

up being a much more attractive (i.e., less costly) investment than having to retrain an American high school dropout or a poorly trained high school graduate.

Take Korea for example. In a global economy, what economists know as "the theory of factor price equalization" holds that an American worker will have to work for wages commensurate with a Korean's wages unless he works with more natural resources than a Korean (and no American can, since there is now a world market for raw material to which everyone has equal access); unless he has access to more capital than a Korean (and no American can since there is a global capital market where everyone borrows in New York, London and Tokyo); unless he has more skilled co-workers than a Korean (and no American can claim to since multinational companies can send needed knowledge and skills anywhere in the world); and unless he has access to better technology than a Korean (and few Americans have, since reverse engineering—tearing a product apart to learn how it is made—has become an international art form, highly refined in Korea). Adjusted for skills, Korean wages will rise and American wages will fall until they equal each other. At that point, factor price equalization will have occurred.

The implications for the future are simple. If America wants to generate a high standard of living for all of its citizens, skill and knowledge development are central. New brainpower industries have to be invented and captured. Organizing brainpower means not just building a research and development system that will put us on the leading edge of technology, but organizing a top-to-bottom work force that has the brainpower necessary to make us masters of the new production and distribution technologies that will allow us to be the world's low-cost producers.

To do this will require a very different American educational system. And building such a system is the new American challenge.

Progress has to start by ratcheting up the intensity of the American high school. The performance of the average American high school graduate simply lags far behind that found in the rest of the industrial world. Those Americans who complete a college course of study end up catching up (the rest of the industrial world doesn't work very hard in the first couple of years of university education), but three quarters of the American work force doesn't ever catch up.

The skill gap doesn't end there. Non-college-bound high school graduates elsewhere in the industrial world go on to some form of post-graduate skill training. Germany has its famous apprenticeship system; in France every business firm by law has to spend one percent of its sales revenue on training its work force; and with lifetime employment as a fact of life, Japanese companies invest heavily in the work force's skills since they know that it is impossible to hire skilled workers from the outside. In America, government-funded programs are very limited in nature, and, with high labor-force turnover rates, American companies quite rationally don't want to make skill investments in people who will leave and take their skills elsewhere. The net result is a compounded skill gap for those Americans who do not graduate from college. Closing this gap and giving the country a competitive edge should be America's number one educational priority.●

ARMENIAN GENOCIDE

● Mrs. BOXER. Mr. President, I rise today to commemorate the anniversary of a most tragic chapter in his-

tory—the genocide of the Armenian people. Eighty-one years ago today, the Ottoman Empire began the systematic elimination of the people of Armenia. It is of paramount importance that we recall this horrible time so that it will never be repeated.

On April 24, 1915, the Ottoman Empire began arresting hundreds of political, religious, and intellectual leaders throughout Anatolia. In the following 2 years, the Ottoman regime carried out a systematic, premeditated, centrally planned genocide, taking the lives of approximately 1.5 million people.

The Armenian genocide remains one of the most horrifying events in human history. Armenians perished from execution, starvation, disease, physical abuse, and exposure to a harsh environment. More than 500,000 people were forced from their homes, and within a few years, the entire Armenian population had been either killed or exiled.

On May 28, 1918, the Armenians were able to defeat a Turkish attack, with the help of volunteers from abroad. They gained freedom for a brief period, but in 1920 the Soviet Union joined the Ottoman Empire and subjugated the Armenians once again. It was not until 1991, after the breakup of the Soviet Union, that independence was restored and the Republic of Armenia was born.

I salute the Armenian people for their strength and courage. Yet even though they have gained independence, their struggle still continues. To this day, many people continue to refute the facts of the Armenian Genocide. We cannot let the suffering inflicted upon the Armenian people be forgotten or denied. Only through remembrance can we prevent ourselves from repeating the horrors of the past.

The Armenian tragedy is the world's tragedy, and we must work together to discourage prejudice, to end discrimination, and to prevent genocide at all costs. In a country where we so often take our liberty for granted, we must renew our commitment to preserving the freedom of others.●

CARLSBAD CAVERNS NATIONAL PARK

● Mr. BINGAMAN. Mr. President, in December 1994, Congress received the National Cave and Karst Research Institute study from the National Park Service. The report studied the feasibility of creating a National Cave and Karst Research Institute in the vicinity of Carlsbad Caverns National Park, NM, as directed by Public Law 101-578. Today, I am here to introduce a bill which follows the guidelines of that report and which will establish the National Cave and Karst Research Institute in Carlsbad, NM.

While other Nations have recognized the importance of cave resource management information and have sponsored cave and karst research, the United States has failed, until recently, to appreciate or work to understand cave and karst systems and their

importance. As we approach the 21st century, the protection and management of our water resources has been identified as one of the major issues facing the world. In America, the majority of the Nation's fresh water is ground water—of which 25 percent is located in cave and karst regions.

Recent studies have also indicated that caves contain valuable information related to global climate change, waste disposal, ground water supply and contamination, petroleum recovery, and biomedical investigations. Caves provide a unique understanding of the historic events of humankind. Further they are considered sacred and have religious significance for American Indians and other Native Americans.

According to the Federal Cave Resources Protection Act, karst is defined as a landform characterized by sinkholes, caves, dry valleys, fluted rocks, enclosed depressions, underground streamways and spring resurgences. As a whole, 20 percent of the United States is karst. In fact, east of central Oklahoma, 40 percent of the country is karst. Our National Park System manages 58 units with caves and karst features, yet academic programs on these systems are virtually nonexistent. Most research is conducted with little or no funding and the resulting data is scattered and often hard to locate. The few cave and karst organizations and programs which do exist, have substantially different missions, locations and funding sources and there is no centralized program to analyze data or determine future research needs.

In 1988 Congress directed the Secretaries of the Interior and Agriculture to provide an inventory of caves on Federal lands and to provide for the management and dissemination of information about the caves. That directive has served only to make Federal land management agencies more aware of the need for a cave research program and a repository for cave and karst resources. In 1990, Congress further directed the Secretary of the Interior, through the Director of the National Park Service, to establish and administer a Cave Research Program and prepare a proposal for Congress on the feasibility of a centralized National Cave and Karst Research Institute.

The National Cave and Karst Research Institute Study Report to Congress was released in December 1994 and not only supports establishing the Institute, but lists several serious threats to continued uninformed management practices.

Threats such as: alterations in the surface water flow patterns in karst regions, alterations in or pollution of water infiltration routes, inappropriately placed toxic waste repositories and poorly managed or designed sewage systems and landfills. The findings of the report conclude that it is only through a better understanding of cave