

(WPA) was created; needy women all over the United States found work under WPA programs to prepare and serve school lunches. And with much of the labor burden off of school districts, lunch prices could be kept low, which increased participation.

Donated commodities were another key to early school lunch success. While unemployment in the cities was rampant, America's farmers were having bumper crops. But without a market to buy, surpluses grew, prices fell and farmers began to go out of business. In 1935, the government began to remove price-depressing surplus foods from the market, and school lunch programs were one excellent outlet for the goods.

Throughout the 1930s, many states and cities began to adopt legislation—often including appropriations—that mandated schools to serve lunch to students. By 1937, 15 states had passed laws specifically authorizing local school boards to operate lunchrooms, serving meals at cost or less.

The numbers tell the story. By 1941, WPA school lunch programs were in all states, the District of Columbia and Puerto Rico, serving an average of nearly 2 million lunches daily and employing more than 64,000 people.

#### A SENSE OF PERMANENCE

When America went to war, it sent its boys overseas and its women to work in the defense industry. By 1944, the WPA's payroll was gone, but the demand for continuation of lunch programs was not. In 1944, Congress earmarked funds to maintain the programs for the year and repeated this action in 1945. Behind the scenes, a campaign to establish a permanent, reliable federal subsidy for school lunch was in the works.

In 1946, Congress recognized the need to establish a national, permanent, federally funded school lunch program. Section 2 of the final law succinctly explains the legislators' rationale: "It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation and expansion of nonprofit school lunch programs."

After considerable lobbying by the burgeoning school foodservice profession and with the support of some heavy hitters in the Senate, Congress passed the National School Lunch Act of 1946, which was signed into law by President Harry Truman on June 4. In addition to defining appropriations—including those for administrative expenses—the new law set minimum nutritional requirements for three types of acceptable lunches.

#### A NEW PROFESSION

Although school foodservice began with unskilled volunteers, it was quick to grow into a bona fide profession during the 1930s. Cafeteria management and foodservice direction were new careers. And the early pioneers (see sidebar, page 50) developed high standards for sanitation, nutrition and home economics. The Thirties saw the formation of two national organizations created to further this brand-new profession: the Conference of Food Service Directors and the National School Cafeteria Association.

After passage of the National School Lunch Act, these two groups agreed to a merger conference to join forces and create a new organization. On October 10-12, 1946, in Chicago, the School Food Service Association was born (the word "American" wouldn't be added to the name of the organization until 1951). There were 300 school foodservice professionals in attendance, rep-

resenting programs in 34 states, as well as the U.S. Department of Agriculture. Constance C. Hart, a school foodservice director from Rochester, N.Y., and a founder of the Conference of Food Service Directors, was elected ASFSA's first president.

Through the end of the 1940's, the Association concentrated on getting on its feet, administering the new federal school lunch program and providing professional development opportunities for its growing membership. In 1947, member rolls were 709. Oklahoma became ASFSA's first state affiliate. The first annual convention was held in Dallas in November. Attendance at the convention was 478, and there were 39 exhibitors, including many still-familiar names, such as American Dietetic Association, The Cleveland Range Company, Florida Citrus Commission, The Hobart Manufacturing Company and the National Livestock and Meat Board. In 1948, membership remained steady. Betsy Curtis was president and the convention was held in Detroit.

Dr. Mary deGarmo Bryan took the helm in 1948-49, and ASFSA's first constitution was adopted. That year also saw the development of the Association's first membership publication: *School Meals*. Membership grew to 920. Thelma Flanagan's term as 1949-50 president saw many actions that gave shape to the infant association. We'll examine these in the next installment of "Decades of Dedication."

#### O PIONEERS!

The school foodservice profession owes a debt to all of the leaders that guided it through the turbulent waters of change and growth over the past 50 years. In this issue we pay special tribute to just a few of those who fought for the establishment of a federal school lunch program and helped shape a brand-new profession. Their influence is still felt today.

Dr. Mary deGarmo Bryan. A professional educator, she was largely responsible for the professional standards of the program, teaching many of the first generation of school foodservice professionals. Her 1936 text, *The School Cafeteria*, was one of the bases for the school lunch program. A professor at Columbia University Teachers College for over 20 years, deGarmo was president of ASFSA in 1948-49.

Marion Cronan. Through her regular column, "The School Lunch," in *Practical Home Economics* magazine, Cronan was instrumental in bringing the professional concerns of lunch programs to the attention of a foodservice audience. She served as ASFSA president for 1967-68.

Thelma Flanagan. Considered by many to be Florida's "first lady of the profession," Flanagan also made an indelible impact on the national association. As ASFSA's 1949-50 president, Flanagan was responsible for giving the fledgling association some shape, creating specialized departments and instituting long-range planning. Today, the Thelma Flanagan Gold Award recognizes states that excel in meeting ASFSA's Plan of Action.

Constance Hart. Director of Lunchrooms for the Rochester, N.Y., public school system in 1942, Hart was an early proponent for nutrition education in the schools. A founder of the Conference of Food Service Directors in 1935, Hart became ASFSA's first president, elected at the merger meeting between the Conference and the National School Cafeteria Association. She served in 1946-47.

Senator Richard B. Russell (D-Ga.) As chair of the Senate Agriculture Committee's Appropriations Subcommittee, his support of the National School Lunch Act was invaluable for getting the bill through Congress.

John Stalker. In 1935, Stalker headed Massachusetts' commodity distribution program

and became the state's director of school foodservice programs. Stalker set nutrition and management standards that were national models. He designed ASFSA's first emblem and served as a valuable legislative leader at both the state and national levels.

Frank Washam. Director of Chicago's school lunch program, Washam was a leader in the National School Cafeteria Association and a leader in the movement to obtain permanent federal support for school lunches.

#### THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, I think so often of that November evening long ago—it was in 1972—when the TV commentators network reported that the people of North Carolina had elected me to the Senate. It was 9:17 p.m. and I recall how stunned I was.

It had never really occurred to me that I would be the first Republican in history to be elected by the people of North Carolina to the U.S. Senate. Needless to say, it was a memorable moment in my life and I, that evening, made a commitment to myself that I would never fail to see a young person, or a group of young people, who wanted to see me.

Keeping that commitment for almost 24 years, it has proved enormously meaningful to me. I have been inspired on countless occasions by the estimated 60,000 young people with whom I have visited during the more than 23 years I have been in the Senate.

A large percentage of them are understandably concerned, and greatly so, about the total Federal debt which back in February of this year crossed the \$5 trillion mark for the first time in history. It is Congress that has created this monstrous debt which coming generations will have to pay.

Mr. President, the young people who visit with me almost always are inclined to discuss the fact that under the U.S. Constitution, no President can spend a dime of Federal money that has not first been authorized and appropriated by both the House and Senate of the United States.

That is why, on February 22, 1992, I began making these daily reports to the Senate. I decided that it was important that a daily record be made of the precise size of the Federal debt which, at the close of business yesterday—Monday, June 3, 1996—stood at \$5,136,903,015,098.32. On a per capita basis, the existing Federal debt amounts to \$19,384.92 for every man, woman, and child in America on a per capita basis.

The increase in the national debt in the 24 hours since my report yesterday—which identified the total Federal debt as of close of business on Friday, May 31, 1996—shows an increase of more than \$8 billion—\$8,394,510,205.52, to be exact. That increase alone is enough to match the total amount needed to pay the college tuition for each of the 1,244,737 students for 4 years.

# PRESIDENT CLINTON'S HOPE SCHOLARSHIP PLAN

Mr. KENNEDY. Mr. President, earlier today, in his commencement address at Princeton University, President Clinton announced a dramatic new proposal called the Hope scholarship plan, to bring college education within closer reach for all Americans. This important new initiative guarantees free tuition for large numbers of students attending the Nation's community colleges. For students at 4-year colleges, it supplements Pell grant aid, and it strengthens the tuition tax deduction in the President's budget by adding a new education tax credit. The plan is fully paid for with savings that achieve a balanced budget by 2002.

This initiative is modeled on the GI bill of rights of the World War II era, which gave so many veterans the skills needed in those years to participate fully in our expanding economy. We rejected the idea of a cash bonus for soldiers. Instead, we invested in their futures and the future of the Nation by making higher education available and affordable for returning veterans. The investment has more than paid for itself. For every dollar invested in grants under the GI bill, the Nation received more than \$8 in economic returns.

The Hope scholarships, announced by President Clinton, are based on the same principles—investing in the future of America by investing in education and training for all citizens. The President's proposal recognizes what business leaders have been telling us for years, that high skills are the key to high wages for American workers in the global economy.

According to the Bureau of Labor Statistics, 60 percent of all jobs created between now and the year 2005 will require education beyond high school.

The Hope scholarship plan will make at least two years of college possible for every American. It will guarantee \$1,500 in tuition assistance a year, through Pell grants or a refundable tax credit or both, for 2 years to every student in the country who attends a community college, earns at least a "B" average in the second year, and stays off drugs.

Community colleges enroll 48 percent of all undergraduates and over half of all minority students. Many community college students are working adults returning to college to improve their skills. Based on current surveys, more than half of the Nation's students maintain a "B" average.

The \$1,500 credit is designed to pay full tuition costs at community colleges. But it can also be applied to the first 2 years of tuition at 4-year colleges for students who maintain a "B" average in the second year. Alternatively, students and their families will be able to choose a tax deduction of \$10,000 a year per family for the first 2 years. For the last 2 years of college and graduate school and professional school, the tax deduction remains available to all families with incomes

below \$100,000 or to individuals with incomes below \$70,000.

These important new benefits build on the 33 percent increase in Pell grant funding in the President's budget. By comparison, the Republican budget resolution cuts Pell grants by 18 percent over the next 6 years and denies grants to 1.3 million students altogether. The President's budget increases the maximum Pell grant award by almost \$800 by 2002.

The Hope scholarship plan recognizes the need for high skills in today's economy, and helps to meet that need. It offers realistic help to students and working adults seeking to acquire new skills. I commend the President for this initiative, and I urge the Congress to support it.

Mr. President, I ask unanimous consent that President Clinton's address may be printed in the RECORD.

There being no objection, the address was ordered to be printed in the RECORD as follows:

## REMARKS BY THE PRESIDENT AT PRINCETON UNIVERSITY COMMENCEMENT ADDRESS

The PRESIDENT. Thank you very much. President Shapiro, members of the faculty, alumni, to parents and friends of this graduating class, especially to the graduates of the Class of 1996—(applause.) Let me thank you co-Presidents, George Whitesides and Susan Suh, who came to say hello to me this morning; and compliment your valedictory address by Bryan Duff, and the Latin address by Charles Stowell. I actually took four years of Latin in high school. (Laughter.) And even without being prompted, I knew I was supposed to laugh when he was digging me about going to Yale. (Laughter.)

I want to also thank Princeton for honoring the high school teachers and the faculty members here for teaching, for today we celebrate the learning of the graduates and we should be honoring the teachers who made their learning possible. I thank you for that. (Applause.)

It's a great honor to be here in celebrating Princeton's 250 years. I understand that Presidents are only invited to speak here once every 50 years. President Truman and President Cleveland—you've got to say one thing, for all the troubles the Democrats have had in the 20th century, we've had pretty good timing when it comes to Princeton over the last 100 years. (Laughter and applause.)

I want to thank President Shapiro for his distinguished service to higher education in our country. I thank Princeton for its long and noble service to our Nation. I also am deeply indebted to Princeton for the contributions it has made to our administration and my presidency.

My Press Secretary, Mike McCurry, sat in these seats in 1976. I'm sure that Princeton had something to do with the fact that he not only thinks, but talks so fast. The Chair of our National Economic Council, Laura Tyson, was a Princeton Professor then, and Mike McCurry's thesis advisor. And you got back from me Professor Alan Blinder, who was a distinguished member of the Council of Economic Advisors and the Vice Chairman of the Federal Reserve, and a brilliant contributor to our efforts to improve the economy. I want to thank Alan Blinder here among his colleagues and these students for what he has done.

I thank Tony Lake and Bruce Reed and John Hilley and Peter Bass, all members of

our staff who graduated from Princeton. Two Princeton graduates who are no longer living—Vic Raiser and his son, Monty, were great friends of mine. Vic's wife, Molly, is here—our protocol chief. And if it hadn't been for him I might not be here today, and I want to recognize their contributions to Princeton and Princeton's gifts to them.

I also want to say that one of my youngest staff members is a classmate here—Jon Orszag. And when the ceremony is over I'd like to have you back at work, please. (Laughter.)

I would like to talk to the senior class today about not only the importance of your education, but the importance of everyone else's education to your future. At every pivotal moment in American history, Princeton, its leadership, its students have played a crucial role. Many of our Founding Fathers were among your first sons. A president of Princeton was the only university president to sign the Declaration of Independence. This hall was occupied by the British since 1776, liberated by Washington's army in 1777, and as the President said, sanctified forever to American history by the deliberations of the Continental Congress in 1783.

In 1896, the last time there was a Class of '96, when Princeton celebrated its 150th anniversary and, as has been said, Grover Cleveland was President, Professor Woodrow Wilson gave his very famous speech, "Princeton in the Nation's Service." I read that speech before I came here today. And I'd like to read just a brief quote from it: "Today we must stand as those who would count their force for the future. Those who made Princeton are dead. Those who shall keep it and better it still live. They are even ourselves." What he said about Princeton 100 years ago applied then to America and applies to America even more today.

At the time of that speech 100 years ago, America was living as it is living today, through a period of enormous change. The Industrial Age brought incredible new opportunities and great new challenges to our people. Princeton, through Wilson and his contemporaries, was at the center of efforts to master these powerful forces of change in a way that would enable all Americans to benefit from them and protect our time-honored values.

Less than 3 years after he left this campus, Woodrow Wilson became President of the United States. He followed Theodore Roosevelt as the leader of America's response to that time of change. We now know it as the Progressive Era.

Today, on the edge of a new century, all of you—our Class of '96—are living through another time of great change, standing on the threshold of a new Progressive Era. Powerful forces are changing forever our jobs, our neighborhoods, the institutions which shape our lives. For many Americans, this is a time of enormous opportunity. But for others, it's a time of profound insecurity. They wonder whether their old skills and their enduring values will be enough to keep up with the challenges of this new age.

In 1996, like 1896, we really do stand at the dawn of a profoundly new era. I have called it the Age of Possibility because of the revolution in information and technology and market capitalism sweeping the globe—a world no longer divided by the Cold War. Just consider this: There's more computer power in a Ford Taurus every one of you can buy and drive to the supermarket than there was in Apollo 11 when Neil Armstrong took it to the moon. Nobody who wasn't a high-energy physicist had even heard of the World Wide Web when I became President. And now even my cat, Socks, has his own page.