School-to-Work efforts. The President fought for NAFTA and GATT, bringing two of the best years for opening markets in history. Over 15 million working families received a tax break through his EITC, and 90 percent of small businesses are now eligible for tax relief.

The Economy Has Responded with the Best Combination of Growth, Job Creation and Low Inflation in 30 Years: The President's economic plan helped solidify the recovery, create nearly 6 million jobs, and hold inflation down.

Still, the 15-Year Pattern of Stagnant Wages Continues for Too Many Middle-Class Families: Only the top 20 percent of households have seen their incomes rise since 1978.

THE NEXT STEP: THE MIDDLE CLASS BILL OF RIGHTS

To ensure that all Americans share in the recovery and to help families invest in the future, the President is calling for a **Middle Class Bill of Rights**. It's based on **three principles**:

1. **Targeted to the Middle Class:** Unlike the Republican plan, which mostly benefits families earning over \$100,000, the President targets benefits to middle-class families.
2. **Rewards Investment in the Future:** The President's plan rewards families who invest in the future -- especially education and skills for themselves and their children.
3. **Paid For By Specific Spending Cuts:** The President's plan pays for tax cuts with specific spending cuts--adding to the \$616 billion in deficit reduction following his 1993 plan with another \$81 billion now.

THE MIDDLE CLASS BILL OF RIGHTS

1. **Tax Credit to Help Working Families Raise Their Children:** Families earning up to \$60,000 will receive a \$500 tax credit for each child under 13.
2. **Education and Job Training Tax Deduction to Help Americans Get the Skills They Need:** Tuition will be fully deductible up to \$10,000 for families earning up to \$100,000.
3. **Expanded IRA to Help Working Americans Save for the Future:** Families earning up to \$100,000 will be able to save up to \$2,000 a year tax-free per earner--and use the money for education, a first home, or medical expenses, in addition to retirement.
4. **A New G.I. Bill to Empower American Workers:** The President will collapse 70 federal education and training programs and offer low-skill or laid-off workers a Skill Grant of up to \$2,620 per year to choose the training that works for them.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

William D. Ford Federal Direct Loan Program

Individual Education Accounts

The Individual Education Account will make the American dream of an affordable college education a reality for many more young people and their families who thought it was beyond their financial reach.

In the last fifty years, ever since the GI Bill, millions of Americans who never would have gone to college have been given an opportunity to get an advanced education. The creation of the Individual Education Account follows in this tradition of ensuring that every generation of Americans gets the help it needs for a first-rate postsecondary education.

The rising cost of an education in the last decade has led many more Americans to borrow in order to go to college. But many borrowers feel "saddled" with the large "fixed" monthly repayment requirement in the first months and years after they graduate.

The newly-created Individual Education Account, part of the William D. Ford Federal Direct Loan Program proposed by President Clinton and passed by Congress, offers flexibility and security, streamlines the loan process, saves taxpayers money, and gives borrowers more control over their career choices. And, it's family-friendly.

Just like a home mortgage, the program gives borrowers a variety of repayment options designed to fit the individual's financial situation. For example, if students want to pursue a public service career or start a business, the Individual Education Account can help them manage their payments to make these career choices possible.

I. BENEFITS OF THE INDIVIDUAL EDUCATION ACCOUNT:

1. CHOICE AND FLEXIBILITY FOR BORROWERS: The Individual Education Account allows borrowers the choice and flexibility they need to repay their loans in the way that best fits their career paths and individual needs. The Individual Education Account allows students options to pay back their Direct Loans in one of four ways -- and to switch plans throughout their work life as their financial situations change. The four repayment options are as follows:

- **Pay-As-You-Can Plan:** Under this plan, a borrower's monthly payment is based on his or her annual income and loan amount. Since the repayment is a fixed percentage, repayments rise when income goes

II. NATIONAL EFFORT TO ENCOURAGE POSTSECONDARY OPPORTUNITIES:

Study after study documents that the ability to seek a postsecondary education is critical to the lifetime earnings and opportunities of Americans. Yet, too few young people do not fully understand their existing opportunities -- no less the new opportunities offered by the William D. Ford Federal Direct Loan Program and the new Individual Education Accounts. As a result, Secretary Richard Riley and Deputy Secretary Madeleine Kunin will lead an effort to promote new postsecondary education opportunities. These efforts will include a 1-800 number; newspaper and television campaigns addressed at young people; and mailings to guidance and financial aid counselors at high schools and postsecondary institutions regarding financing opportunities.

III. HOW DO PEOPLE GET INDIVIDUAL EDUCATION ACCOUNTS?

There are two ways borrowers will be able to get an Individual Education Account. First, they can get a new loan from one of the schools participating in the William D. Ford Federal Direct Loan Program. This year, 104 colleges and schools are participating in the program, and more than 300,000 students are receiving these loans totalling \$1.2 billion. Next year, approximately 1,500 colleges and schools will participate in the Direct Loan Program, amounting to about 40 percent of new student loan volume. Over the next five years, every college and school and over 20 million Americans will have the opportunity to pay back their student loans through an Individual Education Account.

The second way that borrowers can get an Individual Education Account is by converting or consolidating their existing student loans that are in repayment into the new program. The President has asked the Secretary of Education to work with Congress to devise a plan by January 31, 1995 that will ensure that consolidation opportunities are offered in a way that is efficient, manageable, and prudent.

Contact: Kathryn Kahler, 401-3026.

- **GRADUATION RATES AND TEST SCORES UP**

Clinton's education reforms led to an increase in the graduation rate. Likewise, Arkansas saw a steady improvement in test scores. Between 1981 and 1991, the graduation rate increased to the highest in the region and gains in math and reading test scores were seen for fourth, seventh and tenth grade students.

- **REQUIRED COMPETENCY TESTS FOR STUDENTS**

Arkansas was the first state in the nation to require eighth graders to pass a competency test before going on to high school.

- **EDUCATION TRUST FUND**

Clinton established an Education Trust Fund to be used only for education and fought to insure that it was fully funded.

- **SCHOOL CHOICE**

As Governor, Clinton made Arkansas one of the first states to permit parents to choose what public schools their children attended.

- **TEACHER SALARY INCREASES**

In 1991, by persuading the legislature to set aside a half-cent sales tax increase in a special fund, Clinton provided teachers with \$4,000 average salary increase.

- **POLICE CORPS**

Arkansas was the first state to create a Police Corps program, which provides college scholarships to police officers and young people in exchange for service in a law enforcement agency.

- **ADULT EDUCATION**

Under Governor Clinton's leadership, adult education and literacy programs expanded. The U.S. Department of Education indicated that Arkansas had the "highest percentage of full-time adult basic education instructors in the nation." The number of adult students participating in adult education programs, workplace literacy programs, local literacy programs and public television literacy programs increased from 14,555 in 1983 to 60,000 in 1991. State funding for adult education increased from \$1.9 million in 1983 to over \$14 million in 1991.

- **COLLEGE BOND PROGRAM**

Clinton established a college bond program allowing parents to buy short or long-term college bonds, not taxed in Arkansas, to help finance their children's education.

ECONOMIC PROGRESS IN CALIFORNIA UNDER PRESIDENT CLINTON

President Clinton's strategy to strengthen the economy is based on reducing the federal budget deficit, lowering trade barriers, and empowering workers, families, businesses and communities to succeed. Here are some of the results for the nation and California after the first two years of the Clinton Administration:

Improved Economic and Fiscal Conditions in the United States:

- Under Clinton Economic Plan, the deficit will be lowered by more than \$600 billion -- the deficit will be cut for three years in a row for the first time since Harry Truman was President.
- Almost 6 million new jobs created -- private sector job growth rate 8 times faster than during previous Administration.
- Federal government workforce will drop by 272,900 -- creating lowest workforce since the Kennedy Administration.

Improved Economic Conditions in California:

- The unemployment rate has dropped from 9.4% to 8.2%.
- New business incorporations have increased 13%.
- The Help Wanted Index has increased 21%.
- Consumer confidence has increased 54%.
- Home sales have increased 7% per year -- after average declines of 6.6% per year during the previous 4 years.
- Bankruptcy filings have dropped 6.1% per year -- after increasing 13.4% per year during the previous 4 years.

What President Clinton's Accomplishments Have Achieved for the People of California:

\$10,000 OF REDUCED FEDERAL DEBT FOR EVERY FAMILY OF FOUR IN CALIFORNIA: By 1998, the national debt will be more than \$600 billion lower than was projected before the passage of the President's economic plan. That's about \$10,000 of reduced federal debt for each family of four in California.

10 TIMES MORE CALIFORNIA FAMILIES RECEIVE A TAX CUT THAN A TAX INCREASE: As a result of the expanded Earned Income Tax Credit, 2,146,915 working families in California will receive a tax cut. This compares to an increase in the income tax rate for only the 218,777 wealthiest taxpayers in California.

TAX CUT FOR 178,917 SMALL BUSINESSES IN CALIFORNIA: The President helped entrepreneurs, proprietors, and other small businessmen and women by expanding the annual expensing allowance from \$10,000 to \$17,500. About 178,917 small businesses in California are likely to benefit from the expansion of the expensing allowance this year alone *and many more will benefit over the coming years.*

4,959,000 CALIFORNIA WORKERS PROTECTED BY FAMILY AND MEDICAL LEAVE ACT: The Family and Medical Leave Act allows workers to take up to 12 weeks of unpaid leave for the birth of a child, to care for a sick family member, or if they become too sick to work. This law covers about 4,959,089 workers in California, and protects the jobs of 297,914 workers in California who are likely to use unpaid leave this year alone.

1.65 MILLION STUDENTS AND FORMER STUDENTS IN CALIFORNIA WILL BE ABLE TO BENEFIT FROM STUDENT LOAN REFORMS: Approximately 1.65 million California borrowers -- 1.16 million current borrowers and 490,000 new borrowers in the next few years -- can take advantage of the new direct student loan program by participating directly in the program or by consolidating guaranteed loans into direct loans. Some will benefit from lower interest rates, and all will benefit from more repayment options, including income contingent repayment.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 363,800 CALIFORNIA STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 363,800 current California borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, 175 California schools will participate in direct lending, including:**

California Institute of Technology
California State College, Bakersfield
Fullerton College
Long Beach Community College
Los Angeles City College
San Diego City College
San Diego State University
San Francisco State University
San Francisco Theological Seminary
Santa Clara University

Sonoma State University
University of California, Berkeley
University of California, Riverside
University of California, Santa Barbara
University of California, Santa Cruz
University of California, Davis
University of California, Irvine
University of Pacific
University of San Francisco

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 7,300 DELAWARE STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 7,300 current Delaware borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, the following 4 Delaware schools will participate in direct lending:**

Delaware State College
Delaware Technical & Community College
Schilling Douglas School of Hair Design
University of Delaware

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 61,100 KANSAS STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 61,100 current Kansas borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, the following 17 Kansas schools will participate in direct lending:**

Academy of Hair Design
American Academy of Hair Design
Bryan Travel College
Cloud County Community College
Dodge City Community College
Hays Academy of Hair Design
Highland Community College
Hutchinson Community College
Johnson County Community College

Kansas State University
Kansas Wesleyan University
Labaron Hairdressing Academy
Northeast Kansas Area Vocational
Southeast Kansas Area Vocational
Southwestern College
Superior School Of Hairstyling
Topeka Technical College

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 55,200 KENTUCKY STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 55,200 current Kentucky borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, 37 Kentucky schools will participate in direct lending, including:**

Ashland Community College
Elizabethtown Community College
Henderson Community College
Jefferson Community College
Kentucky Career Institute
Kentucky College of Business
Kentucky State University
Lees College
Lexington Community College

Louisville Technical Institute
Morehead State University
Owensboro Community College
Owensboro Junior College of Business
Paducah Community College
Somerset Community College
Sullivan College
University of Kentucky
Western Kentucky University

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 114,300 MISSOURI STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 114,300 current Missouri borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, 34 Missouri schools will participate in direct lending, including:**

Central Missouri State
Culver Stockton College
Deaconess College of Nursing
Lael College and Graduate School
Lincoln University
Longview Community College
Maple Woods Community College
Maryville University
Midwest Institute for Medical Assistants

Missouri Southern State College
Missouri Technical School
Northwest Missouri State
Southwest Missouri State
University of Missouri, Columbia
University of Missouri, Kansas City
University of Missouri, Rolla
University of Missouri, St. Louis
William Jewell College

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 89,800 NEW JERSEY STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 89,800 current New Jersey borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, 44 New Jersey schools will participate in direct lending, including:**

Academy of Computer Graphics
Berkeley College of Business
Brick Computer Science Institute
Burlington County College
Jersey City State College
Kean College of NJ
Mercer County Community College
Monmouth College
Montclair State College
New Jersey Institute of Technology

Ramapo College of NJ
Richard Stockton College of NJ
Rowan College of NJ
Rutgers State University of NJ
Seton Hall University
St. Francis Hospital School of Nursing
Star Technical Institute
Stevens Institute of Technology
Trenton State College
William Paterson College of NJ

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 343,400 PENNSYLVANIA STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 343,400 current Pennsylvania borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, 60 Pennsylvania schools will participate in direct lending, including:**

Allegheny Business Institute
Art Institute of Philadelphia
Eastern College
Geneva College
Gettysburg College
Harcum Junior College
Laurel Business Institute
Lebanon Valley College
Manor Junior College
Messiah College

Pace Institute
Pennsylvania Institute of Technology
Philadelphia College of Pharmacy and Science
Pittsburgh Institute of Aeronautics
Pittsburgh Technical Institute
Robert Morris College
Rosedale Technical Institute
Tri State Business Institute
Yeshivath Beth Moshe
York College of Pennsylvania

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

**PRESIDENT CLINTON DRAWS THE LINE ON EDUCATION:
WILL FIGHT TO PROTECT LOANS OF 34,200 WEST VIRGINIA STUDENTS**

February 14, 1995

In a speech to the American Council on Education in San Francisco today, President Clinton drew the line on education, saying:

Republican leadership ... proposals will cut investments in our future and increase the cost of student loans to our neediest students to fund tax cuts for the wealthy. They will limit the availability of lower cost direct loans to middle class students to increase profits for the middlemen. And they won't reinvent the Department of Education as I have done to make it a stronger voice for education -- they will abolish it. To all of this, I say: No. I will fight these proposals every step of the way, and I want you to join me in this fight.

President Clinton specifically vowed to fight to:

- 1) Expand Direct Lending and Individual Education Accounts, and oppose Republican efforts to cap participation at 40%;
- 2) Support successful College Access programs, and oppose any attempt to eliminate the in-school interest subsidy for 4 million students;
- 3) Expand AmeriCorps National Service, and oppose any Republican proposals to dismantle the initiative;
- 4) Continue Goals 2000, and oppose efforts to abolish the Department of Education;
- 5) Offer a tax deduction up to \$10,000 for education and job training, and oppose wasteful tax proposals like the capital gains and cost-neutral recovery provisions in the House Contract;
- 6) Expand Head Start, and oppose any effort to block grant or limit funding for Head Start.

By opposing Republican proposals to end the in-school interest subsidy, **President Clinton will protect 34,200 current West Virginia borrowers from accruing interest charges on their loans until after they finish school and start repaying their loans.** The Department of Education estimates that ending this subsidy would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.

By opposing Republican efforts to restrict expansion of the Direct Lending program and Individual Education Accounts (IEA), President Clinton will ensure that every American will have access to the program within the next five years. **In the 1995-96 school year, the following 15 West Virginia schools will participate in direct lending:**

Alderson Broaddus College
Bethany College
Bluefield State College
Fairmont State College
Glenville State college
Marshall University
Meredith Manor International
Potomac State College

Salem Teikyo University
Shepherd College
Valley Training Center
West Liberty State College
West Virginia Career College
West Virginia University
Wheeling Jesuit College

The new national Direct Lending program, which offers the Individual Education Accounts, simplifies borrowing, reduces fees for students and offers borrowers several convenient repayment options, including income-contingent repayment. The program will also save the federal government billions of dollars in administrative expenses.

To: All DPC
STAFF

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

December 6, 1994

REMARKS BY THE PRESIDENT
AT DLC GALA

Sheraton Ballroom
Washington, D.C.

8:26 P.M. EST

THE PRESIDENT: Thank you very much. Thank you, Congressman McCurdy. (Applause.) Thank you. Thank you. (Applause.) Thank you, Congressman McCurdy. Hillary and I are delighted to be here. I was so glad when Michael Steinhardt and Al From and Will Marshall came up on the stage. I thought we were occupying the right wing all by ourselves here tonight. (Laughter.) I want to -- it'll get funnier as you think about it. (Laughter.)

I want to thank everybody on this stage -- my wonderful and longtime friend, Lindy Boggs, who had me in her home in the presidential campaign and who has been such great inspiration to us. And I thank Senator Lieberman and Senator Breaux for whatever they said they were doing, their Kosher-Cajun partnership. (Laughter.) They have been wonderful.

I thank Dave McCurdy for the courageous battle that he waged in Oklahoma against some forces that I want to talk about more in a moment, and for going to New Hampshire for me, and for being the embodiment of what the DLC is all about. He is very young. I have lost two elections. I will make a prediction about which I know quite a bit -- he will be back. (Applause.)

I want to thank my friend of many years, Senator Chuck Robb, for waging what may have been the most courageous campaign in America. (Applause.) Twenty-million dollars and all they could throw at him, he's still standing -- and well and proud, and we're proud of him. (Applause.)

I want to thank Al From and Will Marshall and Michael Steinhardt for believing in the DLC and the PPI, for believing in the power of ideas in public life.

You know, I was trying to think of what I ought to say here tonight. I've gotten all these good and bad in-in-the-middle reports about all these deliberations here. They gave me some remarks at the office; I didn't like them, so I wrote some down so no one is to blame for what I say but me. But the problem is I'm hurdling into middle age, and I can no longer read my own writing from this distance. (Laughter.) But I'm going to do the best I can.

AUDIENCE MEMBER: -- glasses.

THE PRESIDENT: I've heard all these -- no, I brought my glasses, but I'm too vain to wear them while I talk. (Laughter.)

I got to thinking about, you know, how I could describe this election, and was it one of these situations where, well, they just didn't know what we've done; they didn't recognize what we'd done -- the Democrats. There's some of that.

It reminded me of the story of the fellow that ran a cleaners in New York City for 40 years. And his wife passed away and

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his children were all grown and educated, so he just cashed in. He had a million dollars. He went out and had a hair transplant, joined a spa, and lost 30 pounds, married a lady 40 years younger than he was and went to Florida on his honeymoon where a storm came up when he was walking on the beach -- lightning struck him dead, and he was taken to heaven immediately. And he looked in the face of God, and he said, I don't want to be blasphemous, but how could you do this to me? (Laughter.) I mean, for 40 years I was faithful to my family; I educated all my children; I worked six days a week; I payed every nickel I ever owed in taxes. Finally, I have a chance to have a little fun. How could you do this to me? And God said, Oh, Jake, I'm sorry, I didn't recognize you. (Laughter.)

Maybe, you know, there was a little of bit of that in this election. Then I thought, well, maybe what we did was good, but they just didn't appreciate it. And I thought about the story of the elderly couple rocking on the porch. And they were way up in their 70s and they'd been married over 50 years. The husband was a man of few words, and he looked at his wife and he said, Sarah, you know, before we run out of time, there are some things I have never said to you in our married life together, and I'd feel remiss if I didn't. We got married and I didn't have a nickel to my name. And we worked hard. But the Great Depression came along, and as soon as I built my business, it broke me and I was absolutely devastated. But you never flinched and you never left me. You were so wonderful. And she said, yeah, that's right.

He said, then I had to go to World War II and I got that terrible wound. It took me a year to recuperate, but you were there by my said every step of the way. And she said, yeah. He said, then, finally in 1952 we finally saved up enough money to move in our own home. We weren't there six weeks before a tornado came and blew it down. We didn't have any insurance or anything. It took us another 10 years to get a house, but you stayed with me all the way through. She said, yeah, I sure did. He said, well, before it's too late, I want to say one thing to you -- Sarah, you're bad luck. (Laughter.)

Well, there was some -- also some real things. I want to talk about them. But since one of their leaders was quoting Roosevelt the other day, I ought to say, I think we're a lot more like Lincoln than they are like Roosevelt. (Applause.) And it reminded me of when Lincoln sustained a defeat, he said that it hurt too much to laugh and he was too old to cry, but it was a slip and not a fall.

And what I want to talk to you tonight about is what's really going on in this country, not about the Democrats and Republicans and who loses and who wins, but who loses and who wins out in America.

In 1992, late '91 really, I got into the race for president basically because I was convinced deep, down inside that there was something amiss in this country, that we were in danger of losing the American Dream; that more people were working harder for less; that people who were poor but wanted to work themselves into the middle class weren't able to do so; that we were coming apart when we ought to be coming together; and that the political system had reached the point where it was almost incapable of dealing with fundamental problems.

I ran out of a conviction that as a citizen I ought to try to do something about it. I ran because my experience as a governor made me believe that you really could roll up your sleeves and reach across party lines and other lines and solve real problems that real people have. I ran because the DLC made me believe that ideas could matter in national politics just like they do in other forms of public endeavor.

And when I started this campaign, nobody but my mother gave me much chance to win. But, you know, what I was afraid of was that I would win and people wouldn't understand how hard it would be to really change -- not only to change things on their merits, but to deal with the culture of Washington and to communicate through the fog and the blizzard to folks out in the country; and also to have communication be two-way, never to lose touch with people, never to sever that mystic chord that has to exist between a president and a government and the people.

I knew that there were many dangers. One is just taking on tough issues, is taking on tough issues. If they were easy issues, somebody else would have done them because a poll would say it was popular to do. The second is if you try to do a lot of things in a short time, you're going to make some mistakes. And I've made my fair share, and I accept that. The third is that it is easy to be misunderstood in a difficult time when you're a long way from where people live. Ask Mr. McCurdy and Senator Robb -- it's easy to be demonized when you're a long way from where people live so that the very people you try hardest to help are those who turn away.

That's the thing I regret about this election more than anything else. All the people who are working harder for lower wages and less security than they were 10 years ago, they're the people I ran to help. All the people who are trying to follow the rules, and are sick and tired of people benefitting who don't, who take advantage of the system whether they're rich or poor or somewhere in between, those are the folks that the Democratic Party ought to be championing and the ones who ultimately will benefit if we stay on the right course.

Well, we did a lot of things that they didn't like very much, especially after it got explained to them, as we say at home. I think I was right when I opposed discrimination and intolerance, but a lot of folks thought I was just more concerned about minorities than the problems for the majority.

I believe we were right when we stood up to the NRA and said, we ought to take these military assault weapons off the street. (Applause.) But a long way from the battlegrounds of the inner cities, a lot of folks out in the country said, my Lord, I'm paying too much in taxes, I can't hold my job, and now they're coming after my gun. Why won't they just let me alone?

I believe we were right when we fought to bring this terrible deficit down. Let me tell you something, folks. The budget would be in balance this year, were it not for interest payments on the debt accumulated when they had control and they ran this country into the ditch. (Applause.)

And before you listen to the siren's songs that will be offered in the next year, you just remember this: Next time you make out your federal income tax check, 28 percent of it's going to pay interest on the debt accumulated in the last 12 years before we took over. So I think we were right to do that.

And, yes, I think we were right to try to find a way to stop health care costs from going up three times the rate of inflation; to stop people from losing their health care or having it explode if they have a kid sick or if they try to change jobs; to try to find an affordable way for small businesspeople and self-employed people to buy private health insurance. But by the time it got to the American people, in both cases, it was characterized as the Democrats are the party of government and taxes. And they don't have a lot of trust or faith in government because they're working harder for less, less money.

Males in this country without a college degree are making 12 percent less than they were making 10 years ago working a longer work week. We are the only country in the world with an advanced economy where the percentage of people with health insurance under 65 is lower today than it was 10 years ago. That's why these numbers don't mean a lot.

That's why the story I told about John and Martha don't mean a lot. That may be a good story. Sometimes you're not happy, even if somebody does something good, if you don't like the result, there are still people out there just killing themselves, thinking I'm doing everything I can -- I'm working a longer work week; I can't afford a vacation anymore; I'm paying more for health care; I may lose my job tomorrow; my kid could get shot on the way to school; and all my money is going to people who misbehave. Now, that's what a lot of people think.

And they're the very people I've been up here killing myself for two years trying to help and the people they've been trying to help. Can we get them back? You bet we can. But they have to know we heard the lesson in the election. They have to know we got the message. But we cannot tell them we will always agree. We cannot tell them we will always agree. And we cannot tell them, even if the cost is very great. Sometimes people make decisions when they are very, very angry. And sometimes those decisions are good. Sometimes they're not so good.

One of the first lessons I was ever given at my mama's knee was, count to 10, Bill, before you say something. I still don't do it all the time, and every time I don't, I'm sorry. (Laughter.) Every time I don't, I'm sorry.

There is no prescription for a perfect world in a difficult time of change where every election works out and everybody is happy. But we've got to let these folks know that we heard them, because they're the very people that I ran for president to help. Now, all my life, ever since I was a little boy, I have seen people like that mistreated, disadvantaged, and then I have seen them inflamed with anger and enraged and taken advantage of. So, I'm telling you, forget about us. We owe it to them to let them know we heard and we're fighting for them and we're going to deliver. (Applause.)

You know, I've got three things I want to say -- I think -- we've got reaffirm our convictions with clarity. We've got to say what we did and be proud of it. And we've got to engage the Republicans in a spirit of genuine partnership and say, you have some new ideas; we do, too; let's have a contest of ideas. But stop all this demonization and get on with the business of helping America to build this country. (Applause.)

Sometime in the next two or three days, if you want to know how to state our principles with clarity, go back and read the New Orleans Declaration, five years ago. It's just as good as it gets. We believe the promise of America is equal opportunity, not equal outcome. The Democratic Party's fundamental mission is to expand opportunity, not government. America must remain energetically engaged in the world, not retreat from it. The United States must maintain a strong and capable defense. The right way to rebuild America's economic security is to invest in our people and to expand trade, not to restrict it.

We believe in preventing crime and punishing criminals, not explaining away their behavior. The purpose of social welfare is to bring the poor into the economic mainstream, not to maintain them in dependence. Government should respect individual liberty and stay out of our private lives and personal decisions. We believe in the

moral and cultural values most Americans share -- individual responsibility, tolerance, work, faith and family.

We believe American citizenship entails responsibilities as well as rights. And we mean to ask our citizens to give something back to their communities and their country. I believe that, and if you do, we've got a great future. (Applause.)

Now, this is what I want to say to you: You have to decide what your mission is in this new world, because the truth is, we are already making a difference in the new Democratic Party. In the last two years, despite the atmosphere of contentiousness and all the difficulty, more of the DLC agenda was enacted into law and will make a difference in the lives of the American people than almost any political movement in any similar time period in the history of the United States. And you ought to be proud of that.

You should not ask for a medal, and we shouldn't ask for a medal because wages are still stagnant and the future is still too uncertain for too many millions of Americans, because the country is still coming apart at the seams in many places because of family breakdown and crime, and because government is still too much of a burden on a lot of people.

But you sure ought to be proud of the start that has been made. And if you don't tell it, nobody else will. So stand up and say, here is what we have done. We're going to build on it. We're going to go forward. We heard the message in the election, but let's don't tear down what has been done that's good for the people who control the future of this country. (Applause.)

You go back and read. Go back and read what the DLC specifically advocated. Principles are fine, but sooner or later, you've got to do something, too. It really does matter, you know. One of the great political thinkers who is here in this audience tonight, whom I will not embarrass, said to me, you know, one of the problems, Mr. President, is you've been trying to do something. And he told me, he mentioned another political leader, and he said, you know, his popularity is very great in this country because he has talked a lot, but he hasn't tried to do anything, so he hasn't upset anybody very much.

We have tried to do things. You should be proud of that. It was not easy to bring the deficit down three years in a row for the first time since Truman. The DLC said we ought to do it, and we did it. It was not easy. (Applause.)

It was not easy to figure out how to do that and provide tax reduction -- the first step in the middle-class tax relief -- to 15 million working families with 40 million Americans in it, people who work hard, have children at the house, are on modest wages -- we don't want them to go into welfare, we want them to be out. We don't want to tax anyone into poverty. That's what the earned income tax credit was. That was a DLC idea. We did it. It provided more tax fairness than any time in 20 years. We should be proud of it. (Applause.) It changed people's lives. (Applause.)

They talked about less government. There are 70,000 fewer people working for the federal government today than there were on the day I was inaugurated. We are reducing the size of the federal government by more than a quarter of a million. (Applause.) If not one other thing is done because of what the members of Congress here present have already voted for, we will have the smallest federal government since John Kennedy was president at the end of this budget cycle.

That is what we have already done. The Republicans want to do more; come on, let's do it. Let's have a partnership. Let's

have a contest. Let's have at it. We're not through reducing government, but don't deny the fact that we have started it, we led the way. They didn't begin it. We did. Ask them to join us. Let's go forward. (Applause.)

And a dramatic thing happened that Mr. McCurdy mentioned a minute ago. The Democratic Party moved away markedly from protectionism -- into GATT, into NAFTA, into reaching out to the Asian countries, into this Summit of the Americas with all the countries in our region that our democracies. We did that. It was a fundamental break with the past, and it is opening up new vistas of opportunity.

And we did it for one, simple reason. All the pressures we have to keep wages and down and to displace low-wage workers from trade are there no matter what we do. But because we demanded access to markets and a fairer deal for American workers and for American companies, we're going to create new high-wage jobs for America. That was the DLC position. We have done it -- more trade advancement than at any time in a generation. You ought to be proud of it, and you ought to stand up there and defend it and talk about it. (Applause.)

And what are the results? Over 5 million new jobs -- more construction jobs this year than in the last nine years combined, 11 months of manufacturing job growth rate for the first time in a decade. Those are the results.

And finally, we're beginning to see some high-wage job growth, more high-wage jobs this year than the previous five years combined. What is the challenge? How to get incomes up and how to help people when they change jobs not be riven with insecurity. That is the challenge.

So, how are we going to do that? The first thing we've got to do is to provide a system of lifetime education and training. You want to reverse income inequality in this country? There is an education premium, and we had better give it to every American who's willing to take it. That is the only way to do it. (Applause.)

Look at the education agenda -- the best year for education in 30 years -- expanded Head Start; national standards with grass roots reforms, like charter schools and character education programs advocated by the DLC; apprenticeship programs for young people who don't go to college. I had 13 CEOs of the biggest companies in this country today into the White House to talk to me about how we could get all the companies in the country to participate in our School to Work program; how we can get 2 million more young people getting out of high school, not going on to college getting decent jobs.

And the middle-class college loan program that we had to face down enormous vested interests to pass, making millions of young people eligible for lower-interest college loans and able to pay it back as a percentage of their income so that nobody need walk away from college. That was all DLC advocacy. We did it. The American people should know it, and you should be proud of it. (Applause.)

The Family Leave Law, immunizing all the kids in this country under two, tougher child support enforcement. The welfare reform bill has been in the Congress since last March. These things are good for America. This administration has also tried to give power back to the states -- something the DLC has always been for. Twenty states, 20, have already received permission to cut through federal rules and regulations to have their own welfare reform proposal; nine states, health care reform proposal. These are things that you have advocated that we've already done.

The Republicans say they want to give more power back to the states, more power back to the cities. Tell them to come on. Let's contest their ideas. Let's do it. Let's do it together. But don't you walk away from the fact that we started it, and we intend to finish it, and we want them to go with us. (Applause.)

And we still have to implement that Crime Bill, folks. A hundred thousand police means that cities will get an average in small towns and rural areas of 20 percent more police. We know if they're deployed properly that it will lower the crime rate. Community policing -- a DLC idea -- we've been advocating it for years. And we believe in the prevention programs. Read our record. They don't. We're right. The police are on our side. Let's fight to save those prevention programs. Let's get those police in place. Let's have the tougher punishment. If they have more ideas on crime, let's have at it. But let's not stop implementing the Crime Bill until we lower the crime rate and make streets safe for American families and their children again. (Applause.) And don't forget that we passed it.

You know, finally, let me say that I want to you to see national service as the embodiment of what we want to do. It has been attacked by some who are coming into this new Congress. It is not a government program. It's a corporation with Republicans and Democrats on the board. It is not a bureaucracy. It's totally grass-roots oriented. It is designed to promote the concept of service in America and to reward it with educational credits. There are already more people in national service solving the problems of Americas at the grass-roots level than there were in the Peace Corps in its largest year. There are 20,000 this year. Year after next, if by cutting and investing we can get the money, we will have 100,000. So let us say, that's where we are. That's where the new Democratic party is. That's where the DLC is. Let's ask the Republicans to support national service, not to tear it up; to go forward to build this country and make it what it ought to be. (Applause.)

The best thing you can do is what you have done -- put out ten new ideas as a counterpoint to the Republican contract. That is the best thing you can do. Let's stand on that. Let's fight for those ideas.

Next week and the week after, I'll be announcing some more of my new ideas. Let's do this with vision. Let's do it with conviction. Let's make the effort it takes. Let's put country over party and challenge the Republicans to do the same. Let's say we do not want to roll back the gains that the DLC fought so hard for. They're not liberal or conservative. They brought our party together. They'll bring our country together. And the more the American people know about it, the better they will like it. The answer is not to reverse what we have done, but to build on it. The answer is to reach out to the middle class and say, we know why you're angry, we know why you're frustrated, we got the message in the election; we're not going back on our principles, but we're coming right at you because we were hired to help you build a better future for ourselves. That is our only purpose.

If we do these things, their prediction of our demise will be entirely premature. (Applause.) But I ask you now, once again, to think about what your responsibility is. We always talk about what other people's responsibilities are. What's your responsibility? It's to join me in the arena -- not in the peanut gallery -- in the arena; and fight, and roll up your sleeves, and be willing to make a mistake now and then, and be willing to put your shoulder to the wheel. Be willing to engage. Be willing to struggle. Be willing to debate. And enjoy this.

The American people are going through a great period of change. But let me tell you something, folks, this is a very great country. We can stand this conflict. This can be good for us. It can be good for our party, but, more importantly, it can be good for the American people. Never forget that it is not accident that it was the United States that was asked to be involved in putting an end to all this conflict that's gone on in Northern Ireland; the United States that was asked to stand up to aggression in the Gulf; or work on peace in the Middle East; or restore democracy to Haiti.

We are committed to the rest of the world, but we should see ourselves sometimes a little more the way they see us. This is a very great country. The responsibility we have is not to win elections, it is to fight for the people about whom elections are fought. (Applause.) If we fight for them and their children, then the elections will take care of themselves. And if they don't, we'll still be doing what's right. That's my commitment, and it ought to be yours.

Thank you and God bless you. (Applause.)

END

9:14 P.M. EST