

ing the day to be decided upon by the distinguished majority leader or his designee, at which time action on the unfinished business, S. 3970, a bill to establish a Council of Consumer Advisers in the Executive Office of the President, will be resumed by the Senate.

The pending question when the unfinished business, S. 3970, is resumed on Monday, will be on the adoption of amendment No. 1568 by the distinguished Senator from Alabama (Mr. ALLEN).

I am informed by the distinguished author of that amendment, Mr. ALLEN, that there will be a yea-and-nay vote on the amendment. Senators, therefore, are alerted to the fact that yea-and-nay votes, in all likelihood, will occur on Monday.

At least one amendment to the consumer advisers bill will be voted on on Monday, the amendment I have just referred to, by Mr. ALLEN, and other amendments to that bill may be called up requiring yea-and-nay votes thereon.

Conference reports, of which there are several yet to be called up before adjournment sine die, can be called up at any time, they being privileged matters and, of course, yea-and-nay votes can occur thereon.

#### ADJOURNMENT TO MONDAY, SEPTEMBER 25, 1972, AT 9 A.M.

Mr. ROBERT C. BYRD. Mr. President, if there be no further business to come before the Senate, I move, in accordance with the previous order, that the Senate stand in adjournment until 9 o'clock a.m. on Monday next.

The motion was agreed to; and at 3:35 p.m. the Senate adjourned until Monday, September 25, 1972, at 9 a.m.

#### NOMINATIONS

Executive nominations received by the Senate September 22, 1972:

##### DISTRICT OF COLUMBIA COUNCIL

The following-named persons to be members of the District of Columbia Council for the terms indicated:

For the remainder of the term expiring February 1, 1974:

Rockwood Hoar Foster, of the District of Columbia, vice Henry K. Willard, resigned.

Marjorie Parker, of the District of Columbia, vice Margaret A. Haywood, resigned.

For the term expiring February 1, 1975:

Jerry A. Moore, Jr., of the District of Columbia; (reappointment).

##### U.S. NAVY

Vice Adm. Frederic A. Bardshar, U.S. Navy, for appointment to the grade of vice admiral,

when retired, pursuant to the provisions of title 10, United States Code, section 5233.

##### U.S. ARMY

The following-named officer to be placed on the retired list in grade indicated under the provisions of title 10, United States Code, section 3962:

##### To be general

Gen. Ralph Edward Haines, Jr., xxx-xx-xxxx  
xxx-... Army of the United States (major general, U.S. Army).

##### U.S. NAVY

Vice Adm. Harold G. Bowen, Jr., U.S. Navy, for appointment to the grade of vice admiral, when retired, pursuant to the provisions of title 10, United States Code, Section 5233.

#### CONFIRMATIONS

Executive nominations confirmed by the Senate September 22, 1972:

##### U.S. ARMY

The following-named officer under the provisions of title 10, United States Code, section 3066, to be assigned to a position of importance and responsibility designated by the President under subsection (a) of section 3066, in grade as follows:

##### To be lieutenant general

Maj. Gen. John Russell Deane, Jr., xxx-xx-x...  
xxx-... U.S. Army.

The following-named officer under the provisions of title 10, United States Code, section 3066, to be assigned to a position of importance and responsibility designated by the President under subsection (a) of section 3066, in grade as follows:

##### To be lieutenant general

Maj. Gen. Donald Harry Cowles, xxx-xx-xxxx  
xxx-... U.S. Army.

The following-named officer under the provisions of title 10, United States Code, section 3066, to be assigned to a position of importance and responsibility designated by the President under subsection (a) of section 3066, in grade as follows:

##### To be lieutenant general

Maj. Gen. Elmer Hugo Almquist, Jr., xxx-...  
XXXX U.S. Army.

The following named officer to be placed on the retired list in grade indicated under the provisions of title 10, United States Code, section 3962:

##### To be lieutenant general

Lt. Gen. Stanley R. Larsen, xxx-xx-xxxx  
Army of the United States (major general, U.S. Army).

The following-named officer under the provisions of title 10, United States Code, section 3066, to be assigned to a position of importance and responsibility designated by the President under subsection (a) of section 3066, in grade as follows:

##### To be lieutenant general

Maj. Gen. Phillip Buford Davidson, Jr.,  
xxx-xx-xxxx U.S. Army.

##### U.S. NAVY

Vice Adm. Walter L. Curtis, Jr., U.S. Navy, for appointment to the grade of vice admiral, when retired, pursuant to the provisions of title 10, United States Code, Section 5233.

##### U.S. MARINE CORPS

The following-named officers of the Marine Corps for permanent appointment to the grade of major general:

Harry C. Olson	Ross T. Dwyer, Jr.
Ralph H. Spanjer	Joseph C. Fegan, Jr.
Fred E. Haynes, Jr.	Leslie E. Brown
Lawrence F. Snowden	

The following-named officers of the Marine Corps for permanent appointment to the grade of brigadier general:

William G. Joslyn	Paul G. Graham
Donald H. Brooks	William R. Quinn
Charles D. Mize	Harvey E. Spielman
Norman W. Gourley	Andrew W. O'Donnell

##### IN THE AIR FORCE

Air Force nominations beginning Frederick H. Barnes, to be lieutenant colonel, and ending Gene A. Allen, to be lieutenant colonel, which nominations were received by the Senate and appeared in the Congressional Record on September 5, 1972.

##### IN THE ARMY

Army nominations beginning Irma V. Bouton, to be lieutenant colonel, and ending Richard J. Williams, to be second lieutenant, which nominations were received by the Senate and appeared in the Congressional Record on September 6, 1972.

##### IN THE NAVY

Navy nominations beginning David H. Acton, to be ensign, and ending Philip M. Lightfoot, Jr., to be captain, which nominations were received by the Senate and appeared in the Congressional Record on September 5, 1972;

Navy nominations beginning David S. Ailes, to be captain, and ending Eugene M. Riddick, to be commander, which nominations were received by the Senate and appeared in the Congressional Record on September 6, 1972; and

Navy nominations beginning David D. Abelson, to be lieutenant, and ending William C. Jarrett, to be commander, which nominations were received by the Senate and appeared in the Congressional Record on September 6, 1972.

##### IN THE MARINE CORPS

Marine Corps nominations of John Caldwell, to be second lieutenant, and Clarence U. Gebzen, to be lieutenant colonel, which nominations were received by the Senate and appeared in the Congressional Record on August 15, 1972; and

Marine Corps nominations beginning Vincent A. Albers, Jr., to be colonel, and ending William A. Tate, to be colonel, which nominations were received by the Senate and appeared in the Congressional Record on September 6, 1972.

#### EXTENSIONS OF REMARKS

ADDRESS BY SENATOR PERCY—  
ISRAEL DINNER OF STATE IN  
NEW YORK

#### HON. JACOB K. JAVITS

OF NEW YORK

IN THE SENATE OF THE UNITED STATES  
Friday, September 22, 1972

Mr. JAVITS. Mr. President, my attention has been brought to the excellent address delivered by the distin-

guished Senator from Illinois (Mr. PERCY) on April 30 before the Israel Dinner of State in New York City. Because Senator PERCY's remarks are most pertinent, I ask unanimous consent that they be printed in the RECORD:

There being no objection, the address was ordered to be printed in the RECORD, as follows:

ADDRESS BY U.S. SENATOR CHARLES H. PERCY

I am honored to be on the same platform with your distinguished guests Mr. and Mrs. Joseph Mazer, Mr. and Mrs. Maxwell Rabb,

and General Haim Laskov (former Chief of Staff of the Israeli Army). I also thank him for his gracious introduction.

Just a few minutes ago in the audience, because of being in black tie, I suppose, I was mistaken at one table for the maitre d'. I was thanked very much for the dinner. I promised the table to convey their praise and mine to the dinner committee and all of you who helped organize this wonderful evening.

We are here this evening because each of us has tried to communicate one of the truly great stories in human history—the story of Israel. We have the job of continuing

to transmit that story, and I wish that everyone in this country could have heard General Laskov's brilliant analysis tonight of the situation in the Middle East. I would like to place his speech in the CONGRESSIONAL RECORD. If he could furnish a copy to me, we could, in that way, share it with my colleagues in the Senate. [Senator Percy placed General Laskov's speech in the RECORD on June 5, 1972].

The job of communicating is always difficult. I recall an anecdote about Biblical days, about an unfortunate Christian scheduled to be sacrificed to the lions. As the Christian neared the center of the arena, he fell to his knees to pray. Then a lion entered and charged to the center of the arena, and it, too, dropped on its knees to pray. The Christian looked in wonderment. His prayers had been answered. He said, "Ah! At last we've begun to communicate." The lion looked at him and said, "I don't know what you're doing, but I'm saying grace."

I think one thought has been communicated to the group of one hundred men who sit in the United States Senate. They understand the need to support Israel in its determined effort to remain free and sovereign. I think we owe great credit for this to the distinguished Senator from New York, one of my close friends and one of the most brilliant men to have graced the Senate, Jack Javits. He, together with Abe Ribicoff from Connecticut, has eloquently communicated the idea and a sense of purpose and dedication to those of us in the Senate.

You may recall that in the spring of 1970 a number of actions undertaken by the Soviet Union endangered the military balance in the Middle East. Not only did the Soviet Union substantially increase the number of its military personnel in Egypt, it also allowed Russian pilots to fly combat planes over the country. In a joint letter, 78 Senators urged Secretary Rogers to provide Israel with additional aircraft to counter the reckless Soviet escalation. We noted in the letter that the United States' decision to hold in abeyance the sale of additional jets to Israel had failed to encourage reciprocal restraint on the part of the Soviet Union. I believe such a strong indication of support for Israel helped the President in his subsequent decision to sell the additional aircraft to Israel. I also believe it was a decision the American people solidly supported.

Support for Israel in the government is built on a foundation of support in the private sector. Our honored guests tonight, the Joseph Mazer family and the Max Rabb family, have shown the power of combining the industrial and the educational might of this country with the industrial and educational power in Israel. I think their efforts as individuals, and individual families demonstrate how we can all work to bind the two countries together. I think their actions represent the essence of how we do things in this country. We do not always work through government. Government can reinforce and back up our private efforts. But first we have to decide what to do ourselves, we have to make the commitment ourselves.

This evening in tribute to Mr. and Mrs. Joseph Mazer and family, and to Mr. and Mrs. Max Rabb and family, I would like to pledge on behalf of the Percy family to purchase an additional \$10,000 in State of Israel Bonds. I make this commitment through the Chicago chapter, because if I made the investment here in New York, David Zysman (Executive Director, Greater Chicago Committee, State of Israel Bonds) would not let me come back home. Nonetheless, my own family makes this pledge as a tribute to the Mazers and the Rabbs in honor of what they have accomplished in support of Israel.

Israel stands today because so many Americans like yourselves are committed to its freedom. All our contributions are expressions of that commitment. This absolutely unyielding insistence and the determination of the American people have ensured the

United States' help in providing the necessary weapons for Israel's defense.

Now Israel faces another challenge in making a home for thousands of Jewish immigrants from the Soviet Union and other communist nations. As the invitation for this evening's dinner points out, this immigration begins a new and dramatic chapter in Israel's history. I believe we in America have a great opportunity to help make this new chapter a joyous one. In 1966 I talked with Russian officials in Moscow about this problem. In the past six years I have continued those talks with the Soviet Ambassador to the United States, Mr. Dobrynin. In 1970 I also talked with President Ceausescu of Romania about this problem. Though these and other contacts have not brought a completely satisfactory response from the communists some progress has been made. We must, however, keep up the pressure.

We can well ask the question, why should this be done, why should we continue to help Israel? I have no confusion at all about my primary responsibility which is to the security and well-being of the United States of America. Our actions must always be governed by what is best for our country. But this great land of ours is not an island. Its fortunes depend not on itself alone, or on its own resources, but rather on the state of the world and on the welfare of responsible nations in the world.

There is an interdependence among free nations, and I maintain it is in our national interest to assist free men when they are threatened by external forces. No nation has been subject to a greater threat than Israel. Israel's neighbors have threatened to drive the Israeli people into the sea. In response Israel has never asked for a single soldier from any other country. Israel has not asked for charity. It has asked only for the right to purchase weapons for its own defense.

I support Israel's aspirations for peace and security not only because it is in our national interest to do so, nor because Israel is a democracy, nor because Israel is a western outpost in a hostile region, nor even because Israel blocks Soviet dominance in the Middle East. All of these are important reasons to support Israel, but to me they are not the most compelling. The most compelling reason to support Israel is that it is the right thing to do; it is the moral thing to do. In this case, it is clear what is right and what is wrong. There is no question who is right and who is wrong when a group of hostile nations threaten to drive the people of a free nation into the sea.

Over a period of two decades, I've done what I could to serve the free people of Israel. I can recall my outrage when as the Chairman of the Board and Chief Executive Officer of Bell and Howell, I was officially notified that the company would be boycotted in all Arab states if we continued to ship products to the government of Israel.

I called the Egyptian ambassador to my office. I told him right to his face that we couldn't care less about how much business his government or any other government did with us if they interfered with the free movement of goods through the world. That was a moral issue. I think you could have put the amount of business we did with Israel in the palm of our hand compared with what we were doing with the Arab states. But we simply refused to accept the Arab terms. In fact, we increased our trade with Israel in every way we could and encouraged the construction of plants there.

We have also been able to do what I consider good business for this country by liberalizing the export-import bank policy on credits for Israel—a country which has never defaulted on a penny of debt anywhere. And in the Senate I have approved every request for arms made by the state of Israel because I have felt that every single request has been necessary for its defense.

The Israeli people have never demanded nearly as much from another nation as they

have of themselves. I remember an experience I had on one trip to Israel when I met a young girl on the side of the road who was in the army. My brother-in-law and I were driving with two other men to Jerusalem. We had a five passenger car, and we saw a group of hitch-hikers at the intersection. There were four or five men and one girl, all in uniform. We stopped the car and said, "Gentlemen, we don't want to discriminate against males, but it's obvious we only have one seat, and we would find it far more pleasant traveling with the young lady than the rest of you fellows." They understood.

I talked to this young girl, who was 19, and I asked her what it was like to be in the army. She said to me, "I love being in the army." I asked why. "Well," she said, "first of all, my parents are very orthodox and very strict, and I find more freedom in the army. But secondly, there are seventy million of them, and two and one-half million of us, and I feel proud to serve my country in any way I can." That young girl was my guest the night of our Israel Bond dinner last year in Chicago and it was a great thrill to introduce her to a Chicago audience because I have received a great deal of inspiration from her and I have told that story to my family and every friend who would listen to me.

As far as a report on what's happening, as you know, Foreign Minister Abba Eban said two weeks ago in Washington that "We in Israel have lost our first place in the hierarchy of international tensions." But no one could be happier about this fall from stardom than Abba Eban. We can all hope that the reduction in tension will lead to negotiations.

I personally urged President Nixon and Dr. Kissinger to place the problems of the Middle East high on the agenda of discussion at the Soviet summit. We must do what we can to make certain that the ceasefire, now in its 23rd month, continues. We must also do what we can to promote sensible negotiations that will bring an end to this tension.

Unlike Southeast Asia, where we poured 145 billion dollars, 55 thousand American lives, and 300 thousand casualties, the tension in the Middle East seriously endangers world peace. We all have a stake in finding the road to a lasting peace in the Middle East.

As far as the United States is concerned, some of us who have met regularly with Secretary Rogers feel very strongly about what we can and what we cannot do. I do not think it's possible for any outside power, no matter how friendly or how sincere it is in its desires, to impose terms on Israel. I believe that only the parties involved in the conflict can be the partners in such a peace. As far as the United States is concerned, I adhere to my position that Israel should not be pressured to make specific concessions she feels might endanger her future security. Israel must decide for herself what concessions she can afford to make and what she requires in return. Our role should be to do everything we can to remove impediments to serious negotiations, and I believe this Administration has been making strenuous efforts toward this end.

The remaining problem that we must deal with involves the plight of the Soviet Jews who want to immigrate to Israel. In the past few years the rate of immigration has risen unbelievably fast. If the present 1972 rate remains the same for the rest of this year, a total of 24,000 Soviet Jews will arrive in Israel by next January. That is eight times the number of Soviet Jews who were allowed to immigrate to Israel in 1969. Before 1969, immigration into Israel from the Soviet Union was virtually zero.

Israel is eager to accept these tens of thousands of refugees. Further, Israel is not saying we just need skilled workers, we just need doctors, we just need other technical people. Instead, Israel encourages any and all of those who wish to share in its freedom to come. It accepts the old, the sick, and the unskilled. In my mind that is further



proof of the human decency and compassion which motivates the remarkable people of Israel. Even under siege, they open their arms to share what they have with others.

Now we must match that sense of decency by contributing what we can to help Israel bear the burden of immigration.

Israel's bond investments play a vital role. They are an important part of the economic life line between the United States and Israel. They help maintain a stable and growing economy which is needed to provide the homes, jobs, education and other services necessary to sustain the Israeli citizens. But I think government also has a role to play. I intend to support fully the 85 million dollars of American assistance to help Israel resettle these new immigrants.

I intend to fight for those funds on the Senate floor. I will do so because on my last visit, a year ago, I spent some time with the officials who administer the program for the people entering Israel. If those who enter have no clothes, they are clothed. If they have no capital resources, they are given help to get started. If they have no skills, they are given the opportunity to develop skills. This is an expensive process, but it is an investment in the dignity and promise of human beings. No human beings on earth have risen to the challenge more rapidly than the immigrants who have come to Israel. Rapidly and swiftly they have moved into the main stream of the economy and social life of Israel.

The message must go forth clearly to the world. Soviet Jews in the Soviet Union must be allowed to immigrate. The process has begun and we must do all we can to encourage it.

Those who remain in the Soviet Union must be given the full rights of citizenship. They must be allowed to practice their religion and to maintain their traditions. And those Soviet Jews imprisoned because they tried to practice their religion must be set free. I suggest to the Soviet officials themselves that they could find no greater symbol of decency and compassion than to allow Soviet Jews to practice their religion and maintain their traditions without harassment.

I would like to conclude with a prayer that I believe can be applied universally to all oppressed people in the world who seek freedom. It is a Talmudic prayer, older than the Christian era itself:

"Grant us peace, Thy most precious gift, O Thou eternal source of peace, and enable Israel to be its messenger unto the people of the earth. Bless our country that it may ever be a stronghold of peace, and its advocate in the council of nations. May contentment reign within its borders, health and happiness within its homes. Strengthen the bonds of friendship and fellowship among the inhabitants of all lands. Plant virtue in every soul and may the love of Thy name hallow every home and every heart. Praised be Thou, O Lord, Giver of Peace."

This beautiful prayer sums up our hopes, for America, for Israel and for the whole world. It should stand as our ideal. It should inspire our efforts. It should be the goal of life.

Shalom!

#### THE CONSTITUTION THREATENED BY FEDERAL JUDGES

**HON. JOHN R. RARICK**

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. RARICK. Mr. Speaker, the recent Federal court decision in Illinois ordering the State Electoral Board to place

the name of Communist Party candidates on the November ballot is clearly indicative of the ridiculous extent to which unelected Federal judges will circumvent commonsense in the law to invent constitutional crises.

Reportedly, the Federal court in a 2 to 1 decision held the State election code requirement that prospective candidates swear to a loyalty oath was unconstitutional. Obviously, a Communist Party political candidate must be a Communist Party member and cannot honestly swear to uphold and defend the Constitution and laws of the country to which he is sworn to destroy.

The Constitution of the United States requires that every elected as well as appointed official must take an oath to support and defend the Constitution, laws of the United States, and the laws of a State if a local official. How then can a political candidate if he is elected ever take office if he refuses to swear or affirm by this oath?

The mere fact that it is highly improbable that any Communist will ever be elected to a position in the United States does not avoid the precedent that these shortsighted Federal judges have created in their ruling that prospective political candidates cannot be required to take a loyalty oath.

The judges' ruling is as big a sham to the voters as is the Communist doctrine that it's comrades can only bind themselves to the materialistic goals and directives of the Communist international.

I include a newsclipping at this point:

[From the Washington Post, Sept. 22, 1972]

A panel of three federal judges ordered the Illinois State Electoral Board to place the names of Communist Party candidates on the November election ballot, but denied ballot spaces to the Socialist Party.

Judge Walter J. Cummings of the 7th U.S. Circuit Court of Appeals and Judge Abraham L. Marovitz of U.S. District Court held the Illinois election code requirement that prospective candidates swear to a loyalty oath was unconstitutional. A third judge dissented.

The judges ruled against granting ballot spaces to the Socialist Party because its candidate for President, Linda Jenness, 31, was under the age of 35 as required by the U.S. Constitution to hold the office of President.

#### NATIONAL HUNTING AND FISHING DAY

**HON. WM. JENNINGS BRYAN DORN**

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. DORN. Mr. Speaker, it was a special pleasure to sponsor and support the legislation which officially designated this Saturday, September 23, as National Hunting and Fishing Day. Congress established this day to recognize the health and recreational aspects of hunting and fishing, and to call attention to hunting and boating safety. This National Hunting and Fishing Day 1972 also calls on us to give special attention to the proper stewardship of all our wildlife and natural resources.

No group in America is more inter-

ested in conservation and in clean water than the hunter and the fisher. As a farmer, and as a hunter, I have personally spent much of my life setting out the trees, the grass and the ponds which are so vital for wildlife preservation and environmental improvement.

Hunting and fishing provide splendid recreation, a therapy from the tensions of everyday life. Millions of hunters own firearms, which they treat with the greatest care. These are good citizens who believe in America and believe in the constitutional right to own firearms for recreation and self-protection. Yes, you hear much concerning new firearms laws. But hunters and fishers know that Federal firearm regulation and confiscation would be the first step to dictatorship. Terrorists and hoodlums, gangsters and drug traffickers will never obey any gun laws. You would have gun bootlegging and black-marketeering on a scale never before seen. The average law-abiding citizen would be placed at a disadvantage.

As we observe Hunting and Fishing Day 1972, we in the Congress must take care not to rush into enacting legislation that would penalize millions of law-abiding firearms owners without really getting at the criminal element.

Ownership of firearms by law-abiding citizens is a deterrent to crime. The way to reduce crime committed with guns is through strict law enforcement and the passing of laws that will require severe criminal sentences when a gun is used to commit a crime.

#### REVITALIZED RAILROADS

**HON. J. J. PICKLE**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. PICKLE. Mr. Speaker, as one of the cosponsors of the Surface Transportation Act of 1971, I think that the Congress should be aware of the bill's importance. It is not only the large, teeming urban giants that depend on railroads, but also the farmer, the rural town, and medium-sized cities, which are the link between the farm and million-plus cities.

The Surface Transportation Act of 1971 has become the Surface Transportation Act of 1972. The 92d Congress is coming to a close. The Senate has passed a bill aiding our transportation system. I do hope that some action can be taken by the House before we adjourn. This legislation is vital.

Mr. Speaker, to demonstrate that concern for the Nation's transportation system is widespread, I place in the RECORD an editorial from the Lubbock, Tex., newspaper, the *Avalanche-Journal*:

REVITALIZED RAILROADS DEPEND UPON  
CONGRESS

It should be obvious to any unbiased observer that the Surface Transportation Act of 1971, now being considered by Congress, can open the way for revival of an industry which has been driven to the brink of chaos, by inflation, over-regulation, discriminatory taxation and other problems beyond control

of business-managed, tax-paying private enterprise.

Regulated water carriers, truck lines and railroads have joined unanimously in supporting remedial action provided in the Transportation Act. It's not just self-interest. An indication of the overriding concern for the public interest which brought the competing carriers together can be seen in a summary presented to reporters at a press briefing about the proposed legislation.

It states: "The most productive farm—or mine—or factory—would be spinning its wheels without adequate transportation to move materials and goods to the places where they are needed. And without efficient transportation—a total system capable of doing all parts of the total job at the lowest possible cost—the price of everything we use, wear or eat would be affected."

"About 20 cents of every dollar spent in this country goes for transportation. And if we're talking about freight transportation, it's 10 cents of every dollar."

The economy of Texas literally is totally dependent on the ability of these carriers to operate efficiently and profitably. There simply is no way in which all the agricultural products and manufactured goods produced in the State could be consumed in Texas.

Without an adequate transportation system, Lubbock would be on its way back to a prairie village. Manufacturing and agricultural centers here are located a long distance from the principal markets they serve.

This is good legislation. It speeds up the regulatory processes so freight movers are more quickly able to respond to new opportunity and changing economic conditions. It provides a limited amount of Government financial assistance through loans, to be repaid fully, with interest, so the carriers can obtain funds to implement new technology which is already available.

The bill should be passed this year.

#### McKEESPORT: TUBE CITY

### HON. JOSEPH M. GAYDOS

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. GAYDOS. Mr. Speaker, a full century of production of pipe used around the world is being celebrated this month by a facility of United States Steel Corp. which gave the city of McKeesport, Pa., the nickname of the "Tube City."

This facility is the National Division of the National-Duquesne Works of United States Steel Corp. Built in 1872, it has supplied the best in pipe for oil wells, pipelines, buildings, and even construction machinery for 100 years. Today, it represents a combination of modern equipment operated with traditional pride in workmanship and high quality.

It was on September 13, 1872, that the first furnace was put into operation at this plant and the occasion was marked by a 100th anniversary banquet last week at the Youghiogheny Country Club near McKeesport. More than 250 persons attended the dinner, including many civic leaders and steelworkers, as well as corporation representatives.

The production of pipemaking in McKeesport began just 2 years after John H. and Harvey K. Flagler, makers of iron boiler tubes in Massachusetts, decided to locate along the banks of the

Monongahela River in 1870. They purchased a partially rebuilt plant formerly used to make rope and the "National Tube Works" came into being. In 1891, the "Tube Works" was consolidated with four other iron and steel plants and became the "National Tube Works Co." In 1899, a further consolidation with 13 other major tube and pipe producers occurred and finally, on March 1, 1901, National Tube became part of the United States Steel Corp.

Today, the products of the National plant can be found practically anywhere in the world. National is represented in the famous "Big Inch" and "Little Inch" pipelines of World War II. It is part of the world's deepest oil well—30,050 feet—part of pipelines and wells in Alaska and the deserts of the Middle East, and it can be found beneath the waters of the Gulf of Mexico and in the North Sea.

National has pioneered the production of sizes, end finishes and grades of casing which have become standards for the world to follow. It has been a leader in the implementation of environmental improvement devices. The first wet scrubber for removing dust from sinter plants was developed there. This method was ahead of its time, according to officials, and may prove to be the ultimate in this application for cleaning air. A problem involving removing oil and mill scale was solved at National by installing a huge water treatment device on the banks of the river to intercept all waste water from the plant. The system, officials say, now is recognized by the State as meeting all of the latest requirements for the Mon River and puts National in the lead in water purification of this type.

John P. Ely, general superintendent of National-Duquesne Works, noted that while the products of National have achieved an international reputation, the key ingredient for the plant's success has been its employees.

At the present time there are 2,009 living pensioners from the National plant. The aggregate total of their service amounts to 68,869 years, or an average of 34 years per man. However, 84 of those men have individual service records of 50 years or more.

Mr. Ely said in paying tribute to the men of National—

Our employees have been instrumental in developing new processes, techniques and products for the pipeline and well drilling industry. Without the dedication of the people who man the equipment, National would never have been able to enjoy this centennial celebration.

In line with the recognition of National's past success of the past century, Mr. Edgar B. Speer, president of United States Steel Corp., used the occasion of the plant's 100th anniversary to announce a multimillion-dollar expansion program which will enable National to continue to be a leader in the world's pipe industry.

Mr. Speer revealed that a pending energy crisis facing the United States has made it necessary for wells to be drilled deeper and deeper into the earth to tap new sources of fuels. This must

be done, the corporation executive emphasized, if the supply of fuels is to meet the ever-increasing demand for energy in America. Consequently, National plant, which introduced deep well casings capable of withstanding pressure at depths of 30,000 feet—or nearly 6 miles—will be concentrating its efforts to expand and improve the capabilities of this line.

Mr. Speaker, the men of National plant and of the "Tube City," McKeesport, Pa., have played a vital role in the industrial life of our Nation for more than half of its nearly 200-year history. It is with great pride, therefore, that I join in the tribute to these pipemakers of Pennsylvania. I congratulate them, Mr. Speer, Mr. Ely and the others for an outstanding record of past accomplishments, and I wish them the best of success for the second century of operations at the National plant, National-Duquesne Works, United States Steel Corp., in McKeesport, Pa.

#### DISTRICT OF COLUMBIA TEACHERS' STRIKE—A STUDY IN ENVIRONMENT

### HON. JOHN R. RARICK

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Mr. RARICK. Mr. Speaker, the much publicized District of Columbia's teachers' strike has served one useful purpose. Many TV viewers in the Washington, D.C., Maryland, and Virginia area have been entertained by views of what are educators in our Nation's Capital and their antics and some of their vocabulary used in interviews.

I dare suggest that public opinion in this area has now been solidified as to the cause of the educational crisis among the children of the District of Columbia; for example, why the average District of Columbia high school graduate has a comparable educational ability to a ninth grade student nationwide. Or, to put it otherwise, people may understand why the average 18- or 19-year-old high school graduate in the District school system compares favorably with the educational training or ability of the average 15-year-old in the rest of our country.

If those interviewed who portray themselves as District of Columbia teachers and spokesmen for the salary increase are the educational leaders or are even typical stereotypes of teachers in the District, then little wonder that the children are not being educated. In fact, they probably do not even know they live in America. In fact, many taxpayers, rather than having been made sympathetic for a raise, will be forced to conclude that many of the District of Columbia teachers are either overpaid or are unqualified to teach at all.

The average American who is aghast at what now passes itself off as the teachers' corps in our Nation's Capital should realize that this did not just happen, but rather is the result of concentrated efforts to gain control of the minds of our children through the concerted efforts of extremist liberal leaders, Federal judges, and extremist groups.



As recently as this May, the Board of Education in the District of Columbia voted to extend job protection to homosexual teachers. In fact, the board chairman said the adopted resolution reaffirms our commitment to nondiscrimination, but we need to go further—we need to open the schools to discussion of the realities of life.

That the resolution or the chairman's comment places the District of Columbia schools in the posture of an advocacy role for homosexuality is undecided.

In early 1971, militant members of the Washington Teachers' Union protested the action of a District of Columbia principal in tearing down a "Free Angela Davis" slogan and picture from the union bulletin board. In fact, according to local news reports, the Washington Teachers' Union was selling posters and "Free Angela" buttons for between \$0.25 and \$1 at its downtown headquarters. This was the same Angela Davis who is an avowed Communist and who is now on exhibition tour in the Soviet Union and other Communist countries as a Communist hero advocating overthrow of the United States.

Such being the case for education in the District of Columbia, certainly many of the children would be better off at home with their parents or playing in the schoolyard than receiving the indoctrination from the crowd of activists seen on the TV screens.

What next from the misguided liberals and opinion molders for Washington, D.C., which the American people have the right to expect will be a model city? Home rule for the District—so long as the taxpayers outside the District foot the bill for this experiment in progressive living?

I include several related news clippings:

[From the Washington Evening Star, May 24, 1972]

#### DISTRICT OF COLUMBIA SCHOOLS ADOPT GAY RIGHTS POLICY

(By Lynn Dunson)

The District Board of Education last night approved what is believed to be the nation's first nondiscrimination policy which would extend more job protection to homosexuals employed in the system.

Franklin E. Kameny, the gay activist who ran for D.C. nonvoting delegate last year, was jubilant over the board's decision. "I feel it was the only action the board could have taken that would have been consistent with fundamental American principles," Kameny said.

By a vote of 3 to 4, a majority of the board present over-rode Supt. Hugh J. Scott's recommendation that the action was "unnecessary" since homosexuals are covered by the same equal employment and "affirmative action" policies that cover all employees in the school system.

Discussion of the resolution was brief, but sharply divided.

Strongly opposed to adoption of the resolution, Mattie G. Taylor, called the proposal "almost absurd" and expressed fear that it would place the schools in an "advocacy role."

"At no time has there been any allegation, charge or finding of fact of any discrimination . . . based solely on the sexual orientation of an employee," she asserted.

But Hilda Mason reflected, "After my long struggle for the liberation of my (black) people, I cannot sit and deny any person his

constitutional rights. When you deny a person the right to a job, you deny him the right to live."

There have been no reported cases of dismissal solely because of homosexuality.

Board Chairman Marion S. Barry said the resolution "re-affirms our commitment to nondiscrimination, but we need to go further—we need to open the schools to discussion of the realities of life."

Voting for the measure were Martha S. Swaim, Mrs. Mason, Kemp and Barry. Voting against were Mrs. Taylor, Evie Washington and Bardyl Tirana.

In other business adopted a report showing that all elementary schools were in compliance with the Wright equalization decree as of May 2.

#### TEACHERS PROTEST ACTION ON POSTER

(By Robert F. Levey)

One day last week, a Washington elementary school principal walked into the teachers' lounge and tore down from the Washington Teachers' Union bulletin board a poster that bore the slogan, "Free Angela Davis," superimposed over a picture of Miss Davis.

That action, ordered by the principal's supervisors in the city school administration, led to a formal grievance filed this week by the union.

The union contends that the principal violated the union contract, which guarantees the union's right to place anything that is "union business" on its bulletin boards.

The administration, according to Supt. Hugh Scott, contends that "it is time to test just what 'union business' means."

The union had unanimously approved a resolution at its January meeting to lead a local fund-raising effort that would "guarantee due process for a beautiful black sister, Angela Davis."

Miss Davis, an avowed Communist and revolutionary, is awaiting trial in California on charges that she bought guns that were later used in a Marin County court house kidnapping in which three persons, including a judge, were fatally shot.

Shortly after its January meeting, the union began to pin up large Davis posters on its bulletin boards in most of the city's schools, according to Charles Cheng, union vice president.

Most boards are in teacher lounges, where students are not permitted and could not have seen the posters, Cheng said.

The union also began selling posters and "Free Angela" buttons for between 25 cents and \$1 at its downtown headquarters. Proceeds have gone to the D.C. Area Committee to Free Angela Davis. So far, about \$150 has been collected, sources said.

"We're not going off on some wild radical trip," Cheng said. "After all, Angela is one of us. She's an AFT (American Federation of Teachers) member in California. And this local here has been involved in antiwar and social issues for a long time."

Scott said in a telephone interview yesterday that he had asked the D.C. corporation counsel to study the union's contract to see if "a poster like this would be protected."

Scott said in a telephone interview yesterday the order for the one poster to be taken down and that he has "mixed feelings" about the charges against Miss Davis.

He added, however, that he "fully supports the judgment" of Dorothy L. Johnson, assistant superintendent for elementary education, who he said gave the order.

[From the Washington Post, June 5, 1971]

#### SCHOOL CHIEF EASES PUPIL PLAN STAND

(By Lawrence Feinberg)

Washington School Supt. Hugh J. Scott, under pressure from the school board, yesterday dropped much of his opposition to key parts of the Clark reading mobilization plan.

In a series of written proposals, Scott told

the board his goal for next year is that city students stop falling further behind the national norms and that they make one month's progress, as measured by standardized tests, for each month in school.

Presently, the average gain here is about three-fourths the national rate.

The plan developed by psychologist Kenneth B. Clark and endorsed by the board last year proposed norms within one year, a goal Scott resisted as "unrealistic."

The new proposal is thus a compromise, but goes further than Scott had agreed to before.

In addition to this compromise, Scott said yesterday that he wanted to continue nearly full ability mixing in elementary school classrooms next year, give standardized tests to all students, and end automatic promotions regardless of achievement, starting next June, at grades three, six and nine.

The superintendent had also been hesitant earlier on these points.

Because Washington's students are now so far behind, Scott's goal of month-to-month normal achievement would not bring the system up to national norms, the goal suggested by Clark.

But if it were accomplished, city students would be doing much better than in the past. By eighth grade, the average reading achievement in D.C. is now equivalent to sixth-grade standards nationwide.

Previously, Scott had said it was "simplistic" to establish any definite achievement goal, but board members had pressed him to set a target by which they and the public could judge progress in the school system.

In letters sent yesterday, the board announced eight community hearings on Scott's proposals in different parts of the city between June 21 and 28. The board is expected to take final action on the proposals in mid-July, about one year after it adopted the Clark reading plan.

Although Scott's recommendations moved close to Clark's yesterday in several important areas, the superintendent made no mention of Clark's proposal to pay teachers partly according to the achievement gains of their students.

As he said last month, Scott indicated that instead of using incentives to get results as Clark proposed—with few specific directions—he would give clear instructions to teachers on how their classrooms should be organized.

(Later yesterday the board instructed Scott to develop a plan to base teacher pay at least in part on student gains, as part of its plan to comply with U.S. Judge J. Skelly Wright's recent spending equalization order.)

Scott also proposed setting up an inspection system to see that his suggestions for a "model classroom" is in fact being followed. As Clark recommended, Scott's classroom model places heavy emphasis on the basic skills of reading and mathematics.

On grouping, Scott asked for nearly a full mixture of students of all ability levels in every classroom in grades one through six. His proposal does not discuss grouping in the junior high schools, although the Clark plan provided for full mixing through ninth grade.

Last month Scott proposed a system of narrow ability grouping with no more than one year's spread of achievement in each classroom. After this drew criticism from board members, Scott suggested that each room contain about two-thirds of the range in any grade.

His proposal yesterday gives each room about five-sixths of the range, producing, for example, a spread of about four years in achievement in some sixth grade classrooms.

Last month, Scott said he agreed with Clark's insistence that there be definite standards for promotion from grade to grade, but when questioned by the board he said it

would be "unrealistic" to enforce them next year.

Yesterday, however Scott said he wanted to apply "minimum standards," which he did not spell out, next June in grades three, six and nine.

In response to criticism by the board, Scott said he wants to continue giving standardized tests to all students in grades one through nine as proposed by Clark. In May, the superintendent had said these tests, which compare the achievement of Washington students with those around the country, should be phased out.

He said then that they should be replaced by special tests, based only on Washington's curriculum, but yesterday Scott said that both the standardized and special tests should be given.

## GIVING THINGS TRADE AND TECHNICAL PRIDE OF PLACE

HON. JACOB K. JAVITS

OF NEW YORK

IN THE SENATE OF THE UNITED STATES  
Friday, September 22, 1972

Mr. JAVITS. Mr. President, the recently enacted higher education bill (Public Law 92-318) refers in a number of places to "postsecondary education" rather than to "higher education." This represents the recognition that while education after high school for many young Americans represents additional schooling in academic or professional channels, many others find their schooling in the occupations. American education must not be strangled by "degrees" or become mired in the bog of credentialism.

The importance of technical education was highlighted by an address by New York State's distinguished commissioner of education, Ewald B. Nyquist, delivered at the annual banquet of the eighth annual conference of the National Association of Trade and Technical Schools held in Washington, D.C. Commissioner Nyquist indicated some fresh approaches to education being taken in New York which merit attention.

I ask unanimous consent that his address be printed in the RECORD.

There being no objection, the address is ordered to be printed in the RECORD, as follows:

### GIVING THINGS TRADE AND TECHNICAL PRIDE OF PLACE

(By Ewald B. Nyquist)

Mr. Chairman, Ladies and Gentlemen, I think you should know that I come here after spending a long winter of discontent. State legislatures concerned with fiscal fitness are not healthy for Commissioners of Education and other living things.

Physically I feel a little like the man who was asked to give the address at the annual meeting of the American Psychiatric Association. After dinner he was asked to lie down and say a few words.

I am sometimes reminded of H. L. Mencken's definition of a Puritan. He is a person who has a sinking feeling that somebody, somewhere, is having some fun. And thinking about the shape our society is in, with its rudderlessness, a society tending to become unglued, where poverty, prejudice, pollution, social injustice, and the war prevail, when everybody seems to go to bed angry at night and when love seems to be the only really taboo four-letter word—I have been fond of saying that if Moses came down from

Mt. Sinai today, the two tablets he would be carrying would probably be aspirins. And what the young people seem to be saying to me is that this would be a far, far better world if we adults obeyed just two of the Ten Commandments—any two.

Some time ago, your Executive Director, William Goddard, called and tempted me with the prospect of speaking to you this evening, and, in addition, as he put it, of acquiring some gilt by association with your organization. He didn't say how gullt (gilt) was spelled. Well, you know what temptation is. Temptation is something which a woman runs away from but which a man crawls away from, slowly, hoping it will overtake him.

Mr. Goddard said he needed a banquet speaker to round out the rest of his program, and graciously wound up his invitation by saying that my being here would serve the same purpose as the presence of the body at an Irish wake: It's absolutely essential for having the party, but you don't expect it to do very much.

Mr. Goddard said your program committee wanted me in particular because I was the only person they could think of who could speak more clearly than he thinks, who could live verbally beyond his intellectual means, and who had delusions of adequacy that he could meet every issue with an open mouth.

I don't know what Mr. Goddard does in your association, but I'll wager that his role is something like that of the woman who went to church one day with her husband. Out loud, the man prayed: "Oh, Lord, make me successful and please keep me humble. His wife, kneeling beside him, chimed in with a somewhat corrective plea: "Oh, Lord, You make him successful, I'll keep him humble."

To keep the dialogue symmetrical, I told Mr. Goddard that, as a general officer in your association, he reminded me of the time when three English brigadier generals and an enlisted man, all strangers to each other, happened to get into the same compartment in a train going to London. After a moment, they decided to introduce themselves. "Well," said the first, "I am a brigadier general, I am retired, I am married, I have two sons, and they are both very successful." The second one followed with, "I, too, am a brigadier general, I am retired, married, I also have two sons, and both are brilliantly successful." And the third had a parallel history. "I am also a brigadier general, I am retired, I am happily married, and have two sons who have already reached distinction." They waited a moment and then turned condescendingly to the enlisted man who introduced himself: "I am a sergeant, I am still on active duty, I am not married, I have two sons, and both are brigadier generals."

In a subsequent letter, I asked Mr. Goddard what he wanted me to talk about, what problem he wished me to address my remarks to. He replied by saying that I reminded him of the Miss Universe contest which eventually boiled down to three voluptuous candidates. Discerning no difference in their prepossession and physical data, the judges finally elected to pick the winner on the basis of the answer to a problem, namely, if you were cast on an island in the middle of the ocean alone with twenty men, what would you do. The American girl answered: "I would find the handsomest man in the group, win his affections, and have him protect me from the rest of the men." The English girl said: "I would find the strongest man in the group and win his affections, and then help him rule the island." The third girl, from France, said: "Gentlemen, I know what the question is, but what's the problem?"

Well, I am delighted to see so many of you at this trade and technical love-in.

I am going to talk this evening about

some things we are doing in the State of New York that, hopefully, may lie within your orbit of interest or at least not in your zone of indifference.

First, let me describe briefly the educational system we have in our State. James Thurber, my favorite humorist, once replied, in answer to the question "How's your wife?" by asking, in turn, "Compared to what?" So, let me tell you what we are and what we do.

In 1784, influenced by English and French ideologies, the people of New York State created a unified system of education known as The University of the State of New York, not to be confused with the State University of New York, our operating university. The State Constitution guarantees the existence of The University of the State of New York as a separate, non-political, corporate entity, and as a fourth branch of government. Thus, it has the protective autonomy of constitutional status. This system, headed by the Board of Regents, and whose administrative arm is the State Education Department, is the oldest, continuous state educational administrative agency in America. Its purpose is to enlarge and improve educational, professional and cultural opportunities in New York State. I happen to be President of The University of the State of New York, as well as Commissioner of Education.

The University of the State of New York comprises all the private and public colleges in the State, as well as private, public and parochial, and some proprietary schools, museums, libraries, historical societies, and other kinds of educational institutions or agencies. The State is the campus of The University. Education in its broadest sense is its business. It is the overarching constitutional concept giving orderliness, coherence, direction, and character to the educational enterprise of the State. It symbolizes the seriousness with which education has traditionally been viewed by our citizens. It is the system by which we make a mesh of things in New York.

The Regents are authorized to establish Rules and Regulations which will carry into effect the laws of the State relating to education, including requirements for degrees and the licensing by examination of all professions in the State except Law. They incorporate private colleges and, indeed, they award the degrees to graduates of these colleges for the first few years of their existence.

The University of the State of New York now needs to make more deliberate and extensive use of all the educational resources of its campus—the State. To the formally recognized educational establishment, we must add the potential of radio and television, the church, research laboratories, performing art centers, all proprietary business, trade and technical schools, historical societies, public libraries, and museums. We need to make better and wider use of correspondence study and computer-assisted instruction; of industrial, commercial, governmental, and military training programs; of the experience people gain through programs like VISTA and the Peace Corps, and through travel, both at home and abroad. While most think of a college or university as a community resource—which it surely is—we must expand our thinking to view the community as an educational resource. The tremendous educational potential of the State viewed as the community of The University of the State of New York will enable the Board of Regents to expand educational opportunity for anyone who is willing to make the necessary investment of time and effort. Education has become a social condition. Learning is going on everywhere and everyone from two to toothless should be learning in an era when we have a knowledge economy within a society that has shifted to a mental base.

On my recommendation, the New York State Board of Regents, governing board for all of education in New York State, issues



from time to time position papers on important educational issues. The recent position paper on occupational education describes a total system of occupational education in New York State, which includes in the public sector a widespread network of area programs at the secondary level and a complementary system of two-year colleges. (I might, parenthetically, say here that Sid Marland, U.S. Commissioner of Education, has no monopoly on career education.) Let me quote from that paper:

"Residents of New York State also have access to a broad selection of occupational programs outside the public educational system, the most important of which are various State and federally-assisted remedial manpower training programs; programs offered by private educational institutions, such as trade and business schools; and specialized programs offered by labor unions and by employers, including government agencies, businesses and industries, and hospitals."

We view the private sector as an essential component in the delivery of educational services to people and particularly the private trade, technical and business schools for their output of trained manpower for New York State.

Private trade and technical schools in our State have parity of esteem with all other types of educational resources in our State, whether public or non-proprietary. We do not have the attitude that one finds in some states which resembles what a pompous Church of England cleric said to his non-conformist colleague one day: "We are both doing God's work, you in your way and I in His."

Since 1937, when the first private trade school law was enacted, your kinds of schools have been a part of the total educational system of the State under the Board of Regents and my Department.

In New York State, as in most states, laws regulating private schools were enacted to solve a problem, to curb abuses which existed at the time. With effective implementation of state laws, widespread abuse disappears and the major mission becomes one of providing educational leadership, both at the State level and among the private schools. The State function is to help private schools continually to upgrade and improve their educational offerings and thereby provide a service to the people of the State of New York. What we do, we do for them. If we can help the schools to move to a higher plane of educational effectiveness in the process, that is an added outcome.

Do we still have problems with private schools? Yes, we do, but they are limited to a very small number of schools or kinds of schools. But, somehow, there is more noise, more bad press about this minority and not very much about the constructive educational effort of the vast majority of the proprietary trade and technical schools.

I am sure you are aware that building a reputation as a good school takes a lot longer than building a reputation as a good restaurant. When you ask people to invest their time and money, there must be public confidence in your product. It takes time for an enrollee to examine your product and it takes results, both from your graduates' point of view and that of the prospective employers of your graduates.

Let me talk for a moment about the roles of government and voluntary accrediting agencies.

First, they must be complementary and not competitive. They must co-exist. The State's function is to establish minimums for all private schools, then encourage and counsel the schools to exceed those minimums. As we are successful, we keep raising the minimums just so you cannot rust in peace.

It is up to the State agency to help you to

do your best for the students you train and educate. Under a mandatory licensing law, we must assist you in meeting at least *minimum standards*, you who have identified a job need in the market place and who are willing to make the business investment. We want your educational enterprise to be an educational and financial success. It is also our responsibility to help you grow and to do an increasingly better job in meeting the objectives which both you and your students have. The function of your accrediting commission is to work in concert with State agencies toward the same goal. Unlike the case of the State agency with a mandatory licensing law, your accreditation criteria should be established at much higher than State minimums, and, being voluntary, you can be more selective. But you cannot just cream off the better schools in the country and create an exclusive club. You have a responsibility not just to the large corporately owned schools which can afford the measurement process. You also must provide the leadership and assistance to the small individually-owned schools which also provide an essential service in a more limited occupational and geographic area.

Accreditation, using that term broadly, becomes essential when those in charge of an important activity cannot uniformly be trusted to maintain a minimum level of quality in the performance of their function, whether that function be the education of people, the provision of services, or the manufacture of some product. Controls then become necessary, either self-imposed, or as a matrix of standardization inflicted and enforced from without.

Controls usually come in the form of mandated compliance with minimum standards with status as the reward. This is not surprising in our society. This kind of development is a direct derivative of our Anglo-Saxon heritage of establishing minimums, below which people and institutions, under pain of fine, forfeiture of freedom, or deprivation of status or privilege, must not be permitted to go. In our society, no one has a right to be as bad as he wants to be.

But there is a leadership, cutting-edge function which engines of quality control or instruments of accreditation can also carry. It is one of encouraging institutions to go beyond established minimums and of providing guidance and consultation to that end. Such a leadership function derives from the Greek tradition of posing ideals and establishing criteria of excellence in order to raise aspirations and the prevailing level of intellectual or service expectations. The best accrediting agency tries to work, not by mandate nor by compulsion, but by pointing to a better way.

The Greek notion of excellence permits an institution truly to be itself, to become all it is capable of being, in short, to fulfill its own capacity along individual lines of excellence. And these lines can legitimately differ because excellence, in my view, can and should be ubiquitous. You remember John Gardner's famous dictum: If we do not learn to honor excellence in plumbing as well as excellence in philosophy, neither our pipes nor our theories are going to hold water.

The concern of an accrediting organization must be, not to restrict its accredited list, but to enlarge it by doing everything possible to aid institutions in becoming worthy of inclusion in it, but since a professional association is responsible for accreditation, it must handle it honestly. Shoddiness must be identified, and, hopefully, lifted from its dismal plain. Until it is, it must not be tolerated or encouraged by public recognition. The accrediting agency must be determined, at the same time, to use accreditation as a constructive force. Accrediting should be designed to help some institutions accelerate the process by which they achieve

quality and maintain competence; for others it is a matter of making better, institutions already adjudged to be good.

As a State Education Department, we welcome the support of your organization, because if we are working for better education and training for the students who attend your schools, and we are, then our goal is the same. Philosophically, I believe in the concept of voluntary evaluation by one's peers; but I also know that a responsible State must be concerned about all the schools and their students, not just the better ones.

This year, after many years of effort, we have a revised private school law recently signed by the Governor. One of the significant changes is that in the field of private business schools we have switched from voluntary to mandatory registration. As a State, we could no longer serve the best interests of the people of the State of New York by registering (or accrediting) 45 business schools who meet voluntary standards, and pretend that the other 150 non-registered and, therefore, non-regulated, business schools did not exist or were of no concern to us. A voluntary, qualitative measuring system, however laudable, just does not do the whole job that needs to be done.

In the area of private trade and technical schools, it has been a different story. The 1937 private trade school law, however forward-looking for its time, is now obsolete. It served its purpose well, but times have changed, and our new legislation was written to meet our circumstances today and for the foreseeable future.

This legislation was drafted with the help of private school associations. At this time, I would like to express my appreciation to the National Association of Trade and Technical Schools for the invaluable advice of your legal counsel, Bernie Ehrlich, who worked with our staff in developing the bill. Even though this new legislation is more explicit in terms of what to do when things go wrong, the whole philosophy has been changed. So many states recently have passed laws to correct problems with private schools that became so bad because the states ignored their responsibility in this area. Much of the legislation passed in some states tends to be punitive in character. We believe that in New York we have long since passed this outmoded philosophy.

The legislation recently enacted in our State contains four sections: the first uses the approach that all private schools must be licensed unless they are specifically exempt. I will not go into the specific exemptions here, except to mention that we have exempted those business schools which must meet the new and mandatory registration requirements.

The second section defines what constitutes a business school. A business school whose program does not meet the definition must be licensed under the more general section applying to all occupational schools. The section for registered private business schools contains some specific requirements that apply only to business schools.

The third part of the new law contains private school standards which apply to both licensed schools and registered private business schools. It authorizes the promulgation of Commissioner's Regulations with regard to such considerations as advertising, student contracts, educational programs, school plant, and financial stability of the school and its ownership.

This section outlines in detail the procedure to be followed for hearings and enforcement procedure. We no longer have the simplistic black or white, legal or illegal, conduct of a school. We have provided for correcting things that are contrary to the provisions of the law without having to resort to the drastic action of withdrawing a

license or registration for relatively minor and correctable infractions.

Of most significance to schools outside of New York State, as well as New York schools, is the fourth section which provides for private school agents' certificates. If out-of-state salesmen to recruit students from New York are used, they must have an agent's certificate. In issuing a certificate to an agent, consideration will be given to two things: good moral character of the applicant and the use of fair and ethical practices in the presentation of the school's offerings. There is provision for bonding of the agent or the school or schools he represents. It is important to note that courses contracted for by agents who have not been issued an agent's certificate are not valid or enforceable contracts under the law.

While this law is not effective until July 1, 1973, we would welcome your advice and assistance in the revision of our Regulations of the Commission on Education which are scheduled to be completed for Board of Regents consideration in the early fall.

We consider private vocational schools our partners in the business of education, and our legislation is designed to help our partners in the business. What we all want is satisfied consumers—educated people with marketable skills, able to cope with the demands of living today and tomorrow.

Now, let me turn to another topic.

Much progress has been made in breaking away from traditional on-campus, one-institution avenues to degree work. More remains to be done.

The nation has grown and prospered in the past because many people have been rewarded for what they know, rather than for how they learned it.

It is ironic that the social and economic mobility of these people is being threatened and thwarted today in part by the growing emphasis on possession of credentials presumptively attesting to intellectual competence and acquisition of skills. We are a strongly credentialed and academically oriented society with a degree fixation, and it will be some time before employers will have the courage to hire people on the basis of what they know, rather than on what degree and diplomas they hold.

As college instruction has shifted to a central concern of society, and as a greater degree of education is required to operate economic, political, and social institutions in a post-industrial world that is so knowledge-dependent, it is not surprising that increased attention should be paid to the formal credentials of those who aspire to positions of influence and power.

If attendance at a college is the only road to these credentials, however, those who cannot, or have not, availed themselves of this route, but have acquired knowledge and skills through other sources, will be denied the recognition and advancement to which they are entitled. The nation cannot afford such waste, nor should it tolerate such inequity. The costs of traditionalism are too high.

Confident that appropriate assessment techniques can be developed to recognize the knowledge and attainments of people who are either wholly or partly self-educated through independent study, job experience, informal course work, or otherwise, and who constitute an abundant new nontraditional learning force in our society, we are now intensely engaged in developing plans to have the New York State Board of Regents award undergraduate associate and baccalaureate degrees to those who are able to demonstrate that they possess knowledge and abilities equivalent to those of a degree recipient from a New York State college or university, regardless of how the candidates have prepared themselves, or where they acquired their knowledge, in a day when learning takes place

in a variety of places and education has become a social condition, a life-long period of growth rather than just a visible facility on campus. This is the idea of the external degree. You don't have to go to college at all to get a degree. Education is no longer limited in practice or theory to what goes on in the formal classroom.

Hopefully, success in this venture will stimulate other colleges and universities to use their great resources in expanding their own programs for innovative extension of educational opportunity. At the very least, heretofore sacrosanct ancient guild practices and curricular rigidities will be loosened. Taboo or not taboo, that is the question. I know it is forcing clarification of what a degree is supposed to represent.

This humane proposal will open up our educational system and create further options for our people, young and old. I expect to see a substantial number of high school graduates within this decade, taking this route toward acquiring an undergraduate degree.

The idea of the external degree is a radical suggestion, precisely because it is rooted in common sense.

Several years ago I began to look for ways to relate the vast amount of learning that people acquire outside the formal classroom or school shop to our society's credential system. The approach that was taken was that it didn't really matter how you learned something if you could demonstrate the fact that you knew it. Out of this grew our College Proficiency Examination Program. This is a system of examinations based upon what is generally expected to be learned in the more universal college courses. In the process many colleges and universities agreed to grant advanced credit for successful passing of these examinations. The College Board College Level Examination Program has developed this concept on a national basis.

I announced the Regents External Degree program in the Fall of 1970 at my inauguration as Commissioner of Education and President of the University of the State of New York. Since that time, committees of outstanding scholars and administrators from institutions of higher education have been meeting to put together degree requirements for an Associate in Arts and a Bachelor of Science in Business Administration external degree. We have also begun work on a new external degree in nursing, in an effort to increase the number of trained nursing personnel in the State. The business administration and nursing degrees will not be available until late 1973 or early 1974, but we will award our first Associate in Arts degrees within a few months, and I want to speak briefly about this aspect of our efforts.

The Associate in Arts Regents External Degree will comprise 60 credits of college-level work, 48 of which must be in the arts and sciences. The subject matter content of the degree and the academic standards which a degree recipient must attain are traditional, or conservative if you prefer, and reflect the requirements of existing two-year college programs in our State. What is new or innovative is the process by which one obtains a degree. There are no age or New York residence requirements for this program, and a high school diploma is not required. Degree requirements may be met by (1) transcript course work from any regionally accredited college or university or from the United States Armed Forces Institute, (2) by acceptable scores on College Proficiency Examinations offered by our Department, or by national testing agencies, (3) by a process we refer to as "special assessment," or (4) by a combination of these means. Through "special assessment," we will validate any college-level knowledge, however obtained, by using faculty panels in the ap-

propriate subject matter. Based on the results of such an assessment, candidates will be awarded credit toward Regents External Degree requirements, particularly in those areas for which we have no acceptable standardized proficiency tests.

The Regents External Degree program is designed to provide an alternate, though rigorous, route to a college degree for those who have prepared themselves, in whole or in part, on their own. We believe that what a person knows is infinitely more important than how he learned it, and for this reason, no classroom attendance will be required. We hope to encourage colleges and universities to be more open and flexible in recognizing academic attainment, and to provide for easy entry, exit, and re-entry as an individual moves, through various means of preparation, to a college credential. In the future, we hope to recognize for credit not only courses taken in accredited institutions of higher learning, but also post-secondary work done through correspondence, industrial, military, and other instructional programs. To date we have had over 15,000 inquiries about the Regents External Degrees. With the interest and assistance of all engaged in educational endeavor, we will create a college degree program of high quality, which will be of value not only to degree candidates but also the academic community and the public at large.

And now for some brief concluding remarks on another topic.

As many of you are aware, the New York State Board of Regents approved a policy in the Fall of 1971 authorizing degree-granting powers for proprietary post-secondary institutions offering two-year programs. I would like to take a few moments to suggest some of the benefits we have derived from the way in which this process evolved and to indicate the very positive nature of our first year's experience.

First, members of our staff worked very closely with representatives of the proprietary schools in developing a set of general guidelines under which this policy would be implemented. This has led to a very functional working relationship between the Department and our newest constituents among degree-granting institutions.

Secondly, the Regents chose not to create a degree designation exclusively for the use of proprietary institutions, but to add one more, an Associate in Occupational Studies, which is also available to any non-profit degree-granting institution wishing to qualify for that title. Interestingly, we already have such use at two private junior colleges and inquiries in process from 23 public two-year colleges. The degree itself requires no general education component, as do the other associate degrees, but recognizes competence in an occupational concentration.

It is important to remember that we in New York State do not grant degree powers on an institution-wide basis, but rather to individual programs which are registered (or accredited by) the Education Department. This means in the present case, that many proprietary schools have sought degree powers for only one or two of their programs while the remainder result in a certificate or diploma. This permits the institution to maintain its philosophical integrity and intent to serve students with a variety of opportunities.

Let me summarize our first year's results. We now have 19 proprietary schools approved for degree powers in at least one program. These range from the American Academy of Dramatic Arts to Bryant and Stratton Business Institute. Incidentally, in almost all of our accrediting visits, we have included as a team member a faculty representative from public two-year colleges with expertise in the particular program area being evaluated. This has been of tremendous value



in communicating the practical implications of our new policy.

Secondly, we have succeeded, I think, in giving more appropriate recognition to proprietary schools as a viable alternative choice for post-secondary education in New York. This for me is a most important accomplishment, but it is even more meaningful to the thousands of students who enroll annually in these schools.

We are now doing an evaluation of where we have been in this first year so that we can amend and modify our operating guidelines in the light of experience. I'm sure that we will find a number of areas where we need to improve our service, but the important point is that we have begun to address ourselves to broadening the classical definition of "higher education" and this alone has opened options and opportunities for many more of our citizens.

I have said on many occasions that our educational system is much too academically oriented. As I have already pointed out, we are also a highly credentialed society; we give much more attention to degrees and diplomas than to what a person knows and can do. The two are not always the same. We must give increased emphasis and prestige to vocational and semi-professional technical careers; to the worthiness of occupations in the trades and to handicraftsmanship, to the notion, too, that a gifted plumber is more worthy than a foolish philosopher, and I am very much in support of closer relationships between business, industry and the formal educational system. Guidance and counseling in our schools are too much distorted in favor of academic credentialism. Not everyone needs to go on to an A.B. degree. We do need to give occupational education a more lofty pride of place, and I believe that liberal arts can be taught mechanically, and mechanics liberally.

Education surely is learning how to live a life—a sensitive, creative, compassionate, humane life, but it is also learning how to make a living.

Just as the Hebrew sages have claimed that man does not live by bread alone—thus emphasizing to us that we live by ideals and spiritual renewal and values—so have they also remarked that where there is no bread there is no Torah—thus reminding us that we must also be practical, that there are practicalities which must limit our idealists.

Let me close as I began with an only remotely relevant story. It is the story of the Englishman who came to this country to study our intensely technological society. One day he spent the entire time with the IBM Company.

From the beginning of his visit to the end, all he saw was room after room of countless machines, with blinking lights and whirling machinery, disgorging coded data at the press of magical buttons, attended by only one or two human beings.

At the end of the day, dizzy with the mechanized nature of everything, he got on the elevator to go down and say farewell to the management. The elevator was crowded. All occupants were men except for one good-looking, shapely, young woman at the rear of the elevator cab. The Englishman stood at the front facing the door. As the elevator descended, all was quiet until suddenly the silence was pierced with a high-pitched scream from the woman. Without turning around, the Englishman was overheard to say:

"Thank God, there are still some things they do by hand."

The head of a private school was once asked what had become of his last director of studies. "He left us as he came," he replied, "fired with enthusiasm." I hope you leave here *fired with enthusiasm* to support us in the things I have discussed this evening. I am proud to be associated with you.

## ILLINOIS AGRICULTURAL TRADE MISSION TO U.S.S.R.

HON. ROBERT H. MICHEL

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. MICHEL. Mr. Speaker, I want to call the attention of my colleagues to an article appearing in the Chicago Tribune entitled "Farm Delegation Off to Moscow Tomorrow."

This delegation is Governor Ogilvie's agricultural trade mission to the Soviet Union, headed by my good friend and colleague, Congressman PAUL FINDLEY. The group includes Illinois Director of Agriculture Gordon L. Ropp, Illinois Agricultural Association President Harold Steele, and other prominent representatives of Illinois agriculture.

Their mission is to sell Illinois farm products to the Soviet Union, and they will be working not only for immediate sales, but for long-term markets as well.

As the Tribune article points out, Illinois is the top agricultural export State and the efforts of this 15-member delegation will mean a great deal to our farms, businesses, and our whole State economy.

But, perhaps even more important is the significance of this trip with respect to our international relations with the U.S.S.R. A lasting peace and productive interchange between two powerful nations can be developed and enhanced through trade as well as through official diplomatic channels, and this unique mission being undertaken by our State may make a real contribution in this way. I commend Governor Ogilvie, Congressman FINDLEY, and the members of this delegation and am confident of the success of their mission.

The article follows:

[From the Chicago Tribune, Sept. 21, 1972]

FARM DELEGATION OFF TO MOSCOW TOMORROW

(By Richard Orr)

Farmers have taken their products to market for centuries, but a group of Illinois farmers and trade specialists will embark tomorrow on a unique and historic marketing project which could have significant impact on the state's economy.

Their mission: To sell Illinois farm products to the Soviet Union, which suddenly has become a booming new billion-dollar market for American agriculture.

The project is Gov. Ogilvie's agricultural trade mission to Russia, the first delegation of its kind from any state. The 15-member team is scheduled to leave at 3 p.m. tomorrow from O'Hare Airport for Moscow for a week of negotiations with Soviet officials in the ministries of foreign trade, agriculture, and procurement.

### CARRIES NIXON LETTER

It's leader, United States Rep. Paul Findley [R. Ill.], a member of the House Agriculture Committee, will carry a letter of introduction from President Nixon. Other prominent members include Gordon L. Ropp, a dairy farmer of Normal, McLean County, who is Illinois director of agriculture, and Harold B. Steele, Princeton, Bureau County, a hog producer who is president of the Illinois Agricultural Association [Farm Bureau], representing 200,000 member families.

A unique aspect of the mission is that it presents a group of individual farmers, marketing experts, and state officials acting on

behalf of private interests to engage in foreign trade, which in Russia is a state monopoly conducted almost exclusively by government organizations. All except four public members of the delegation are paying their own expenses, which means the mission will cost Illinois taxpayers less than \$6,000.

That includes the cost of shipping a live Illinois pig, which the group hopes to present to the Soviet Premier Alexei Kosygin as Exhibit A to demonstrate the high quality of Illinois farm products. The pig, a 215-pound Hampshire barrow raised by Mr. and Mrs. Francis Callahan and their daughter, Colleen, of Milford, Iroquois County, was grand champion at the recent Illinois State Fair.

"The job of the governor's farm trade mission will be to capture every bit of extra business that we can, including the No. 1 share of the President's \$750 million grain sale agreement with the Soviet Union, as well as all sales beyond that agreement," said Ogilvie.

### TOPS IN EXPORTS

Illinois is the top agricultural export state, with \$758 million of foreign sales in fiscal 1972, nearly 10 per cent of the nation's record \$8 billion of farm exports. On the basis of its share of total United States farm production, an additional \$80 million to \$150 million of agricultural exports should accrue to Illinois from Russian purchases estimated at close to one billion dollars for the current fiscal year, according to trade experts.

The impact of farm exports on the state's economy is reflected in the fact that foreign sales amount to about a fourth of the nearly \$3 billion of total annual sales of Illinois farm products. The 123,000 farms which produce these products and the related industries which provide them with supplies and services make up \$13-billion industrial complex which accounts for four of every 10 jobs in the state.

The main products the trade delegation will offer the Russians are soybeans and soybean meal, corn and other live stock feed grains, wheat, breeding cattle and hogs, and broiler chicken production. The mission is seeking not only immediate sales but, even more important, to establish firm contacts for future sales.

Prospects for finding a long-term agricultural market in Russia are based both on the warming trend in United States-Soviet trade relations and on the current Soviet five-year program, now in its second year, to increase the protein content of the Russian diet by 25 per cent. To achieve this the Russians have set ambitious production goals, projecting a 27-per cent increase by 1975 for both meat and eggs and a 19 per cent increase for milk.

Such goals will require substantial expansion in Soviet herds of beef and dairy cattle and hogs, and in poultry flocks.

This in turn requires more feed for herds and flocks—mainly corn and other feed grains and soybean meal—a high protein supplement which is a major growth stimulant in live stock rations.

Illinois is the leading producer of soybeans and the second biggest producer of corn, as well as a relatively big producer of wheat, purebred live stock, and other commodities. The trade delegation is prepared not only to offer these products in both quantity and quality, but also to offer the Soviets technical assistance in such areas as improved live stock nutrition and animal bloodlines.

A member of the mission, Philip Bradshaw of Griggsville, Pike County, president of the Illinois Pork Producers Association, explained that the Russians appear to have ample technical knowledge of hog production facilities, they lack sufficient information about swine nutrition.

"This prevents them from getting hogs to market within five or six months, as most

American hog producers do," said Bradshaw. "We are prepared to help them with this problem, and we also plan to give them a list of names and addresses of leading Illinois hog breeders where they can buy top breeding stock."

#### SALES ARE NOT PARAMOUNT

Ropp cautioned that the results of the mission should not be judged solely on the amount of immediate sales contracts it may negotiate. One of the main purposes, he said, is to "acquaint the Russian people with the fact that we do have high quality merchandise in agricultural products and can deliver a long-lasting supply to meet their requirements."

Other mission members include Harold Kuehn, Du Quoin, president of the American Soybean Association; Robert Gilmore, De

Kalb, a director of the National Livestock Feeders Association; Dwight Davis, director of foreign trade for the Illinois Agricultural Association, Bloomington; John P. Doherty, vice president of operations for Illinois Grain Corporation, an I. A. A. marketing affiliate; Prof. Richard Feltner, head of the University of Illinois department of agricultural economics; George Bicknell, executive vice president of Farmers' Export Co., Kansas City, Mo.; Ken Hartweg of Funk Seeds International, Inc., Bloomington; Jim Stewart, De Kalb, Inc., Statesville, N.C., poultry division of De Kalb Ag Research, Inc., De Kalb, Ill.; James F. Seeley, assistant to Ogilvie in the state's Washington office; Robert Osborn, export officer in the Illinois trade office in Brussels, Belgium; and James C. Tippet, I. A. A. news service director.

#### MAN'S INHUMANITY TO MAN—HOW LONG?

#### HON. WILLIAM J. SCHERLE

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 21, 1972

Mr. SCHERLE. Mr. Speaker, a child asks: "Where is daddy?" A mother asks: "How is my son?" A wife asks: "Is my husband alive or dead?"

Communist North Vietnam is sadistically practicing spiritual and mental genocide on over 1,757 American prisoners of war and their families.

How long?

## HOUSE OF REPRESENTATIVES—Monday, September 25, 1972

The House met at 12 o'clock noon.

The Chaplain, Rev. Edward G. Latch, D.D., offered the following prayer:

Jesus said:

*I am the light of the world; he that followeth me shall not walk in darkness, but shall have the light of life.*—John 8: 12.

O God, our Father, in whose spirit we live and move and have our being, we thank Thee for the arrival of a new day and for the awakening of mind that comes to us as we respond to the summons to be truehearted and wholehearted, faithful and loyal in our service to our country.

By the power of Thy spirit permeating our personalities help us to conquer all pettiness, all bitterness, all unworthy desires, and all unkind attitudes. Strengthen us to put first that which is first—Thy kingdom of justice, truth, and love. From the summit of this high endeavor, may we enter more fully into the life of our Nation and our world.

Lead us, our Father, in the paths of peace;

Without Thy guiding hand we go astray,

And doubts appall and sorrows still increase;

Lead us through Christ, the true and living way.

Amen.

#### THE JOURNAL

The SPEAKER. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Without objection, the Journal stands approved.

There was no objection.

#### MESSAGE FROM THE SENATE

A message from the Senate by Mr. Arrington, one of its clerks, announced that the Senate had passed without amendment bills and a joint resolution of the House of the following titles:

H.R. 9032. An act to provide for the disposition of funds appropriated to pay a judgment in favor of the Havasupai Tribe of Indians in Indian Claims Commission docket No. 91, and for other purposes;

H.R. 9135. An act to amend the act of August 19, 1964, to remove the limitation on the maximum number of members of the board of trustees of the Pacific Tropical Botanical Garden;

H.R. 10486. An act to make the basic pay of the master chief petty officer of the Coast Guard comparable to the basic pay of the senior enlisted advisers of the other armed forces, and for other purposes;

H.R. 13697. An act to amend the provisions of title 14, United States Code, relating to the flag officer structure of the Coast Guard, and for other purposes; and

H.J. Res. 807. Joint resolution authorizing the President to proclaim the second full week in October of 1972 as "National Legal Secretaries' Court Observance Week."

The message also announced that the Senate had passed with amendments in which the concurrence of the House is requested, bills and a joint resolution of the House of the following titles:

H.R. 14424. An act to amend the Public Health Service Act to provide for the establishment of a National Institute of Aging, and for other purposes;

H.R. 14891. An act to amend title 14, United States Code, to authorize involuntary active duty for Coast Guard reservists for emergency augmentation of regular forces; and

H.J. Res. 1263. Joint resolution authorizing the President to proclaim October 30, 1972, as "National Sokol U.S.A. Day."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 3337) entitled "An act to authorize the acquisition of a village site for the Payson Band of Yavapai-Apache Indians, and for other purposes."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 6797) entitled "An act to provide for the disposition of funds appropriated to pay judgments in favor of the Kickapoo Indians of Kansas and Oklahoma in Indian Claims Commission dockets Nos. 316, 316-A, 317, 145, 193, and 318."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R.

7742) entitled "An act to provide for the disposition of funds to pay a judgment in favor of the Yankton Sioux Tribe in Indian Claims Commission docket No. 332-A, and for other purposes."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 8694) entitled "An act to provide for the disposition of funds appropriated to pay a judgment in favor of the Yavapai Apache Tribe in Indian Claims Commission dockets Nos. 22-E and 22-F, and for other purposes."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 10243) entitled "An act to establish an Office of Technology Assessment for the Congress as an aid in the identification and consideration of existing and probable impacts of technological application; to amend the National Science Foundation Act of 1950; and for other purposes."

The message also announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 10858) entitled "An act to provide for the disposition of funds appropriated to pay a judgment in favor of the Pueblo de Acoma in Indian Claims Commission docket No. 266, and for other purposes."

The message also announced that the Senate had passed bills and joint and concurrent resolutions of the following titles, in which the concurrence of the House is requested:

S. 164. An act to amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to public museums;

S. 244. An act to amend the Federal Property and Administrative Services Act of 1949 to permit donations of surplus personal property to State fish and wildlife and outdoor recreation agencies;

S. 555. An act to authorize the establishment of an older worker community service program;

S. 718. An act to create a catalog of Federal assistance programs, and for other purposes;