

not have, he said: "There are projects that cannot be postponed. For example, the production of water, which is a must in order to satisfy basic needs of—(inaudible)—and it must be done on a regional basis."

He talks about the need for supplying water for drinking, for industrial purposes, and for agricultural purposes and the need for desalination. The unfortunate reality is that desalination research has been minimal in recent years. When John F. Kennedy was President of the United States, he pushed it, but since that time, desalination research has been almost on hold. It is critical that we move ahead, and the Middle East is just one area where that is evident.●

BRITAIN JOINS AMERICANS IN ATTACKING TV VIOLENCE

● Mr. SIMON. Mr. President, we are slowly but solidly making progress to reduce television entertainment violence in our country.

We still have a long way to go, but I came across an Associated Press item reporting that even in Great Britain, which has much stricter standards on television violence than we do, there is concern about television violence.

I thought my colleagues might be interested in the Associated Press story about violence on British television and some of the things that are happening there.

I ask that the Associated Press article be printed in the RECORD at this point.

The article follows:

BRITAIN JOINS AMERICANS IN ATTACKING TV VIOLENCE

LONDON.—British television concerned over the soaring number of violent crimes in Britain, is moving to cut down on the amount of violence and brutality shown on TV screens here.

Both the British Broadcasting Corp. and the Independent Television Commission announced changes last week.

The ITC told commercial TV companies to cut the amount of violence they screen and said they will be monitored to ensure they comply.

Among competitor BBC's revised guidelines for programmers:

Viewers should be given more information about what programs contain before screening, so they can switch off if they wish.

Programmers should have sharper awareness of portrayals of sexual violence and violence against women.

U.S. programmers face a similar battle. The four U.S. broadcast networks, hoping to head off government intervention, have agreed to air parental warnings before certain shows.

The BBC included no enforcement provisions in its guidelines. But as a private network, financed by license fees paid by viewers, it could simply edit out offending segments or censor entire programs.

Companies who ignore the ITC guidelines can be reprimanded or fined. The commission, established by Act of Parliament, regulates Britain's Independent Television network.

David Glencross, chief executive of the ITC said in announcing ITC guidelines Thursday. "What we are seeing is a public revulsion

against violence in society which is feeding through to a desire for greater sensitivity by TV programmers and the makers of films and videos."

ITC guidelines tell program-makers to consider carefully in each case whether violent scenes are justified.

Programmers should not look at violent scenes in isolation but consider the accumulation of such scenes on viewers.

Program-makers should avoid programming which "appears to promote violence as a solution to problems or difficulties."

In the area of news, the guidelines note that "violent images are becoming increasingly available to news editors" and said TV news bulletins should take account of the time they are to be shown.

The ITC guidelines say no proof exists that violence on TV encourages violent crime in real life but state:

"Caution is required in the television portrayal of violence, given concern about the level of violence in society and the possibility of behavior or attitudes being influenced by what is shown on television. Broadcasters should therefore be especially vigilant about the amount of violence in their programs."

Will Wyatt, managing director of BBC network TV, said in announcing the BBC guidelines, "We must ensure that where violent scenes—in fictional programs or in news coverage—are felt to be editorially necessary, they are included only after careful and detailed consideration.

"Although we cannot control what happens in the home, we must ensure that before material is transmitted it is tested for suitability for the time and place of its transmission—or whether it should be transmitted at all."●

IN DEFIANCE OF DARWIN

● Mr. SIMON. Mr. President, no one doubts that the schools in our Nation should do better. What is still not widely known is that we really do understand how to do better, but we're not applying the knowledge we have.

Education simply has not become enough of a priority. Those of us in public life talk a good game, but too few of us do anything about it.

An illustration of what can happen is an article that appeared several weeks ago in Newsweek magazine titled "In Defiance of Darwin," written by Lynnell Hancock.

I ask that the article be printed in the RECORD at this point.

The article follows:

[From Newsweek, Oct. 24, 1994]

IN DEFIANCE OF DARWIN—HOW A PUBLIC SCHOOL IN THE BRONX TURNS DROPOUTS INTO SCHOLARS

(By Lynnell Hancock)

It's a notorious corner in the South Bronx—once a grand address, now the hub of the nation's poorest neighborhood. Today, at 149th Street and the Grand Concourse, a public high school for at-risk children defies Darwin on a daily basis. Inside Hostos-Lincoln Academy of Science, a class of seniors grapples with "The Seafarer," an Old English poem about danger, survival and destiny. None of these teenagers was expected to ever navigate into the treacherous pages of medieval lit. In fact, their eight-grade counselors had written off most of them as probable dropouts, based on low reading scores and spotty attendance. That's how they landed at Hostos. Now, after four years

here, more than 80 percent are headed for college. And they engage in a lively discussion about the sailor who believes his imminent death at sea is a stark inevitability, written in foam. "The Anglo-Saxons thought every person's fate was predetermined," the teacher, Vincent Sottile, reminds the class. "But we know we have to help ourselves."

These 300 black and Latino students provide the basis for a strong retort to "The Bell Curve." Richard Herrnstein and Charles Murray argue that IQ is largely genetic and that low IQ means scant success in society. Therefore, they contend, neither effective schools nor a healthier environment can do much to alter a person's destiny. Yet, at Hostos, reading scores nearly doubled over two years. The dropout rate is low, and attendance is high. About 70 percent of the class of 1989 graduated on time, double the city's average. Among last year's graduates, one was accepted at Columbia University's School of Engineering. Others are attending Fordham University and Hamilton College.

Hostos was established by the city seven years ago for South Bronx children who live "stressing lives," as one student puts it, in broken families and dangerous neighborhoods that offer only huge, anonymous public schools. Hostos is small, attentive to individual students, and demanding. To ensure that no child goes astray, one teacher is assigned for four years to the same home-room class, which combines lessons in rudimentary social skills with those in computer and civics. Most students take honors and even college-level courses. "We threw out the Mickey Mouse curriculum and introduced [University of the State of New York] Regents-level courses," said Dr. Michele Cataldi, Hostos's founder and principal. Where students once had business math, they now have trigonometry. "At first we felt students couldn't do it, but we were wrong," says Cataldi. Teachers worked overtime to provide intensive one-on-one tutoring. The results were impressive. The number of students in each class who passed the state's regents biology test rose from 9 to 50 percent in two years. "You have to believe in them," says Donna Light-Donovan, a biology teacher. "Most kids don't have anyone at home who does."

Stanley Mustafa is one student who found a haven at Hostos. A few years ago he was stabbed on the street by a neighborhood teen. His life was saved by a trauma surgeon. That's the profession he now expects to enter some day. "It made me grow up faster," says Mustafa, 17, dressed in baggy jeans and an oversize Black Sheep T shirt. "I don't want to end up on the corner, hanging with the homeboys." He takes chemistry and cellular biology at Hostos, studies radiology at a local hospital and hopes to attend Atlanta's Morehouse School of Medicine or the University of Virginia.

Nationwide, more and more districts are establishing small "restructured" schools like Hostos that stress team teaching, a familylike environment and high expectations. New York City has more than 35 of them, with plans for about 50 more. Herrnstein and Murray argue that 30 years of such experimental schools for disadvantaged children have shown paltry improvements, and that federal money should be funneled away from them, and toward schools for the "cognitive elite." But a new study comparing 820 high schools—some big and traditional, others small and cooperative—proves otherwise. From eighth to 10th grade, students in the restructured schools showed 30 percent higher gains in math and 24 percent higher gains in reading compared with students in traditional schools.