

aides and Clarey assumed the Pacific command in Hawaii.

It was a familiar duty station for Clarey, who had survived the attack on Pearl Harbor as executive officer on the submarine *Dolphin*. But now, in December 1970, he took charge of the entire Pacific Fleet, including its vessels off Vietnam and naval-air operations over North Vietnam.

The assignment put him in a sensitive position. American military strength in the war had peaked at nearly 550,000 in 1969; the country was racked by mass demonstrations and peace negotiations in Paris proceeded fitfully despite the raids on the North. And racial conflict aboard the Pacific Fleet led to a congressional inquiry.

Bernard Ambrose Clarey was born in Oskaloosa, Iowa, and graduated from the Naval Academy in 1934. He trained at Submarine School in New London, Conn., in the late 1930s.

After his baptism of fire at Pearl Harbor, he went on a war patrol in the Marshall Islands aboard the *Dolphin*. Rising in rank and command, he continued on patrol duty in various parts of the Pacific and was one of the early commanders in the highly damaging forays against Japanese shipping late in the war. He was awarded three Navy Crosses for valor.

He was back in combat in the Korean War as executive officer on the heavy cruiser *Helena*, earning a Bronze Star. Further duty tours took him to Washington, back to Pearl Harbor, and to Norfolk where he planned NATO training exercises and took part in high-level conferences.

Recalled to the Pentagon in 1967, he served as director of Navy Program Planning and Budgeting in the Office of Chief of Naval Operations until his appointment as vice chief the next year.

After his retirement from the Navy he worked as vice president of the Bank of Hawaii for Pacific Rim Operations.

Clarey is survived by his wife of 59 years, Jean Scott Clarey; two sons, Rear Adm. Stephen S. Clarey, retired, of Coronado, Calif., and Michael O. Clarey of Scarsdale, N.Y.; a brother, William A. of Peoria, Ill.; a sister, Janice Bracken of Paramus, N.J.; five grandchildren, and one great-granddaughter.

THE BOMBING OF THE UNITED STATES MILITARY BASE IN SAUDI ARABIA

Mr. ABRAHAM. Mr. President, I rise today to express my sincere condolences to the families and friends who lost their loved ones in the horrible terrorist act which took place at the Khobar Towers housing facility in Dhahran, Saudi Arabia. My prayers and thoughts are with the victims and with those who lost their loved ones or who had their loved ones injured by this terrorist attack. And, like every Member of this Senate, I am fully supportive of United States and Saudi cooperative efforts to ensure that those terrorists who committed this crime will be apprehended and prosecuted to the full extent of the law.

Our top priority today and always ought to be the protection and safety of all the citizens of our country wherever they may reside or are stationed. We are all very proud of the American servicemen and women who serve and represent our country all over the world. We must do everything we rightfully can to prevent future

tragedies of this sort and to see to it that the perpetrators of this terrible act are brought to justice.

When incidents like this occur, we in the United States become acutely aware of the highly sensitive position that we, as Americans, are often in at home and abroad. Whether it is a foreign or domestic terrorist, we must unfortunately take extra precautions and institute extra security measures to protect ourselves.

The administration has greatly emphasized how the Saudi Government has acted with urgency and professionalism in assisting with our response to this tragedy. I believe this highlights the deep and significant relationship the United States does have, and must continue to maintain with the Saudi Government, bilaterally, and in conjunction with our other gulf allies. Just as the United States has steadfastly refused to bow to terrorism, so to must we preserve and sustain this critical bilateral relationship in order to continue to fight against terrorism.

IN HONOR OF T.H. BELL, FORMER SECRETARY OF EDUCATION

Mr. BENNETT. Mr. President, today in Utah, memorial services will be held in Salt Lake City for Terrel Howard Bell, who passed away on Saturday. Since I cannot be there, I would like to make a few remarks to honor him. While he is best known inside the beltway as the Secretary of Education in the Reagan Administration, his time in Washington comprised only a small period of a lifetime of dedication to education.

The words, "A Nation at Risk" mark the legacy of T.H. Bell. Commissions come and commissions go in Washington. Most have long been forgotten. However, I believe most of us would recognize the blunt assessment of American education contained in the report by The National Commission on Excellence in Education, the creation of then Secretary T. H. Bell:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. . .

. . . [T]he educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. . . If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.

This warning got the attention of America and started the wheels of reform moving.

The life of T.H. Bell was marked by an interest and passion for education. He believed that anybody who got a good education could accomplish whatever they wanted. This belief drove him to spend his life working to ensuring a good education was provided in public

schools first in Idaho, Wyoming, Utah, and then the entire United States.

His belief in opportunity was not a mere philosophy based on a good idea he had read about, but was based on his own life experiences. He was born in Lava Hot Springs, Idaho in 1921. His father died in a mining accident when he was 8, and his mother, left penniless during the Depression, supported the family and they never did have much. Attending college, while his dream, was not a foregone conclusion given the financial challenges he experienced growing up.

In his own words, he shared his uncertainty about succeeding in college:

When my senior year in high school came along, my mother had succeeded in her long campaign to get me to make the impossible happen. I was going to leave Lava Hot Springs for college. Since we had no money at all, I was compelled to attend Albion State Normal School, a teachers training institution, but my love of my hometown school made it easy for me to accept that necessity. If I could make it, I was going to be a teacher. So I hoped as I labored, full of doubts and fearful of the possibility of failure. . .

Each term I attended seemed likely to be my last. My borrowed textbooks, threadbare clothing, skimpy meals, and constant apprehensiveness that I was not college material caused me—indeed drove me—to study with a dogged passion and urgency.

He attended Albion State Normal School, beginning in 1940. After serving in the Marines during World War II, he became a high school science teacher. At age 25, he became superintendent of schools in Rockland, ID. He also held that position in Afton, WY, and Ogden, UT. He then served as Utah's state schools chief from 1963 to 1970, and then moved on to Washington, DC, to work in education under President's Nixon and Ford as Deputy Commissioner and then Commissioner of Education in the Department of Health, Education, and Welfare.

He took office as President Ronald Reagan's Education Secretary in 1981, where the landmark report, "A Nation at Risk" was issued. His strong belief in State and local control of schools was often misunderstood, given his view that the Federal Government should provide some leadership role in education reform.

After leaving his post as education chief in 1985, he established a nonprofit consultant group focusing promoting academic excellence at middle schools, and co-authored "How to Shape Up Our Nation's Schools." T.H. Bell died in his sleep on Saturday. He was 74.

T.H. Bell worked to ensure the opportunity for a quality education was open to all, and with it, the hope of a better life, just as it had been opened to him. I would like to conclude my remarks, using his own words:

My life would have been a great void had it not been for that public school in Lava Hot Springs staffed by caring teachers who treasured their jobs. From them I learned that I could learn. I learned as well that the joy of understanding surpasses all else. . .

To look into a test tube, to marvel for the first time at a chemical reaction swirling