

past chairman and membership chairman, with continuous CUC membership since 1969; UCR Foundation Board of Trustees; founding life member of the Chancellor's Associates; and Chancellor's Executive Roundtable.

In addition to his strong support of the university, Jacques is a noted businessman and community leader. A native of Riverside, Jacques joined the family construction business in 1947 after returning from military service in World War II. In 1957, he became president of E.L. Yeager Construction Co., Inc., then chairman/CEO in July 1993. Last year, he sold the company to six of its senior managers, and Jacques now serves as a director on the company board.

Jacques has always proved to be a reliable advisor who shows his love for the community by involvement in transportation planning and water resource management issues, and by his commitment to coordinated economic planning in the region. He has also been actively involved in charitable foundations, including the Red Cross, the Arthritis Foundation, and arts and museum foundations.

I join the Citizens University Committee in the celebrating of Jacques Yeager's distinguished service to the university and to our community.

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STATEMENT REGARDING STUDENT-CENTERED HIGH SCHOOL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by several high school students at Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people.

Our topic is: changing the education system. We don't have any great solutions, or anything, but we just want to increase the awareness of the fact that there's too much emphasis put on getting good grades, and having a good score. And the desire to learn is gone; or if it's not gone, it's not there very much, or whatever. The result of this is that students just go through school just . . . playing the motions, getting good grades, having tests, memorizing and they're not necessarily learning anything; or discovering . . . how they are self-learners, like what is the best way for them to learn, which they can carry with them throughout life.

Another thing that we think is that teachers seem bored. They're teaching the same thing again and again and again, and . . . becomes monotonous; it makes learning more of a chore. . . .

Along the same lines, we think that perhaps there could be more courses—there's a lot of courses out there that are trying to help teachers learn how to become better educators; but many times the teachers themselves don't have the desire to become better educated. If those teachers could, instead of going to classes and things like that and learning how, we could find the teachers that are considered good teachers, that actually want to help someone . . . I dare say, that the majority of people that become teachers don't necessarily become a teacher and say, "Well, I want to go out there and help better the education of our youth,

and . . . become better people. They say, "This'll be a good paycheck for me."

And that's another thing that is a real problem with the way the system is set up right now: that money and getting a good paycheck is how things are judged by, and if you want to become a doctor, or whatever, it's not because you want to help cure disease, it's because you want a BMW. And, if these things are taught in the school, then that's obviously how it's going to be presented, but if we could . . . help people understand what they would enjoy doing, and less emphasis on money. Perhaps trying to help people understand that, "Well, hey, money's not the only thing out there, you know, you've got to go to a job 40 hrs./week, making \$50,000/yr., and hate my job, that's not something that's going to make your life happy. So, if we could change things, and help . . . people understand that you have to want to learn; you need to understand what you need to go out and learn about yourself.

And this is going to help in the school system also, because if someone's enjoying what they're learning, they're going to actually go out and do it themselves; they're going to be interested. I dare say that some people, if not most people are here today because it's for a class; they have to be here for a class, not because they're interested in the political system, but because it's a break. And if that's going to be the way things are, then nobody's going to be happy in their life; and that's a bigger issue than simply educating. (APPLAUSE)

We also feel that . . . you shouldn't have as many required courses; you have a four-year English requirement to graduate, and had my 4th year of English, and just sat through my English classes—I couldn't wait until it was over, I didn't learn much of anything, I just got by. I think that there should be more elective classes that you can take, that you're interested in, so that you have more interest to learn, I think that would be better for the students. Along the same lines also, that it is a major problem how general the courses are . . . The general courses are made to expose us to a lot of things, so that we can try to find out what we enjoy. But instead, it actually decreases that, because the system that's presented is looked at as something that's not enjoyable. So a kid—maybe does enjoy reading, but perhaps the way it's presented isn't for him. So, he may go away thinking, "I'm no good at English, I can't get it right." But that's not necessarily the case. It may be that the system that the English is being presented [in] is the problem. So you need to look at that, it's more than just looking at, "Well, he's just a bad student."

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TRIBUTE TO DR. ARTHUR PAPPAS

HON. JOSEPH P. KENNEDY II

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. KENNEDY of Massachusetts. Mr. Speaker, one of the pleasures of serving this great body, is the opportunity to recognize outstanding individuals from across the nation. It is with great pride that I rise today to congratulate Dr. Arthur Pappas who was recently honored by the Massachusetts Hospital School for his dedication to children and his 25 years of service as Trustee and Chairman of the Board of the Massachusetts Hospital School.

Dr. Pappas is well known in the Boston area as a humanitarian and his association with the

Massachusetts Hospital School is just one of his numerous public service activities. The Massachusetts Hospital School is an institution that encourages equal opportunity. The goal of the school is to reinforce the idea that each child should be given the chance to grow in every possible way despite his or her physical challenge.

In addition to his public service, Dr. Pappas is a leading orthopedist and has been a teacher and mentor to many medical students. He is also a pioneer in the field of sports medicine and has served as the team physician to the Boston Red Sox for many years. Through his private practice and work with the Red Sox, Dr. Pappas has advanced the medical knowledge of the proper treatment and rehabilitation of patients with debilitating injuries, and in so doing has helped thousands of patients.

Mr. Speaker, I am sure that I speak on behalf of everyone who has ever worked with Dr. Pappas or benefitted from his good works, when I offer my warmest congratulations.

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INTRODUCTION OF WATER RESOURCES DEVELOPMENT ACT OF 1996

HON. BUD SHUSTER

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. SHUSTER. Mr. Speaker, today I am pleased to introduce, with my colleague from the Committee on Transportation and Infrastructure, JIM OBERSTAR, the administration's proposed authorization bill for the civil works program of the Army Corps of Engineers, the Water Resources Development Act of 1996, or WRDA.

Submitting a WRDA proposal signals the President's interest in continuing the Nation's commitment to water infrastructure. I congratulate the President and our former House colleague, the Honorable Martin Lancaster, who was recently confirmed as the Assistant Secretary of the Army for Civil Works, for their commitment to water resources development and conservation. While I cannot support some of its provisions, the bill represents an important first step in reinstating the biennial authorization process for corps projects and programs. I look forward to working with Secretary Lancaster as the committee moves forward soon with comprehensive WRDA legislation.

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TRIBUTE TO LA PUENTE VALLEY REGIONAL OCCUPATIONAL PROGRAM

HON. ESTEBAN EDWARD TORRES

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. TORRES. Mr. Speaker, I rise today to recognize the accomplishments of the La Puente Valley Regional Occupational Program [ROP], as it celebrates 25 years of community service and putting people on a path to a meaningful and productive career.

Established in July 1970, by four sponsoring unified school districts; Bassett, Hacienda-La Puente, Rowland, and Walnut Valley, in cooperation with the county superintendent of