sponsor of Family Reading Night. Mrs. Garn is the kind of teacher who helps parents, teachers, and students to grow, and encourage young children to succeed.***HD***Middle School Teacher of the Year

Bonnie Little. Mrs. Little is a seventh grade teacher of language arts at Stuart M. Beville Middle School. At Beville, she is involved in many extra-curricular activities, including serving as the co-sponsor of the National Junior Honor Society (NJHS). Mrs. Little has expanded the mission of NJHS to encourage students to work in their community and help those less-fortunate. She is also a leader to the faculty at Beville and has developed the Beville Stars to recognize and reward the dedication of her fellow teachers on a monthly basis. She brings tremendous caring and dedication to her work, and inspires others to do the same.***HD***High School Teacher of the Year

Anne Rude. Mrs. Rude is a teacher at C.D. Hylton Senior High School. She has encouraged faculty and administrators to become computer-literate, training several staff members in operating an electronic grade book. Her work in this area has enabled the staff at Hylton to do a better job of tracking student progress. Additionally, she volunteers her time to assist foreign language students in programs for international travel. Mrs. Rude is an individual who is able to unlock each student's desire and motivation to learn.

Mr. Speaker, I know my colleagues will join me in congratulating these outstanding citizens for their tireless efforts to make Dale City, Virginia a better place to live. Through the untiring and selfless efforts of citizens like these, many others across the country are inspired to do likewise. Not only Dale City, but America is enriched by their accomplishments and dedication.

## PRIVATE RELIEF LEGISLATION FOR BORIS KORCZAK

### HON. JAMES A. TRAFICANT

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 28, 1998*

Mr. TRAFICANT. Mr. Speaker, today I am introducing private legislation to recognize and compensate Mr. Boris Korczak for the intelligence gathering services he so courageously rendered on behalf of the United States during the height of the Cold War. I introduce this legislation only after working, unsuccessfully over the past two years, to get the Central Intelligence Agency to provide just compensation to Mr. Korczak. Mr. Korczak, currently residing in Fairfax Virginia, has exhausted all of the legal remedies available to him.

Mr. Korczak is a native of Poland who escaped communist persecution in that country in 1964, resettling in Denmark. In 1973, while living in Copenhagen, Denmark, he was recruited by the Central Intelligence Agency to provide intelligence information to the CIA on Soviet intelligence operatives. Mr. Korczak owned and operated a electronics store, and in that capacity, he had come into contact with Soviet intelligence operatives interested in purchasing electronic equipment from the West.

From 1973 to 1980, Mr. Korczak provided a wealth of intelligence information to the CIA. During that time the CIA paid Mr. Korczak for the expenses he incurred. For more than seven years Mr. Korczak put his life on the line to gather intelligence for the U.S. The CIA has admitted to me and other Members of Congress that Mr. Korczak was in fact a CIA asset during the time in question, and that for seven years the CIA paid Mr. Korczak for expenses. Mr. Korczak claims that his CIA handlers promised him that, once his service to the CIA was completed, the CIA would resettle Mr. Korczak and his family in the United States, provide Mr. Korczak with an annual annuity, cover all of his health and education costs. These promises were detailed in a contract that Mr. Korczak signed in the presence of his CIA case officer. As noted earlier, the CIA admits to paying Mr. Korczak's expenses for seven years, but denies that it had any other arrangements or contract with Mr. Korczak.

In late 1979, Mr. Korczak's cover as a CIA asset was blown. After several life threatening incidents involving Soviet intelligence, Mr. Korczak fled to the U.S. in early 1980. Initially, Mr. Korczak received assistance from his former CIA case officer. However, after several months, the CIA made it clear to Mr. Korczak that it was not going to provide any additional compensation to him.

Mr. Korczak resettled his family in the U.S. and did his best to start a new life. He did make several attempts to contact the CIA and get the compensation that was promised to him by his case officers. All of these attempts were unsuccessful.

In 1981, while shopping at a supermarket in Vienna, Virginia, Mr. Korczak seriously injured when a small pellet was fired into his back. Mr. Korczak became seriously ill and was hospitalized. After several months Mr. Korczak's condition improved. Mr. Korczak never ascertained who shot him with the pellet.

Upon learning in 1996 of the federal government's intention to provide compensation to the survivors and family members of South Vietnamese commandos captured during the Vietnam War, Mr. Korczak retained counsel and attempted, once again, to get the compensation promised to him by the CIA. Later that year, after being rebuffed by the CIA, Mr. Korczak filed suit against the CIA.

Mr. Korczak's suit against the CIA was dismissed by the federal court after the federal government invoked the ''Totten Doctrine.'' This doctrine is based on the 1876 Supreme Court cast of Totten v. United States. The case involved the estate of an individual who performed secret services for President Lincoln during the Civil War. The court dismissed the plaintiff's postwar suit for breach of contract, stating, in part:

> The service stipulated by the contract was a secret service; the information sought was to be obtained clandestinely, and was to be communicated privately; the employment and the service were to be equally concealed. Both employer and agent must have understood that the lips of the other were to be forever sealed respecting the relation of either to the matter . . . It may be stated as a general principle, that public policy forbids the maintenance of any suit in a court of justice, the trial of which would inevitably lead to the disclosure of matters which the law itself regards as confidential, and respecting which it will not allow the confidence to be violated.

Essentially, the Totten Doctrine bars any individual who provided intelligence services to the United States from filing a breach of contract suit—no matter how legitimate the claim. Mr. Korczak fell victim to the Totten Doctrine when he filed his suit in 1996. A federal claims court, in response to the federal government's motion to dismiss Mr. Korczak's claim, granted the government's motion, citing Totten v. the United States. Subsequent to that ruling, a federal appeals court again dismissed Mr. Korczak's suit, also citing the Totten Doctrine. It is interesting to note that in dismissing his suit, the federal courts never once ruled or commented on the legitimacy of Mr. Korczak's claim. They simply agreed with the federal government's claim that the Totten Doctrine should be invoked.

I believe that Mr. Korczak should have his day in court. Because of the Totten Doctrine, that will not happen. I have introduced legislation, H.R. 691, to establish a sensible process under which cases like Mr. Korczak can be objectively adjudicated based on merit without compromising national security. However, the fate of that legislation is uncertain. Mr. Korczak has exhausted all of his legal remedies. His only recourse is passage of a private relief bill.

The CIA has admitted to me and other Members that he provided intelligence gathering services to the U.S. for more than seven years. Obviously, the CIA valued his services or they would not have covered his expenses. In his own small way, Mr. Korczak contributed to the United States historic victory in the Cold War. Whether or not Mr. Korczak had an officially sanctioned agreement with the CIA to provide him with additional compensation (above and beyond his expenses) is immaterial at this point. The fact is, Mr. Korczak served this nation bravely for seven years. He did so at great personal risk to himself and his family. He deserves the official thanks of this country and some modest compensation.

The legislation I am introducing today officially recognizes Mr. Korczak for his service to the U.S. and provides for a one-time payment of $225,000 to Mr. Korczak. This bill is long overdue and richly deserved. Given Mr. Korczak's unique legal situation, and the nature of the service he provided to this country, it is imperative that Congress act on this measure.

I urge all of my colleagues to support this legislation. It would send a powerful message to the world that the United States does not forget those who risk their life in the name of freedom and democracy.***HR***H.R.—

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

**SECTION 1. FINDINGS.**

Congress finds the following:

(1) Boris Korczak is a resident alien of the United States currently residing at 10392 Willa Mae Court, Fairfax, Virginia.

(2) From 1973 to 1980, while living in Copenhagen, Denmark, Boris Korczak collected intelligence information for the United States Government.

(3) Boris Korczak volunteered his services to the United States, and during the time that he gathered intelligence for the Central Intelligence Agency he was compensated only for his expenses.

(4) Boris Korczak provided valuable intelligence information and services to the United States.

(5) Boris Korczak provided such services at great personal risk to himself and his family.

(6) Boris Korczak should be compensated for his service to the United States and for the enormous personal risk he and his family incurred over an extended period of time.

**SEC. 2. PAYMENT.**

The Director of the Central Intelligence Agency shall pay out of funds available to the Director the sum of $225,000 to Mr. Boris Korczak of 10392 Willa Mae Court, Fairfax, Virginia.

**SEC. 3. LIMITATION.**

No amount exceeding 10 percent of the payment made under section 2 may be paid to or received by any attorney or agent for services rendered in connection with the payment. Any person who violates this section shall be guilty of an infraction and shall be subject to a fine in the amount provided under title 18, United States Code.

## A SALUTE TO ADMIRAL MARSHA EVANS

### HON. SAM FARR

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 28, 1998*

Mr. FARR. Mr. Speaker, I rise today to pay tribute to Rear Admiral Marsha J. Evans, a remarkable woman who served for the past two years as Superintendent of the Naval Postgraduate School in Monterey, California before her recent retirement from the U.S. Navy.

Admiral Evans has accumulated a long and distinguished military career. In addition to her position as Superintendent, Admiral Evans' leadership experience includes command of the Naval Station at Treasure Island, Commander of Navy Recruiting Command, interim director of the Marshall European Center for Security Studies, Executive Officer at Recruit Training Command, and Commanding Officer at the Naval Technical Training Center. She has also served at the Defense Intelligence Agency, the officer of the Chief of Naval Operations, and the office of the Commander in Chief of U.S. Naval Forces Europe. Her extensive government experience includes serving as executive secretary and special assistant for the Secretary of the Treasury under President Carter, and serving as Deputy Director of President Reagan's Commission on White House Fellowships.

Admiral Evans was not only a pioneer for women in the military, but a strong advocate for the needs and concerns of women serving in the defense of their country. In addition to being selected for promotion to the rank of Admiral, she was also the first female surface assignments officer in the Bureau of Naval Personnel, as well as the first woman to assume command of a naval station. She was also active in gender-related issues, having served as Executive Director of the Standing Committee on Military and Civilian Women in the Navy, chairing the Women Midshipmen Study Group in the 1980's, and serving on the 1987 Navy's Women's Study.

In September 1995, the Naval Postgraduate School was fortunate to have Admiral Evans appointed as Superintendent, and she did not disappoint. Under her leadership, the school further strengthened and developed its academic mission. It began exploring important new fields, such as how to prevent and contain the use of weapons of mass destruction, and expanded such programs as its successful international officer exchange programs at the Center for Civil-Military Relations.

Most recently, under Admiral Evans' direction the Naval Postgraduate School hosted a military-wide conference on Professional Military Education, which successfully brought together leading military and civilian educators and policy-makers from around the country to discuss how best to educate our soldiers to fight the conflicts of the future.

Admiral Evans is a remarkable leader and pioneer, and I am sorry to see her depart as Superintendent of the Naval Postgraduate School. The Navy is losing a fine officer and outstanding individual, and her presence will be greatly missed. I wish her the best in her new endeavors, and urge other young, aspiring women and men in the military to look to Admiral Evans' great service as a model for success and leadership.

## GOOD SCHOOLS

### HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 28, 1998*

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, December 10, 1997, into the CONGRESSIONAL RECORD:

WHAT MAKES A GOOD SCHOOL?

There are few more important questions facing a society than how to best educate its young people. Imparting knowledge from one generation to the next, conveying the historical, scientific, cultural, and moral ideals to those that follow, this process of teaching and educating is critical to the strength and stability of any civil society. It has been our schools that have largely shouldered this awesome responsibility. Good schools are building blocks for a good society.

What then makes a good school? Hoosiers have consistently made it clear that a quality educational system is a high priority. They understand how important schools are to their children and their communities. In meeting with constituents over the years, I have been impressed to see that many parents agree on some basic attributes of a good school.

*Good schools must have good teachers.* No other factor can make as much difference in the making of a good school as the influence of good teachers. The classroom is the front line of our educational mission and it is where ultimately we can gauge if children will or will not receive a quality education. Many parents agree that good schools begin in the classroom. Good teachers motivate, inspire, open new doors for students, and play a key role in the learning process. The quality of instruction goes a long way in determining the quality of an education. Good schools develop good teachers by strong efforts to raise the quality of teaching and respect for the profession of teaching. They can also help by providing opportunities for teachers to continue their education, and by providing teachers with small classes and the opportunity to plan.

A good school has a high level of parental and community involvement. Good teachers alone do not make a good school. The involvement of the family and community is also a necessary ingredient in any enriching educational program. In the many schools I have visited in the Ninth District, two attributes the best schools shared were the active role of parents in the educational process and the strong hands-on involvement of community leaders.

When learning is reinforced at home and when parents take an active interest in their child's education, then schools can truly flourish. Family and community support is important in bringing energy and new ideas to the school system. Local support helps to hold schools accountable for the quality education of their students.

The local school is the traditional focal point of many Hoosier communities. It is of course, the place where our children are educated, but it also is a place where we can gather as a community to watch basketball games and attend school plays and other student activities. The strong bond that American families have with their local schools goes a long way in determining the success of their public school systems and their communities as a whole.

A good school has adequate resources. Even though a good school is more than just bricks and mortar, these physical resources certainly help. The availability of adequate funding, current textbooks, and a building with plenty of space and no leaky roofs contributes to an effective learning environment. Nowadays, this emphasis on resources means access to computers, to the Internet, and general technological know-how. Children today must grow up with a mouse in their hand. In such a technological and information-driven economy, having these resources in the school can mean the difference between adequately preparing or not preparing tomorrow's competitive workforce. Good schools also must have the resources to provide challenging after-school activities that engage the interests of both students and staff and improve upon classroom learning.

A good school is a safe school. Parents often emphasize the importance of a safe and orderly environment in schools. Students must be comfortable and not feel threatened or feel they are in a hostile environment. There has been increased concern across the country about drugs and weapons in schools. Concern about gangs, fighting, and other disciplinary problems is common among most parents. Parents recognize that providing a safe and orderly environment is conducive to learning.

A good school sets high standards. Excellence in education will not be achieved without high standards. These standards should not be mandated from above, but rather self-imposed by state and local schools that expect the best from their programs. Rigorous standards challenge students to reach their potential. Such standards help in attaining high levels of scholastic achievement. If the school doesn't expect the best from its students, then the students won't expect the best from themselves. I agree with many parents who believe that the schools and students should be held accountable for doing their best.

We should have clear expectations that students learn the essential basics of math, science, English, and social studies. Learning these basic skills will help kids in school, in the future workplace, and in life. I also like schools which spend time promoting ethics and core values such as compassion, honesty, and respect for others.

Conclusion. Not a single one of these factors alone can determine if a school is ultimately good or not. All of these factors are interrelated. For example, good teachers without parental involvement, or good teachers in an unsafe school can lead to frustrating, and many times unsuccessful, results.

I share the high priority Hoosiers give to education. I support local leaders in their efforts to improve the quality of education. I believe that state and local governments