

During Wyatt's term as Chancellor, the Medical Center expanded most dramatically, now accounting for more than 70 percent of the University's income and expenses and employing almost half of the full-time faculty, more than half of the part-time faculty, and the majority of staff.

Since 1982, Vanderbilt has acquired or built one-third of the campus—more than four million square feet of mostly new construction. This does not include the one million additional square feet of renovations to existing facilities, and major projects on the drawing board.

Wyatt spent much of the early '90s working with trustees and staff in The Campaign for Vanderbilt, the most ambitious fund-raising effort in the institution's history. This latest campaign, which ended in 1995, raised \$560 million. Now, because of the work of Wyatt and others, Vanderbilt has an endowment of \$1.8 billion. Its operating budget has grown to \$1.3 billion. Sponsored research has more than quadrupled since 1981, from \$42 million to \$214 million, placing Vanderbilt 33rd among U.S. colleges and universities in federal research and development funding, according to the National Science Foundation.

One of Wyatt's most significant accomplishments as Chancellor has been the improvement in the quality of Vanderbilt's faculty. The criteria for faculty appointment, promotion and tenure have been strengthened twice during his administration, making it clear that excellence in scholarship, teaching and service are required for all members of the faculty. The number of endowed faculty chairs has increased from 39 in 1982 to more than 100 today, and faculty salaries have continuously increased as well.

On April 23, 1999, Wyatt announced that he would retire as Chancellor in July 2000.●

TRIBUTE TO INNOVATORS IN FIVE VERMONT HIGH SCHOOLS

● Mr. JEFFORDS. Mr. President, I rise today to pay tribute to educators in five Vermont high schools whose collaborative work in school improvement will help high school teachers and administrators across the country understand how to support high school reform. The high schools and their educators include: Montpelier High School—Owen Bradley, David Gibson, and Charlie Phillips; Otter Valley High School in Brandon—Nancy Cornell, Ellie Davine, and Bill Petrics; South Burlington High School—Tim Comoli, Sheila Mable, and Janet Bossange; Essex High School—Kevin Martell, Sue Pasco, and Brian Nelligan; and Mount Abraham High School in Bristol—Tom Tailer, John Vibber, David Royce and Mary Sullivan.

These people are outstanding educators who understand how to build partnerships between the community and school that enrich the experience of their students. All five of these high schools have Professional Development School partnerships with the University of Vermont, collaborating to prepare new teachers and support veteran teachers on behalf of school renewal. Each of them has learned to use local resources to bring high school students into meaningful contact with adults in the surrounding community, making learning a part of life. All five schools are discovering how to link local innovations with the national effort to help all high school students meet high

standards of performance. The Northeast and Islands Regional Educational Laboratory at Brown University (LAB), a program of The Education Alliance at Brown University, with the support of the U.S. Department of Education will publish and disseminate a description of their work and the results of the work in *The Dynamics of Change in High School Teaching: Instructional Innovation in Five Vermont Professional Development Schools*, which will be released this summer. (Clarke, et al, 2000)

The Montpelier Story, a publication excerpted from the book and available now through the LAB, is the story of the success of dedicated educators in collaboration with community partners and other resources in providing new, student-centered learning opportunities to the young people they serve.

At Montpelier High School, Owen Bradley, David Gibson, Charlie Phillips and the entire faculty have redesigned the curriculum to support Personal Learning Plans for each student in the school. Montpelier students use their Personal Learning Plans to select courses and to develop community-based learning projects that help them meet graduation requirements and carry them toward their individual goals in ways that fit their unique talents and aspirations. The work at Montpelier has already inspired schools across Vermont and spilled over the borders to Maine and beyond, where it serves as a model for redevelopment of curricula and advising to increase contact between students and adults.

Under the leadership of Nancy Cornell, Ellie Davine and Bill Petrics formed a team at Otter Valley High School with the purpose of designing a standards-based course for students in the school who needed to understand how geography and local decision making affect land use in Vermont. By giving each student a topographic map of 100 acres in the State and leading them through the process of land-use assessment and planning required by Vermont's environmental laws, they illustrated the application of knowledge and skills in local community development efforts.

Over a period of 15 years at South Burlington High School, Tim Comoli and Sheila Mable, both of the English Department, developed a state-of-the-art media lab that engages students in designing multi-media presentations of professional quality for public service organizations in their community. Development of the media lab provoked a complete revision of the district's technology education plan, creating a model technology program for the State.

At Essex High School, Kevin Martell, Sue Pasco and Brian Nelligan have worked for more than a decade to design and refine an integrated course in history and English that engages students in examining the evolution of human culture from 10,000 BC to the present. By fitting course assignment to the individual learning styles of the

students who fill their classrooms, they have been able to create a challenging course in which high school students teach each other, and learn to express their views in a wide variety of media.

Tom Tailer, John Vibber and a host of partners at Mount Abraham Union High School developed a physics unit on Newton's Laws that they expanded over a decade into a simulation of armed, global aggression. Having made "weapons" that launch tennis balls over great distances, Mt. Abraham's physics students play out the implications of an unequal distribution of global power on the school's athletic fields, then compare their struggle to current wars and conflicts around the globe. The "Physics War" is part of a complete redesign of Mt. Abraham's science curriculum that bases student learning on performance measured against common standards.

Each of these projects demonstrates that high school change occurs when individuals reach across the boundaries that separate them into departments and bureaucratic layers, forming partnerships that empower all participants to learn and grow through shared effort on behalf of a common goal: improved learning for young people.●

RECOGNITION OF NATIONAL ASSOCIATION OF RETIRED FEDERAL EMPLOYEES WEEK

● Mr. THOMPSON. Mr. President, Governor Don Sundquist of the State of Tennessee has proclaimed April 16-22, 2000, as "National Association of Retired Federal Employees Week" in order to focus attention on the many accomplishments of Tennessee's retired Federal employees. In recognition of the important public service performed by Federal retirees, I ask my colleagues to join Governor Sundquist and me in acknowledging the contributions retired Federal employees have made to this Nation and their continued dedication to our communities.

Beginning in 1882, a non-partisan civil service system was established granting Federal employees the protections of a merit system, eliminating the spoils system and basing Federal employment decisions on merit rather than political connection. It is in this spirit that Federal employees, over the course of almost 120 years, have served the public interest. Their professional lives have been dedicated to performing and carrying out the responsibilities of the Federal Government.

In an effort to improve the civil service, and in recognition of civil servants' efforts on behalf of the Federal Government, Congress enacted in 1920 the first comprehensive employer-sponsored retirement plan - the Civil Service Retirement System. This system has served the country well since then and its successor, the Federal Employee Retirement System, serves as a