

Charles Frankel Prize, National Endowment for the Humanities (1993)
 Centennial Medal, Harvard Graduate School of Arts and Sciences (1994)
 Distinguished Service Award in Education, Inst. of International Education (1994)
 Quantrell Award for Excellence in Undergraduate Teaching, The University of Chicago (1996)
 M.Carey Thomas Award, Bryn Mawr College (1997)

Selected Honorary Degrees

L.L.D., Dartmouth College, 1978
 L.L.D., Yale University, 1978
 L.L.D., Brown University, 1979
 D.Litt. Hum., Oxford University, 1979
 L.H.D., Rikkyo University, 1979
 L.L.D., University of Notre Dame, 1980
 L.L.D., University of Southern California, 1980
 L.L.D., University of Michigan, 1981
 L.H.D., Duke University, 1982
 L.L.D., Princeton University, 1982
 L.H.D., Brandeis University, 1983
 L.L.D., Georgetown University, 1983
 D.Litt., Washington University, 1985
 L.H.D., City University of New York, 1985
 L.H.D., American College of Greece, 1986
 L.L.D., Columbia University, 1987
 L.H.D., New York University, 1988
 L.L.D., University of Toronto, 1991
 L.H.D., McGill University, 1993
 L.H.D., Indiana University, 1994
 L.L.D., Harvard University, 1995
 L.H.D., The University of Chicago, 1996

Selected Publications

"Renaissance Humanism: The Pursuit of Rhetoric," *Journal of the History of Ideas*, Vol. XXIV (1963), pp. 497-514.
 "Valla's *Encomium of St. Thomas Aquinas* and the Humanist Conception of Christian Antiquity," in *Essays in History and Literature*, ed. H. Bluhm, Chicago, 1965, pp. 37-52.
 "Machiavelli: The Art of Politics and the Paradox of Power," in *The Responsibility of Power*, ed. L. Krieger and F. Stern, New York, 1967, pp. 34-53.
 "Some Reflections on the Commonwealth of Learning," in *AAAS Science and Technology Yearbook 1992*, American Association for the Advancement of Science, Washington, D.C., 1993.
 "The Research University: Public Roles and Public Perceptions," in *Legacies of Woodrow Wilson*, ed. J. M. Morris, Washington, D.C., 1995, pp. 23-44.
 "The Leaning Tower of Academe," *Bulletin of the American Academy of Arts and Sciences*, Vol. XLIX (1996), pp. 34-54.
 "Aims of Education," in *The Aims of Education*, ed. J. W. Boyer, Chicago, 1997.
 "Prospect for the Humanities," in *The American University: National Treasure or Endangered Species?*, ed. R. G. Ehrenberg, Ithaca & London, 1997, pp. 115-127.
 "On the History of Giants," in *Universities and their Leadership*, ed. W. G. Bowen and H. T. Shapiro, Princeton, 1998, pp. 101-115.

WESLEY S. WILLIAMS, JR.

Wesley S. Williams, Jr., of Washington, D.C., has been associated with the law firm of Covington & Burling since 1970 and a partner since 1975. He was previously legal counsel to the Senate Committee on the District of Columbia, a teaching fellow at Columbia University Law School, and Special Counsel to the District of Columbia Council. He is currently active on many corporate and nonprofit boards and has participated in the Smithsonian Luncheon Group. He was appointed to the Board of Regents in April 1993, chairs its Investment Policy Committee, and serves on the Regents' Executive Committee,

Nominating Committee, Committee on Policy, Programs, and Planning, and ad hoc Committee on Business. He is also served on the Regents' Search Committee for a New Secretary, and he is a member of the Commission of the National Museum of American Art.

BARBER B. CONABLE, JR.

Barber Conable retired on August 31, 1991, from a five-year term as President of The World Bank Group, headquartered in Washington, D.C. The World Bank promotes economic growth and an equitable distribution of the benefits of that growth to improve the quality of life for people in developing countries.

Mr. Conable was a member of the House of Representatives from 1965-1985. In Congress, he served 18 years on the House Ways and Means Committee, the last eight years as its Ranking Minority Member. He served in various capacities for 14 years in the House Republican Leadership, including Chairman of the Republican Policy Committee and the Republican Research Committee. During his congressional service, he also was a member of the Joint Economic Committee and The House Budget and Ethics Committees.

Following Mr. Conable's retirement from Congress, he served on the Boards of four multinational corporations and the Board of the New York Stock Exchange. He also was active in foundation, museum, and nonprofit work, and was a Distinguished Professor at the University of Rochester.

Currently Mr. Conable serves on the Board of Directors of Corning, Inc., Pfizer, Inc., the American International Group, Inc., and the First Empire State Corporation. In addition, he is a Trustee of Cornell University and of the National Museum of the American Indian of the Smithsonian Institution. He has chaired the Museum's development committee since October, 1990 and is a member of its International Founders Council, the volunteer committee for the National Campaign to raise funds for construction of the Museum on the Mall.

Mr. Conable is a native of Warsaw, New York and graduated from Cornell University and Cornell Law School. He was a Marine in World War II and the Korean War.

Mr. and Mrs. Conable are parents of three daughters and a son. They reside in Alexandria, New York.

INTRODUCTION OF LEGISLATION TO RESTRICT FLIGHTS OVER CERTAIN AREAS OF HAWAII'S NATIONAL PARK SYSTEM

HON. PATSY T. MINK

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mrs. MINK of Hawaii. Mr. Speaker, I recently introduced legislation limiting adverse impacts of commercial air tour operations on National Park units in the State of Hawaii. I believe certain parks must be declared flight-free, spared from the intrusive noise, and maintained as calm refuges for the enjoyment of all Americans. My legislation does just that.

Special consideration must be given to the detrimental impacts on parks by commercial air tours, several of which have in the past demonstrated a lack of concern for the needs of park occupants and visitors, even to go so far as to jeopardize the safety of their passengers. These minimum altitudes and stand-

off distances are equally important to preserve natural habitat for endangered and threatened birds and other species that make their homes in the parks.

Even with the progress recently made between the air tour operators, the environmentalists and the federal government, I continue to receive complaints from hikers and visitors to Hawaii's parks, as well as residents living next to the parks. My bill is necessary to enforce noise controls on these operations.

Main provisions of my bill include prohibitions of flights over Kaloko Honokohau, Pu'u honua o Honaunau, Pu'u kohola Heiaia, and Kalaupapa National Historic Parks, as well as sections of Haleakala and Hawaii Volcanoes National Parks. A minimum 1,500 foot altitude restriction is enforced for all other parts of Haleakala and Hawaii Volcanoes National Parks.

Our National Parks are our environmental legacy to our children. Not only must they be allowed to enjoy the beauty of the National Parks, they must also be able to enjoy the serenity and peacefulness that accompanies these important sites. By establishing these flight-free zones, we can ensure that the whole experience of visiting a National Park is maintained.

I strongly urge my colleagues' support of my legislation.

WESTERN MICHIGAN UNIVERSITY AND THE TRIO PROGRAM

HON. FRED UPTON

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mr. UPTON. Mr. Speaker, I rise today to remind the House that Saturday, February 27, 1999 is National TRIO Day. That day has been set aside to focus the nation's attention on the needs of disadvantaged young people and adults aspiring to improve their lives through education. We recognize as a nation the importance of supporting our talented but needy citizens today if we are to benefit from their contributions tomorrow. I am sure the House shares my commitment to providing this support.

Title IV of the Higher Education Act of 1965 generated a series of programs to help low-income, first generation, disabled Americans enter college and graduate. Initially, there were just three programs—hence the TRIO title. Today there are five. These include the Educational Opportunity Centers Program, the Ronald E. McNair Post-Baccalaureate Achievement Program, the Student Support Program, the Talent Search Program, and the Upward Bound Program.

TRIO Programs help students overcome class, social, academic, and cultural barriers to higher education and provide a variety of services critical to academic success, such as advising, career exploration, mentoring, and tutoring.

TRIO Programs make a difference. For instance, students in the Upward Bound Program are four times more likely to earn an undergraduate degree than students from similar backgrounds who did not participate in TRIO. Participants in the TRIO Students Support Program are more than twice as likely to remain in college as students from similar backgrounds who did not participate in the program.