

indispensably—determination by parents to actively monitor their children's viewing.

The Senate this week held hearings on a proposal by Sen. Ernest Hollings (D-S.C.) to regulate the hours at which programs deemed unacceptable for children could be broadcast.

This plan, though well-intentioned, is objectionable on two accounts. Not only does it involve the government in evaluating the acceptability of ideas—the very thing the 1st Amendment was created to prevent—but it also lets the government decide when those ideas may be expressed. Good intentions cannot dispel the odor of censorship emitted by this proposal.

Another idea, already incorporated in the Senate's comprehensive telecommunications legislation, is for the so-called V-chip. This is an electronic device that would be built into TV sets and would react to a broadcast signal or tag, blocking reception of programs identified as too violent or otherwise objectionable.

Sen. Kent Conrad (D-N.D.), sponsor of the V-chip proposal, would require manufacturers to begin installing such chips in new TV sets and would order the broadcasting industry to "voluntarily" develop a system for rating their programs for excessive violence and other objectionable content. If the industry didn't comply within a year, then a government panel would be empowered to create the ratings, which broadcasters would be required to use in tagging their programs to work with the interactive chip.

The 1st Amendment hazard in Conrad's measure ought to be obvious. There can be no truly voluntary rating system under the sort of duress that this legislation implies. What's more, for the government to require broadcasters to label their programs as too violent or too salacious is intolerable interference with the right to free expression.

New television sets ought to come with blocking devices; Congress ought to require them if manufacturers do not voluntarily include them.

But decisions as to what to block ought to remain in the hands of parents, finding their guidance wherever they choose. There is no shortage of groups—religious, artistic, others—offering views on what is worthy children's TV fare. Let them provide the information and give power to the parents.●

HONORING FRANK GAYLORD

● Mr. ROCKEFELLER. Mr. President, I rise today to honor Frank Gaylord, the sculptor of the Korean War Veterans Memorial which will be formally dedicated and unveiled this Thursday, July 27. It will be located adjacent to the Lincoln Memorial and commemorate 5.7 million Americans who often feel forgotten. These men and women fought valiantly to defend Korea from Communist forces during the Korean War which lasted from 1950-1953.

This memorial will surely be Frank Gaylord's masterpiece and gain enormous acclaim. The acclaim, however, is not what Gaylord, a Clarksburg, WV native, seeks. He sculpted this memorial because he is truly a patriot. A World War II veteran himself, he knows about the joy, agony, and countless other emotions soldiers feel every day. I, like many of my colleagues, can only imagine what it would be like to be a soldier in a heated war. Gaylord knows these emotions, and coupled with his artistic talent, has used them to create

a moving memorial which will do much to make Korean War veterans more remembered and less forgotten.

The memorial has three parts. The first part consists of 19 soldiers which Gaylord sculpted, who represent the Army, Navy, Air Force, and Marines. Since the Korean war was the first time U.S. Armed Forces combat units were fully integrated, the statues are ethnically diverse and remind us of our own Nation's strengths. The second part of the memorial is an enormous granite mural which has the faces of over 2,400 support personnel etched into it. The third part is a pool of remembrance which pays homage to all of the soldiers who were killed, captured, or wounded. Also, along the side of the entrance to the memorial is a slab of smoothed granite which recognizes each of the 22 nations which fought Communist aggression in Korea more than 40 years ago.

In 1950, the United States sent troops to Korea to defend South Korea. Three years later, on July 27, 1953, they emerged victorious. The Korean war veterans who fought are rarely mentioned along side those from other wars, such as World War II and Viet Nam. Many who did not serve in Korea or have family who served there either do not know much about the war or do not remember it. However, thanks to the dedicated work, time, and talents of Frank Gaylord and other U.S. veterans, this memorial will generate a lasting image of the bravery and honor of Korean war veterans. No longer shall the courageous men and women of the Korean war feel forgotten. Their sacrifices are now officially recognized as this week we dedicate this incredibly impressive Korean War Veterans Memorial.●

DUAL EDUCATION TEACHES STUDENTS TO WORK

● Mr. SIMON. Mr. President, I was proud to be the chief Senate sponsor of the School-to-Work Opportunities Act, signed into law by President Clinton in April 1994. The act provides venture capital for the coordination, integration, merger, streamlining, and performance-based accountability of education and vocational programs. The Department of Labor estimates that 116,351 students, 41,772 employers, and 2,730 schools are involved in state and local school-to-work ventures.

Recently, I came across an insightful article by Hedrick Smith on why school to work is so important to the education of our young people and the economic competitiveness of our Nation. I ask that the article be printed in the RECORD.

The article follows:

[From the St. Louis Post Dispatch, July 14, 1995]

DUAL EDUCATION TEACHES STUDENTS TO WORK

(By Hedrick Smith)

With corporate profits and stock prices soaring, Wall Street has a lot to cheer about.

The World Economic Forum of Switzerland now rates the United States as the world's most competitive economy.

But the Forum mixed praise with the warning that America would lose its No. 1 status unless it develops better education for its high school students.

Thoughtful business leaders echo the concern about the high cost of America's educational shortfall. Lou Gerstner, chief executive of IBM, says corporate America spends \$30 billion a year on remedial education for new workers.

Gerstner says American businesses lose another \$30 billion each year, unable to upgrade their operations and products "because their employees can't learn the necessary skills."

"We can't squander \$60 billion and remain competitive," Gerstner declares.

America is justifiably proud of its college-level education and its college-prep track. But high economic performance also requires a world-class education for our average teenagers.

Seventy percent of the jobs in the American economy do not require a bachelor's degree, and 70 percent of America's young people do not complete four years of college.

They are the backbone of our future work force.

Industry and the service sector needs hundreds of thousands of paralegals, radiologists, engineering technicians, graphic illustrators, medical technicians and research workers, plus a more flexible, computer-literate generation for banking, insurance and other service industries.

But America lacks a nationwide educational strategy to meet the mushrooming needs of modern industry. The most innovative businesses, educators and communities have discovered that one solution lies in rethinking education and forging a close partnership between business and high schools.

Some innovators have found a model in Germany. Two-thirds of Germany's teenagers take "dual education," which combines classroom learning with half-time training on the job.

This is not mere vocational training in a school shop class with outmoded technology. German teenagers are trained right in the modern workplace—the factory, bank, hospital, newspaper, insurance company and electronics giant. Business involvement drives classroom educational standards higher.

In 400 career fields, German businesses and public schools deliver a world-class education: physics classes that help future auto workers understand electronics and computer-run automation; economics and finance classes that match the needs of modern banking; chemistry classes that prepare young printers to design and print complex illustrations on many surfaces.

Several American states and cities have adapted the German model.

In 1991, Wisconsin began a dual-education, apprenticeship-style program for high school students in its high-tech printing industry. So successful was the program that it moved into banking, insurance, health care, electronics, engineering, tourism, auto technology and manufacturing. From two communities in 1991, Wisconsin's youth apprenticeship program has spread to 200 businesses training 450 students from 85 high schools across the state.

Pennsylvania, Maine, Arkansas, Maryland and upstate New York have begun similar programs. In Boston, hospitals and the financial industry are working with inner-city high schools. In Tulsa, Okla., the lead has been taken by the Chamber of Commerce and the machine-tool industry.