

a markup on Wednesday, August 9, 1995, beginning at 9:30 a.m., in room 106 of the Dirksen Senate Office Building, on S. 487, a bill to amend the Indian Gaming Regulatory Act, and for other purposes.

Those wishing additional information should contact the Committee on Indian Affairs at 224-2251.

AUTHORITY FOR COMMITTEES TO MEET

COMMITTEE ON COMMERCE, SCIENCE, AND TRANSPORTATION

Mr. DOLE. Mr. President, I ask unanimous consent that the Committee on Commerce, Science, and Transportation be allowed to meet during the Wednesday, August 2, 1995, session of the Senate for the purpose of conducting a hearing on the future of the Federal Aviation Administration.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON ENERGY AND NATURAL RESOURCES

Mr. DOLE. Mr. President, I ask unanimous consent that the Committee on Energy and Natural Resources be granted permission to meet during the session of the Senate on Wednesday, August 2, 1995, for purposes of conducting a full committee hearing which is scheduled to begin at 9 a.m. The purpose of this hearing is to discuss leasing of the Arctic Oil Reserve located on the coastal plain of the Arctic National Wildlife Refuge for oil and gas exploration and production and the inclusion of the leasing revenues in the budget reconciliation.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON ENERGY AND NATURAL RESOURCES

Mr. DOLE. Mr. President, I ask unanimous consent that the Committee on Energy and Natural Resources be granted permission to meet during the session of the Senate on Wednesday, August 2, 1995, for purposes of conducting a full committee business meeting which is scheduled to begin at 9 a.m. The purpose of this meeting is to consider the nomination of John Garamendi to be Deputy Secretary of the Interior.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON ENVIRONMENT AND PUBLIC WORKS

Mr. DOLE. Mr. President, I ask unanimous consent that the full Committee on Environment and Public Works be granted permission to meet to conduct a business meeting to consider pending business Wednesday, August 2, at 10 a.m.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON GOVERNMENTAL AFFAIRS

Mr. DOLE. Mr. President, I ask unanimous consent on behalf of the Governmental Affairs Committee to meet on Wednesday, August 2, at 9 a.m. on the following nominations:

Jacob Joseph Lew, Deputy Director of OMB;

Jerome A. Stricker, Member, Federal Retirement Thrift Investment Board;

Sheryl R. Marshall, Member, Federal Retirement Thrift Investment Board;

William H. LeBlanc III, Commissioner, Postal Rate Commission; and

Beth Susan Slavet, Merit System Protection Board.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON INDIAN AFFAIRS

Mr. DOLE. Mr. President, I ask unanimous consent that the Committee on Indian Affairs be authorized to meet on Wednesday, August 2, 1995, beginning at 9:30 a.m., in 485 of the Russell Senate Office Building on the implementation of P.L. 103-176, the Indian Tribal Justice Act.

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON LABOR AND HUMAN RESOURCES

Mr. DOLE. Mr. President, I ask unanimous consent that the Committee on Labor and Human Resources be authorized to meet for an executive session, during the session of the Senate on Wednesday, August 2, 1995, at 9:30 a.m.

The PRESIDING OFFICER. Without objection, it is so ordered.

SELECT COMMITTEE ON INTELLIGENCE

Mr. DOLE. Mr. President, I ask unanimous consent that the Select Committee on Intelligence be authorized to meet during the session of the Senate on Wednesday, August 2, 1995, at 9:30 a.m. to hold an open hearing on Intelligence matters.

The PRESIDING OFFICER. Without objection, it is so ordered.

SELECT ON COMMITTEE ON INTELLIGENCE

Mr. DOLE. Mr. President, I ask unanimous consent that the Select Committee on Intelligence be authorized to meet during the session of the Senate on Wednesday, August 2, 1995, at 2 p.m. to hold a closed hearing on Intelligence matters.

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON ADMINISTRATIVE OVERSIGHT AND THE COURTS

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on Administrative Oversight and the Courts of the Committee on the Judiciary, be authorized to meet during the session of the Senate on Wednesday, August 2, 1995 at 9:30 a.m., to hold a hearing on "Reauthorization of the Administrative Conference on the United States Court."

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON CLEAN AIR, WETLANDS, PRIVATE PROPERTY AND NUCLEAR SAFETY

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on Clean Air, Wetlands, Private Property and Nuclear Safety be granted permission to conduct an oversight hearing Wednesday, August 2, at 2 p.m. on section 404 of the Clean Water Act.

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON CONSTITUTION, FEDERALISM AND PROPERTY RIGHTS

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on Constitution, Federalism, and Property Rights of the Committee on the Judiciary, be authorized to hold a business meeting during the session of the Senate on Wednesday, August 2, 1995, commencing at 2 p.m. to consider H.R. 660, the Older Americans Act.

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON INTERNATIONAL FINANCE AND MONETARY POLICY

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on International Finance and Monetary Policy be authorized to meet during the session of the Senate on Wednesday, August 2, 1995, to conduct a hearing on the Dual Use Export Control Program.

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON POST OFFICE AND CIVIL SERVICE

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on Post Office and Civil Service, Committee on Governmental Affairs, be authorized to meet during the session of the Senate on Wednesday, August 2, 1995, to receive the Annual Report of the Postmaster General of the United States.

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON SOCIAL SECURITY AND FAMILY POLICY

Mr. DOLE. Mr. President, I ask unanimous consent that the Subcommittee on Social Security and Family Policy of the Committee on Finance be permitted to meet Wednesday, August 2, 1995, beginning at 9:30 a.m. in room SD-215, to conduct a hearing on the privatization of the Social Security Old Age and Survivors Insurance program.

The PRESIDING OFFICER. Without objection, it is so ordered.

ADDITIONAL STATEMENTS

STAFFING OF DOD OVERSEAS SCHOOLS

● Mr. HOLLINGS. Mr. President I call the attention of my colleagues to an educational matter that requires continued attention. Americans serving in the armed services who are stationed overseas usually depend on Department of Defense Dependents Schools to educate their children. It has been a matter of concern that these overseas schools do not provide the same level of educational services as schools on military installations in the United States. I ask to have printed in the RECORD the executive summary of a recent study providing hard numbers substantiating this concern. I hope Senators will consider the findings of this study as we draw down forces in Europe and as we provide for an appropriate quality of life for members of our Armed Forces stationed overseas.

The Executive summary follows:

DoDDS—A STAFFING DILEMMA
EXECUTIVE SUMMARY

The process of staffing the Department of Defense Dependents Schools has reached a point where it needs to be reviewed.

The schools are staffed in the classical, enrollment-based manner which serves as a model for the larger school districts. Applying this method to DoDDS, while giving a favorable appearance on a system-wide basis, does not address the demographics of DoDDS with its many small and medium-sized schools located far apart and in isolated locations.

This briefing document describes and compares the configuration of the schools in the United States and in DoDDS-Europe. It shows how the sizes of the schools in the United States vary in enrollment patterns from those in DoDDS-E. A sampling of programs and services found in Section 6 schools is included. These schools are for military dependents located on military installations in the United States, and are supervised by the Department of Defense Education Activity (DoDEA), the same Activity which supervises DoDDS. The Section 6 schools provide a full range of educational programs.

DoDDS, because of its staffing model is enrollment-ratio-driven, will not be able to provide the same programs or services to the students attending its schools as those attending the Section 6 schools. This staffing model needs to be altered to accommodate the unique character of DoDDS. DoDDS must staff its schools in a manner guaranteed to maintain its current level of excellence.

This paper recommends that a staffing freeze be put in place, retaining the current staff, except for those locations where the schools are closing or enrollment is projected to drop sharply based upon next school year's enrollment data. The retention of this level of staffing is estimated to require 400 positions DoDDS-E wide. Since there will be a cut in staffing, this means that 400 fewer positions would be cut. At a work-year rate of \$60,000 each, this would amount to a dollar cost of \$24,000,000.

For the staffing in the coming years, DoDDS has stated that a Staffing Task Force has been established to develop new staffing criteria. Until this Task Force reports its findings and recommendations, all staffing actions should be frozen at present levels, then modified using the guidance developed by the Task Force. Assuming that this Task Force will develop a staffing model based upon program needs, this action is strongly recommended.

The educational services delivered by DoDDS are an integral part of the Quality of Life Program as well as of Force Readiness. It is essential that what needs to be done to maintain the current high standard be done.

Until the end of the current school year, SY 94-95, the Department of Defense Dependents Schools (DoDDS) has provided the educational services and programs of a premier school system.

DoDDS has the potential and resources to be a truly world-class school system—the standard bearer of the United States in the arena of global education. As evidenced by the DoDDS Strategic Plan promulgated by Dr. Lillian Gonzalez, Director of DoDDS, DoDDS has made a determined commitment

in this direction. However, will the current proposed staffing reductions allow DoDDS to reach this serious goal?

As part of its "rightsizing" goal, DoDDS-Europe is eliminating over 900 positions. Most of these positions will be at the school level. The core of DoDDS' staffing planning is its concept of the "super teacher," a concept based on the belief that the classroom teachers can absorb program cuts back into their basic classroom instruction. In other words, DoDDS is relying on the "super teacher" to cover or provide all the services and programs which have been eliminated by the cuts in staffing. DoDDS teachers are arguably a cut above their stateside counterparts, but to demand that they fulfill these expectations on a regular basis is unrealistic—the average teacher doesn't have the skills to: maintain a full-scale modern computerized media center (library); provide quality curricular offerings in physical education, music, and art; conduct all remedial assistance for students who would ordinarily be provided with special help through Reading Improvement Specialists (RIS) and Compensatory Education Specialists (Comp Ed); mainstream and assist students in need of English as a Second Language (ESL); be ready to apply first aid and administer medication or diagnostic assistance for students with health needs (school nurse); and, assess and administer help to students who qualify for learning impairment assistance (Special Education for the Learning Impaired, teachers—SPED) or for school-wide enrichment (SWEP, a.k.a. TAG—talented and gifted, teachers).

While most classroom teachers have some skill in these areas, they are not specialists in these areas—to assume or assert that they are simply will not create the skills. Saying it doesn't make it so—no matter how often it is said.

Next year DoDDS schools will have fewer specialists, a higher Pupil Teacher Ratio (PTR), and fewer options for students, if the cuts now proposed and currently being implemented are allowed to stand. This briefing paper will present statistics on the DoDDS Mediterranean (Med) district and DoDDS-Europe (DoDDS-E) as a whole. We have the necessary documentation on the schools in this district because the Overseas Federation of Teachers is the exclusive bargaining agent for the teachers in these schools. DoDDS Med District represents approximately 1/6 of the enrollment of the odds-E student enrollment. Our proposal, therefore, is based on projecting our data on a 1:6 ratio, so that we can reach a conclusion on what is needed for all of DoDDS-Europe.

We point out that even though the Med district is unique in geographic terms (most of the schools are located on islands and peninsulas), it can still be used a "bellwether" for the other schools and DoDDS-E Districts. As the drawdown in northern Europe continues the school distributions in England, the Benelux, and Germany are going to look more and more like those in the Med District in terms of size and isolation by geographic distance.

What programs do American schools commonly have now? To obtain pertinent information, we looked at a random sampling of three school systems servicing American military dependents in the United States—the Section 6 Schools—which are managed by the Department of Defense Education Activity (DoDEA). DoDEA is also the super-

visory activity of the DoDDS schools and is also directed by Dr. Lillian Gonzalez. These schools range in size from 262 students to 768 students. From a telephonic survey conducted on May 16-18, 1995, the information (enrollment data) gleaned is presented on Table 2, see Appendix no. 7.

In the Section 6 Schools surveyed, full services and programs are available to students in the elementary schools. Table 3, Appendix no. 8, shows the comparison of services available to students in schools of various sizes in DoDDS-E and to students in Section 6 Schools. Here it is quite evident that the majority (61.5% of the DoDDS-E elementary schools do not enjoy the same program benefits as the students attending the Section 6 Schools. This condition is unacceptable.

DoDDS has attempted to retain some services and/or programs that fall below its staffing criteria by staffing "half-teachers." Combining "halves" does not benefit any program—it simply assumes that one teacher will do two full jobs in half the time and does not recognize the implied reduction in quality that must result. In the Med District, six full-time librarian positions were cut to half-time positions; three full-time art positions were cut to half-time.

An example of this is the situation at Vicenza Elementary School. This school has an enrollment and projected enrollment of slightly under 50 students in grades 1-6. The total enrollment tops 500 with the inclusion of pre-school and kindergarten but those students are not included when applying the DoDDS staffing standards for most of the DoDDS specialists.

At Vicenza, the high school media specialist—highly trained in the new computer-run library / media center—is cut for next year to a half-teacher. The elementary art teacher—who runs an outstanding DoDDS art program, recognized this year by the Advisory Council on Dependents Education (ACDE)—is also cut for next year to a half teacher.

The principals of the high school and elementary school are pooling their work year slots to create a full teacher, who will have to spend half a day in the high school media center and half a day teaching elementary school art classes. Will services be equal to current levels? No. Without a doubt next year both programs will not have the same quality of education that is now provided.

The National Profile (Table 94), Appendix no. 3, shows for elementary schools in the United States that the majority or 53% are in the range of 400+ student enrollment; for the unit schools (K-12) in the United States, the majority or 58% are in the range of 200+ student enrollment; and for high schools in the United States the majority or 53.5% are in the range of 500+ student enrollment.

The current practice in the United States is to keep elementary schools to a medium size, but to consolidate them if they get too small. For high schools, the standard practice is to consolidate. Consolidation of secondary schools (high schools) allows for larger staff and more electives and advanced course options for students—a depth and breadth of offerings not available in smaller secondary schools.

The Section 6 Schools generally follow the same staffing pattern as that in the United States. See Appendix No. 7. Table of school enrollments for the sampled Section 6 Schools. See below:

TABLE 3. COMPARISON OF SERVICES/PROGRAMS AND ELEMENTARY SCHOOLS—SECTION 6 VS. DODDS-E

Full services provided	K-6—Camp Lejeune (aver. 398)	1-6—Dodds-E Schools (1-400)	K-6—Fort Bragg (aver. 496)	1-6—Dodds-E Schools (400-499)	K-6—Fort Campbell (aver. 720)	1-6—Dodds-E Schools (500-749)	1-6—Dodds-E Schools (over 750)
Pre-school MNCP	Yes	?	Yes	?	Yes	?	?
Kindergarten	Yes	.5/25 kids	Yes	.5/25 kids	Yes	.5/25 kids	.5/25 kids

TABLE 3. COMPARISON OF SERVICES/PROGRAMS AND ELEMENTARY SCHOOLS—SECTION 6 VS. DODDS-E—Continued

Full services provided	K-6—Camp Lejeune (aver. 398)	1-6—Dodds-E Schools (1-400)	K-6—Fort Bragg (aver. 496)	1-6—Dodds-E Schools (400-499)	K-6—Fort Campbell (aver. 720)	1-6—Dodds-E Schools (500-749)	1-6—Dodds-E Schools (over 750)
Art	Yes	No	Yes	No	Yes	No	Yes
Music	Yes	No	Yes	No	Yes	Yes	Yes
Physical Ed. (P.E.)	Yes	No	Yes	No	Yes	Yes	Yes
Guidance counselor	Yes	No	Yes	No	Yes	1/600 kids	Yes
Reading improvement specialist	Yes	No	Yes	No	No	Yes	Yes
Talented and gifted teacher	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English as a second language	No	1/40 kids (weighted)	Yes	1/40 kids (weighted)	Yes	1/40 kids (weighted)	1/40 kids (weighted)
Compensatory Ed. (Comp. Ed.)	Yes	1/70 kids in program	No	1/70 kids in program	No	1/70 kids in program	1/70 kids in program
Librarian	Yes	.5/126-348 in 1/349-999 kids	Yes	Yes	Yes	Yes	Yes
School nurse	Yes	.5/350-499 kids	Yes	.5/350-498 kids	Yes	Yes	Yes
Special education services (learned impaired, etc.)	Full range available	Authorized only in weighted numbers	Full range available	Authorized only in weighted numbers	Full range available	(¹)	(¹)

* Refer to Dodds-E MPWR Branch Staffing Standards, SY 95/96 for fuller explanations. Section 6 Schools surveyed: Camp Lejeune, NC; Fort Bragg, NC; Fort Campbell, KY. 61.5% of DODDS-E Schools have under 400 students enrolled. 11% of DODDS-E Schools have between 400-500 students enrolled. 17% of DODDS-E Schools have between 500-800 students enrolled. 10% of DODDS-E Schools have over 800 students enrolled.

¹ Authorized only in weighted numbers.

Overseas, in DoDDS schools, the opposite occurs. This is shown in Table 1. Type and Size of DoDDS-E Schools, found in Appendix No. 4, Tables 4, 5, and 6 in conjunction with Table 1, show that:

for DoDDS elementary schools, a majority or 61.5% are in the range of under 400 student enrollment; for DoDDS unit schools (K-12), the majority or 58% are in the range of under 200 student enrollment; and,

for DoDDS high schools, the majority or 81% are in the range of under 500 student enrollment.

In particular, it should be noted that there are NO DoDDS high schools with more than 700 students, while U.S.-wide, over half of all American high schools have MORE than 1000 students.

The explanation for this phenomenon is quite simple. The bulk of the DoDDS-E schools are spread too far apart to allow for the consolidation that occurs in the United States. For example, in Turkey if the DoDDS schools there could be consolidated, it would make staffing easier. The distances of hundreds of miles which separate these schools prevent this. This is the rule in DoDDS, not the exception.

In effect, stateside schools can be visualized as an inverse pyramid, with the largest schools being the consolidated high schools, the smallest ones being the neighborhood elementary schools. It is clear that the sizes of the elementary schools in the United States are generally considerably larger than those in DoDDS. In the overseas schools however, the pyramid is bottom-heavy, positioned in its normal fashion, with most of the enrollment in elementary schools and a paucity of students in the age groups for upper grades (grades 7-12).

Overseas schools are often located at distances of 200 to 300 miles away from each other with no way to consolidate, which results in decreasing student populations as students move up through the grades.

If these smaller schools are staffed based purely and strictly upon enrollment requirements set forth in the Staffing Documents found in Appendix no. 1, can they offer the programs that are available in the sampled Section 6 Schools? Just because students are required to go to schools with smaller enrollments, is it appropriate that they have fewer educational opportunities than their state-side peers?

Certainly not. Parents, driven by perception and reality, who are required to bring dependents overseas to schools in these isolated areas will not be satisfied: They will refuse to enroll their children in schools that are not offering at least the same programs that are offered in the United States—in fact, the programs would have to be better to be a real inducement; word will spread that DoDDS is not providing quality education; the Quality of Life available will be degraded; military recruitment will suffer; and, there will be a resistance to overseas assignments.●

GLADYS MANSON HAUG ARNTZEN TURNS 100 YEARS OLD IN AUGUST

● Mr. GORTON. Mr. President, a very valued constituent of mine, E.P. "Pete" Paup, executive vice president of the Manson Construction and Engineering Co. in Seattle, WA, has brought to my attention that his mother-in-law will reach the age of 100 years on August 13, 1995. Pete has kindly shared with me the life story of this remarkable woman.

Gladys Angelica Christine Manson was born in the small community of Dockton on Maury Island in the young State of Washington, August 13, 1895. Her parents, Minnie Carlson Manson and Peter Manson, were Swedish immigrants who had moved to Dockton from Tacoma in 1893.

Peter was employed by the local dry-docking company and became dockmaster in 1903. The year before, 1902, little Gladys held a lantern when her mother dug up a glass jar full of \$20 gold pieces from a crawl space beneath their house. Because of the bank failures during the panic of 1893, the Mansons didn't trust their money to banks, so they hid it. The gold from the mason jar was used to purchase a steam donkey engine for a floating pile driver. Today, Manson Construction and Engineering Co. is a major Pacific coast marine construction and dredging contractor.

In 1910, Gladys was a member of Dockton Grade School's first graduating class, whereupon she entered Burton High School. In 1912 she moved to Seattle with her family and graduated from Lincoln High School in 1914. After graduation, Gladys entered the University of Washington and graduated in 1918 with a degree in music.

Gladys later taught music in Brooklyn, Seattle, and Roslyn, WA and spent 3 years as a district music supervisor in Kent, WA.

In 1924 she married Andrew J. Haug and had three children, Irving, Peter, and Andrea. Andrew Haug died in 1965. Later Gladys married Edward J. Arntzen, a retired professor from Western Washington University in Bellingham, WA. Edward passed away in 1971.

Gladys is an active member of Grace Lutheran Church in Bellevue, WA and is a member of the Lincoln High School Alumni Association. She has also been

a member of both the Sons of Norway and the Swedish Club.

Gladys Manson Haug Arntzen will celebrate her 100th birthday at her daughter's home, on August 13, 1995. I invite the attention of all my colleagues to this tremendous story and great community contribution, and in doing so, I wish Gladys Manson Haug Arntzen the happiest of birthday celebrations on August 13.●

APPOINTING SAM FOWLER, CHIEF COUNSEL FOR THE MINORITY, COMMITTEE ON ENERGY AND NATURAL RESOURCES

● Mr. JOHNSTON. Mr. President, today I would like to formally announce that I have named Sam Fowler the chief counsel for the minority on the Committee on Energy and Natural Resources. For several years Sam has been our counsel for the toughest issues and the person we turn to make sense of the most difficult assignments. I would like to recognize his importance to use with the title of chief counsel.

Sam follows in the footsteps of Mike Harvey, who has for two decades defined the role of chief counsel on this committee. Sam is cut from that same high quality cloth as Mike. I know that the committee's tradition of excellence in service to its members will be carried forward with Sam.

Sam is a graduate of the University of New Hampshire and the George Washington University Law School. He has served with the Smithsonian Institution, the Council on Environmental Quality, in private practice and with Mo Udall in the House of Representatives. Sam joined our staff in 1991. He has been invaluable, absolutely invaluable.

Sam's portfolio includes nuclear facility licensing, parliamentary procedure, the budget process, uranium enrichment, Russian reactor safety, cleanup of Department of Energy nuclear weapons production sites, alternative fuels, automobile fuel efficiency, low-level nuclear waste disposal, health effects of electromagnetic fields, the National Environmental Policy Act, constitution law, nominations, Government organization, Senate and committee standing rules and ethics issues. In addition, Sam can