

Because few of us have actually experienced the pressures of battle, we must continually look to the military professionals for guidance in building and maintaining our defense capabilities.

This goes well beyond promises of health care or other monetary benefits. It includes encouraging veterans, and active duty service members and reservists to obtain higher education and to instill a sense of self-esteem which will enable them to grow and prosper in the society they volunteered to defend.

As a veteran in my district, Warren Watts, writes in a letter to me:

We call upon you, the leaders we elected for justice and fairness for disabled veterans and their families.

We must listen to my friend, Warren, and other veterans across our country. They are turning to us for help.

For Memorial Day, let us not forget those who fell in combat to preserve our freedoms. Moreover, as we walk among their graves, consider how we can show our respect for the survivors.

TRIBUTE TO HUGH HART

HON. MARTIN FROST

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. FROST. Mr. Speaker, after a long career of public service with the House of Representatives, Hugh Hart will retire as House Journal clerk in June. A native of Texas, Hugh came to work for the House when John McCormack was Speaker 28 years ago.

I first met Hugh when he was administrative assistant to the late Dallas mayor and Congressman, Earle Cabell. Earle and his popular late wife, Dearie, were very warmly welcomed by the Texas delegation in Washington when they arrived in 1965. Earle had been a dynamic and energetic Dallas mayor after having a successful business career. He brought that enthusiasm with him. Hugh came along to work for him later that year.

Hugh has had close ties to Dallas through the years. While attending Southern Methodist University and its law school, he came to now its distinguished late President Willis Tate. Dr. Tate recommended Hugh to Earle Cabell for a summer job. After completing his U.S. Army Reserve training with the Army Intelligence Branch, he started to work for Earle.

The late Associate Justice of the Supreme Court, Tom Clark, was fond of administering oaths of office to young Texans who passed the State bar examination and could not be present for the Austin swearing in ceremony. He gave the oath to Hugh. Later in retirement, justice Clark moved Hugh's admission in person to the U.S. Supreme Court.

When Dearie and Earle returned to Dallas, Hugh practiced law there briefly before returning to Washington. He joined President Gerald Ford's Clemency Board as a Staff attorney. Later he was on the staff of the Commission on Information and Facilities headed by former Texas Congressman Jack Brooks.

In 1978, Speaker Thomas P. "Tip" O'Neil presided over the House and Hugh was appointed House Journal clerk.

In addition to his professional duties, Hugh has been very active in community service. He

has worked diligently in his parish, St. James Episcopal Church on Capitol Hill, for nearly 20 years. For several years, he has been a member of the Washington Episcopal Diocesan Personnel Committee. A trustee of the Canterbury Cathedral Trust in America, he has assisted in its programs with Canterbury Cathedral in England.

A cause which has especially interested Hugh is the Most Venerable order of the Hospital of St. John of Jerusalem. This is an organization in England and the United States which supports an ophthalmic hospital in Jerusalem. The hospital serves 60,000 patients a year in one of the most troubled areas of the Middle East. Hugh has worked to expand the order's outreach and membership in Dallas and Texas, as well as the Washington area.

Like any good Texan, he has also put his shoulder to the wheel for the Texas State Society of Washington as treasurer, board member and chair of various committees. No one who was there can forget the early society picnics.

As Hugh moves on to the next stage of his life, his friends in the Texas delegation and the House of Representatives wish him well and thank him for a job well done.

ACDA IS NOT A COLD WAR RELIC

HON. ELIZABETH FURSE

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Ms. FURSE. Mr. Speaker, I rise to express my support for the Arms Control and Disarmament Agency as we consider its fate during our discussion of the State Department authorization. Arms control and nonproliferation are not new or old. They have always been necessary and will continue to be for the foreseeable future. Merging ACDA into the State Department is neither cost-effective nor wise.

To say that the cold war is over and therefore, there is no need for an agency that devotes itself exclusively to arms control and nonproliferation denies the reality that arms control is not just negotiating the agreement. It is also implementing it, verifying it, and monitoring compliance with it. These are not just hollow words, but activities that require considerable expertise and diligence.

Only by having an independent agency purely devoted to arms control and nonproliferation can we get the best agreements and the best management of the process, thereby enhancing our national and economic security. ACDA is a national security asset and a bargain, working to make the world safer.

ACDA has been very helpful to me in my work on issues involving nuclear testing and reducing the world's arsenals of nuclear weapons. Its expertise is vital as we seek to gain approval of START II, negotiate a Comprehensive Test Ban Treaty, and eliminate chemical weapons.

Finally, Mr. Speaker, ACDA leads the successful effort to secure permanent extension of the Nuclear Nonproliferation Treaty [NPT]. We would not have the NPT today if it were not for ACDA. The security and protection against nuclear proliferation provided by the NPT benefits all Americans. Let's not weaken ACDA just days after this momentous achievement. Our Nation's security can't afford it.

PREPARING FOR A CHANGING WORLD

HON. ED PASTOR

OF ARIZONA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. PASTOR. Mr. Speaker, on May 13, 1995, the College of Santa Fe held its graduation ceremonies in Santa Fe, NM. The principal speaker was Congressman BILL RICHARDSON, who spoke to the graduates on preparing for a changing world. I commend to you the Congressman's address by placing it in the RECORD as follows:

CONGRESSMAN BILL RICHARDSON—SPEECH BEFORE THE COLLEGE OF SANTA FE—MAY 13, 1995

President Fries, Dr. Lawrence, distinguished members of the faculty, family members, and especially the graduating class of 1995: I am very pleased to be here with you today as you graduate. Be proud of yourselves and cherish this day. There are few accomplishments in life that will bring you more fulfillment and prosperity than education.

Everyone is talking about welfare, the budget, Russia—but I want to talk about education.

Education is the single most important factor in determining the success of an individual life or a community. When I use the word success, I mean more than economic gain: the ability to enjoy family and friends; to create art, and music; to help your community solve pressing problems—all are made possible by education, and all are characteristics that benefit the communities in which we live.

People say that everything comes down to economics—but I believe that education is really the key to what we are and where we are going.

Our world is changing rapidly, and education must change with it. Learning should be continuous, occupationally relevant, and it should function transnationally.

New Mexico doesn't just compete with Texas or California—we compete in new ways with eastern rim nations, countries that were formerly behind the Berlin Wall, and South Africa.

Today, information moves at an incredible rate of speed. When I was in college, the knowledge gained by an engineering student remained valid for 20 years after graduation. Today, it is estimated that the facts college freshmen learn are obsolete by the time they graduate.

Education should reflect these rapid changes.

As a nation, America believes that good education is fundamental, but there are some uncomfortable realities that we must accept. Students in the United States are consistently outperformed in science and mathematics by students from Asia and Europe.

In New Mexico, only 14% of 8th graders perform at a proficient or advanced level in math—while twice as many students perform at these levels in Taiwan, Korea, and Switzerland.

These test scores are significant because the employment growth rate for scientists and engineers is 112%—four times the growth rate for managers. Future prosperity for many young people depends on their abilities in math and science.

Why do our students test poorly? Well, there are fundamental differences in education abroad that we can learn from.

First of all, countries overseas are more successful in assuring that the majority of

children begin school in good health and so, are ready to learn.

Children should have complete immunizations, maintain a nutritious diet, and receive adequate medical care in order to do well in elementary school.

Today, only half of American children enter school with complete immunizations, only half of low income children have seen a dentist, and only one-quarter of preschoolers maintain a nutritionally sound diet.

We must see that our children are ready to learn when they enter school.

Second, students in other democracies receive twice as much instruction in core academic subjects, such as language, literature, math, science, and art. A student in Germany devotes 35-hundred hours to core subjects in 4 years of high school, while a student in the United States spends only 14-hundred hours on those same subjects. We should reaffirm our commitment to teaching core subjects.

In most systems abroad, students learn one, and often two foreign languages. I believe that every American child should be required to study and speak at least one foreign language. We are one of the most diverse countries in the world, yet we discourage communicating cross-culturally.

This is not logical, but more importantly, it is not productive. Becoming bilingual is an asset, not a burden. It is likely that today's students will be required to converse in any number of foreign languages in the business world, and in their neighborhood.

A recent survey confirms this—40% of big business executives hire people who speak Spanish, and here in the Southwest two-thirds of companies surveyed say they need Spanish-speaking employees. We must prepare students for these opportunities. Foreign languages should become core curriculum for all students.

New technology and computer skills must also become core curriculum. The number of online information users in the United States is expected to double from 10 million in 1995 to 20 million in 1997.

Young Americans simply will not succeed in the working world without computer knowledge, and we should be preparing students for that every day in school.

Teleconferencing technology can be used to bring students information that their instructors are unable to provide.

The University of Texas is experimenting with this process to reach the children of migrant farm workers. Migrant children are able to travel with their families, but receive diplomas through correspondence and teleconferencing.

The medical community has also begun this process by bringing rural doctors new scientific data and procedures via teleconferencing. It has improved the delivery of health care in many regions in the country including New Mexico. Our local school districts should be using it to enhance their existing curriculum.

School and public libraries should be on the internet. Recent legislation provides user fee discounts for local educational units; let's take advantage of that. Our libraries can again become the community learning centers they once were.

The technology curriculum should include improved vocational program for students who do not attend college, or may otherwise drop out of school.

Our high-school drop-out rate is increasing, even though children need a completed education now more than ever. In New Mexico, 1 in 3 high school freshmen who start school will not graduate.

Many may find crime a more profitable path to take.

As our continuing debate on welfare reform indicates, we are disheartened by this.

Our ability to move people from welfare to work depends in large measure on the availability of programs for young adults while they are in school.

Germany alternates classroom instruction and apprentice programs with great success. Such programs were quite prevalent in America in the 1940's and 50's, and they put people to work.

We should modernize the idea for the 1990's to include emerging opportunities in robotics, health professions, and communication systems.

Many foreign cultures continue their work with students after school. For instance, the use of tutors is prevalent in Japan where 35,000 professionals work as tutors and earn \$2,500 per child, per year.

Americans typically use tutors only when problems arise and just passing a course is questionable. This is revealing: our expectations may hover at mediocrity, and the value we place on hard work may be slipping.

Here in New Mexico, local schools have begun a program in which scientists from Los Alamos will teach children on an ongoing basis about their research, and about working in a science field.

These are programs that energize the learning process and create successful students. We should work to make these programs prevalent in all schools. Foreign schools and some schools here in New Mexico are experimenting with extending the class period to longer blocks of time. Many students need extended periods to grasp complex subjects; learning and creativity may be frustrated by an arbitrary end to discussion.

Also, many schools abroad group students according to ability, needs, and experience rather than by age. American college and postgraduate programs operate on this basis; perhaps it is time to experiment with the concept in early education.

There is also a strong outcry today that children aren't being taught a system of values in school. It is a touchy subject because our values are personal, and they sometimes conflict.

But we cannot ignore the facts—teenage crime and drug use are rising. Educators have proposed teaching leadership skills, the importance of honesty, and mutual respect in the classroom. Surely we can agree that these are desirable character attributes. Let's support efforts to bring them into the classroom.

Studies consistently show that family involvement in a child's education is the single most important factor in determining the success of that child's performance in school. Schools should seek family involvement in defining and teaching a clear set of values.

Our educators should be treated as valued professionals, as they are in foreign systems. The impact our teachers have on the nation's young people cannot be overstated.

For many families, teachers spend more time with our children than any other adult. At the college level, professors are guiding students who may one day discover the cure for cancer, or create a great symphony.

We should elevate educators' status to reflect the important work that they do. They should be paid as professionals. Two countries that consistently out-score Americans on tests, Switzerland and Japan, pay their secondary teachers far more than the United States. If we are willing to pay our accountants and lawyers well, we should be equally willing to pay out teachers.

Teachers and their schools should be rewarded when their students' performance improves. Incentives such as this have worked well in other professions; it's time to try them in education.

Post secondary and graduate education should be affordable to any student with the ability and desire to attend.

There is no surer route to creating a permanent underclass in America than by denying college education to vast numbers of middle and low income people.

Access to education has, for 200 years, been the fundamental reason we can say "you can be anything you want to be in America." We are recognized around the world for this principle, but it is at risk.

Income level rises in direct proportion to the amount of advanced education an individual has. High school graduates earn less than one-third of the salary that college graduates do. However, college tuition costs continue to outpace inflation, and low cost financing is threatened.

We must do all we can to preserve low-interest loans for students, establish additional work-study programs, and create new grants to ensure that students from all walks of life can pursue a college education.

Businesses should consider providing assistance to promising employees. In 1991 30% of all U.S. Workers received some sort of employment benefit for education. However, the number of minorities who received these benefits was lower: only 21% of African Americans and 25% of Hispanics reported receiving education benefits.

We must raise these numbers for all employees to ensure a healthy, competitive economy.

College schedules should become more flexible. Part-time students are the fastest growing population in baccalaureate programs. They comprise approximately 40% of current college enrollees. We should accommodate their work or home schedules to ensure graduation.

We provide less education financing for part-time students: only 10 percent of part-time students receive federal grants, while 30 percent of full-time students receive grant money; only 6 percent part-time students receive federal loans, while 29 percent of full-time students receive loans.

In effect, we create disincentives for working people or people with responsibilities in the home to attend college.

Technology can help improve prospects for those who seek college degrees. Our cable television and communication system should be used to its greatest capacity to allow working people to attend class from their homes, at low cost. Some regions are experimenting with this concept. Let's make it a universal option.

We must also enlarge our continuing education programs. Continuing education can prepare high school students for skilled work, and increases the ongoing employability of college graduates.

Good education ultimately requires community involvement. I'm sure many of you have heard the African proverb "It takes an entire village to raise a child." I believe that is true, particularly with education.

The community must take an interest in its educational system, and should be willing to invest in programs that will pay dividends in the long run. Also, a good educational system would instill a sense of community responsibility in its students. Students should be encouraged to become involved in improving the school and the community.

You know that one of the primary means I have for keeping in touch with New Mexicans while I am in Washington is through your letters. I receive on an average 200 letters a week. One recent letter stands out in my mind. It was from a young father in New Mexico. He and his wife worked minimum wage jobs. They had no health care insurance.

They like so many other young families are teetering on the edge of American's middle class and poverty—yet this father's greatest concern for the future was not the

budget deficit, lack of health care, or jobs. His greatest concern was his 4-year-old daughter, Erica.

How can we ensure that Erica and all other American children will be safe, secure and successful in this changing world?

The answer is we must build an education system that makes sure Erica is healthy and alert; has the basic skills to compete with youngsters from all over the world for high technology jobs; and most importantly, our education system must give Erica access to the continuing education and knowledge that she will need throughout her lifetime.

Erica's small rural school in New Mexico and schools like hers all over our country must have the ability to keep up with the changing world.

My charge to you today as you begin a new life is this: Please don't stop educating yourself. Make it a lifelong pursuit. And just as important—please care for your community's educational system so that children like Erica have that same opportunity in the years to come.

Thank you and congratulations.

TRIBUTE TO CLAUDIA M. KNIGHT

HON. DAVID E. BONIOR

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. BONIOR. Mr. Speaker, I rise today to pay tribute to Claudia Knight. Claudia is retiring after nearly 35 years of personal and professional devotion to public education. Tomorrow evening, Friday, May 26, 1995, the Macomb County Section of the National Council of Negro Women is honoring Claudia during their Annual Scholarship Banquet.

For the past 25 years, Claudia has been teaching in my home community of Mount Clemens, MI. During her tenure with the Mount Clemens school district, Claudia has applied her talents to teaching business education courses and managing the business education department. In addition to serving in numerous leadership and school improvement capacities, she has received recognition from the Michigan Business Education Association, the Macomb County Board of Commissioners, and the Mount Clemens community schools.

Taking an active role in one's community is a responsibility we all share, but few fulfill. Claudia Knight has devoted herself to this task through both her civic and professional endeavors. Her commitment to education is second to none and yet she volunteers much of her time to civic and social organizations. The Girl Scouts of America, the Michigan Council of the Arts, the Macomb Child Guidance Clinic, and many other groups have all benefited from Claudia's passionate commitment to excellence.

Claudia also serves on the Scholarship Funding Committee of the National Council of Negro Women (NCNW). Through her work with the NCNW, students who may not have had a chance to receive an education will now have that opportunity. I applaud Claudia for her efforts and hope that her commitment to education will be passed on to a generation of students who are just as dedicated.

I have known Claudia for many years and I am sure she will be missed by both her colleagues and students. She richly deserves all the best in retirement. I ask that my colleagues join me in offering heartfelt congratu-

lations and a sincere thank you for a job well done.

THANKS, CELEBRITY READERS

HON. DONALD M. PAYNE

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. PAYNE of New Jersey. Mr. Speaker, I am honored to ask my colleagues to join me in congratulating an important program in the 10th Congressional District of New Jersey, the Celebrity Read Program. The program asks adults, both famous and not so famous, to come into the school system and read a passage to students about an important historical event involving people of color. The program then asks the participants to share a few of their life experiences with the class.

The program this year had 400 adult participants read to over 10,000 youth. In the past, readers have ranged from former New York Giant football players Harry Carson, Joe Morris, and George Martin to Superior Court judges to jazz singer and Broadway star, Carrie Smith. However, one of the most important components of this program is that the definition of celebrity is not limited to the narrow, superficial denotation that most might think; on the contrary, in this program, local business people, entrepreneurs, and everyday citizens are considered celebrities. In fact, one of the program's credos is that "people from all walks of life and at various levels of accomplishment can serve as a source of inspiration to our inner city youth."

It warms my heart that in the 10th Congressional District of New Jersey there are organizations that are acting on the phrase "I believe the children are our future" by doing something to help them become prepared for that future. Thank you to the Celebrity Read Program and to the 400 celebrity readers for taking the time to nurture and cultivate our leaders of tomorrow.

Thank you, Mr. Speaker, for allowing me this opportunity to share with my colleagues some of the exciting things we are doing in New Jersey to solidify our Nation's future.

TRIBUTE TO MORTON GOULD

HON. HOWARD L. BERMAN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. BERMAN. Mr. Speaker, I wish to extend my congratulations to a great American, Morton Gould, who was recently honored with this year's Pulitzer Prize for music composition, adding yet another great honor to a career filled with achievement and distinction.

Mr. Gould has been a musician since he was able to touch a piano. A child prodigy, he published his first composition at the age of 6, and by the age of 21 was conducting and arranging a weekly series of orchestra radio programs for the WOR Mutual Network. In a career that has spanned the greater part of this century, he has become famous for music which sings with a uniquely American voice; his compositions have integrated folk, blues, jazz, gospel, and other elements into music

that both explores and elevates all aspects of American style.

Appropriately, this composer of truly American works was honored with three commissions for the celebrations of the bicentennial of our Nation in 1976. These were his Symphony of Spirituals, American Ballads, and Something to Do.

He has appeared with and conducted orchestras across the United States and the world, and his compositions have been played in countless concerts, danced by the finest ballet companies, sung in Broadway theaters, and most importantly, enjoyed by all.

His skill as a musician is matched by his warmth and humor in person. His friends marvel at the way he can tell a story with the same grace with which he conducts an orchestra.

His talents have been recognized long before his receipt of the Pulitzer Prize. The numerous awards he has received include a Grammy Award and 12 Grammy nominations, the 1983 Gold Baton Award presented by the American Symphony Orchestra League, and the 1985 Medal of Honor for Music from the National Arts Club. In 1986 he was elected to the American Academy of Arts and Letters and received the National Music Council's Golden Eagle Award, and in 1994, he received the prestigious Kennedy Center Honor for a lifetime of contributions to the performing arts. I am happy, but in no way surprised, that Morton Gould and his music have been honored again.

TRIBUTE TO GEORGE ADAMS

HON. MICHAEL G. OXLEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 25, 1995

Mr. OXLEY. Mr. Speaker, I would like to take this opportunity to recognize an exemplary citizen from the Fourth District of Ohio, George Adams. George is retiring after serving as the principle of St. John High School in Delphos, OH, for 15 years. During his quarter century of service, over 1,750 students have graduated from St. John, benefiting from George's enthusiasm and commitment to the young people of his school and community. Among numerous other educational organizations, George has donated his time to the Ohio Association of School Administrators and the Ohio Education Association. His service extends beyond his work with the Delphos schools. As the father of four children, George provides a fine example of citizen combining service to his community with family life. Having served on the board of trustees of the St. John Parish Foundation, the Bishop's Education Council, and the Knights of Columbus, George has proven extraordinary benevolence to his church. I would like to thank George for his service to both St. John High School, and to the Delphos community. Through his earnest dedication, George serves as a role model for each citizen.