

EXPROPRIATION IN COSTA RICA

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 1995

Mr. TOWNS. Mr. Speaker, I want to express my strong concern over the expropriation of the cellular telephone system installed and formerly operated by Millicom in Costa Rica. Congress must address this situation not only for the sake of this U.S. company, but because of the terrible discouragement the expropriation makes against investors to bring Latin America into the information age, and onto the information highway.

Millicom has headquarters in New York and operates cellular telephone networks in 19 countries in Europe, Asia, Africa, and Latin America. The company was invited by Costa Rica to install a cellular telephone system there. After the system had succeeded and was being expanded, the government began using insidious techniques of regulatory expropriation to nullify Millicom's property rights. Finally, a court ruled that the Costa Rican Constitution requires the government's telephone company to be a monopoly, and thereby expropriated Millicom's network and overturned written assurances Millicom had received that it could own and operate the system. Negotiations with Millicom to resolve the situation were on the threshold of an agreement when they were suddenly terminated last month by the President of Costa Rica.

REMEMBERING THE CONTRIBUTIONS OF FORMER CHIEF JUSTICE WARREN BURGER TO THE COURT AND THE NATION

HON. BRUCE F. VENTO

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 1995

Mr. VENTO. Mr. Speaker, I rise today to celebrate the life of an extraordinary Minnesotan, former Chief Justice Warren Burger, who passes away this past Sunday. I am proud to say that Justice Burger was not only from Minnesota, but he hailed from my home city and neighborhood of St. Paul, MN.

Justice Burger's devotion to the Court and the justice system was evident in his hard work and long tenure as a public servant. He began working in the Federal court system in 1956 and remained until he retired as the most senior justice on the Supreme Court through 1986. Justice Burger devoted time after his retirement from the Court to organize the celebrations of the 200th anniversary of the Constitution and Bill of Rights, serving as the Chairman of the Commission on the Bicentennial of the United States Constitution.

During his 17 years on the Supreme Court, Justice Burger made rulings on complex and controversial issues such as school busing, obscenity laws, prison reform, and sexual discrimination, and he was a special champion of judicial reform. It was importantly Justice Burger, a Nixon appointee, who in one of the most important chapters in our history wrote the opinion clearing the way for the release of the Watergate tapes that would become a determining factor in Nixon's resignation of the

Presidency averting a constitutional crisis that threatened our Nation.

During his years of service on the Supreme Court, he watched the ideology of the Court as a whole swing between liberalism and conservatism. Justice Burger tended toward strict conservatism, but he was also sympathetic and pragmatic; open to others ideas often writing opinions praised by his colleagues attempting to insure the Constitution as a living document and judicial review activism.

The Nation is saddened by the loss of former Chief Justice Warren Burger. As we mourn his death, however, we must remember how much he gave to the Court and the Nation. His work is an important legacy that impacts every American's life and will shape the lives of future generations. We will not forget his positive contributions to this country, and I join the Nation in applauding his accomplishments and expressing my sympathy to Justice Burger's surviving family for their loss.

TRIBUTE TO THE NATION'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BLACK COLLEGES ADVOCACY DAY

HON. LOUIS STOKES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 1995

Mr. STOKES. Mr. Speaker, I rise to pay tribute to the Nation's historically black colleges and universities, one of our country's crown jewels. HBCUs have educated some of our Nation's most distinguished leaders—past and present. They include the former Supreme Court Justice, the late—Thurgood Marshall, Jr., renowned civil rights leader, Dr. Martin Luther King, Jr., former Secretary of the Department of Health and Human Services, Dr. Louis Sullivan, the current Secretary of the Department of Energy, Hazel O'Leary, the list goes on.

While HBUCs represent only 3 percent of all American institutions of higher education, they graduate 34 percent of all African Americans with bachelor's degrees. Of the top five schools in the Nation with the most black graduates accepted into medical school in 1993, four were HBUCs.

Mr. Speaker, the Nation's HBCUs stand 105 strong and proud. In recognition of this standing, I ask that the statement given by one of our most distinguished former colleagues, the Honorable William "Bill" Gray, be included in the CONGRESSIONAL RECORD. This distinguished gentlemen recently testified before the Labor, Health and Human Services, and Educational Appropriations Subcommittee.

His testimony, vividly outlines the achievements of the Nation's historically black colleges and universities, and why the Federal investment must continue. The education cuts contained in the Republican-passed budget resolution, from eliminating funding for trio, to freezing funding for Pell grants, would devastate these institutions.

Mr. Speaker, I ask my colleagues to lend their strong support to preserving and enhancing this national resource.

TESTIMONY BEFORE THE HOUSE APPROPRIATIONS SUBCOMMITTEE ON LABOR, HHS AND EDUCATION BY THE HONORABLE WILLIAM H. GRAY, III, PRESIDENT AND CHIEF EXECUTIVE OFFICER UNITED NEGRO COLLEGE FUND, FEBRUARY 3, 1995

Mr. Chairman and Members of the Subcommittee on Labor, HHS and Education Appropriations, I am William H. Gray, III, chairman and chief executive officer of the United Negro College Fund (UNCF). I am pleased to return to this body, where I served for many years as a Member of the Appropriations Committee and chairman of the Budget Committee. As a result of those experiences, I know and respect the challenges you face and the complex and difficult budgetary and programmatic issues that are before you.

Now, as head of the college fund, I wrestle with the same question you face as members of this subcommittee, and that is, "How and to what extent do we support educational opportunity for those with the aptitude and ability to succeed in college, but whose family financial circumstances limit their opportunities." The college fund has raised over \$250 million in the past two and a half years in corporate and individual gifts to help supplement other student and institutional aid at our 41 member institutions. And each year we must justify our 'bottom line' to a corporate board of directors which carefully scrutinizes our costs, our productivity, and our results. Fiscal responsibility and accountability are crucial to the college fund's operations and viability. I believe the same is true for the viability of our Nation.

As you well know, the options you will hear during these hearings and through other channels will be many and varied. I believe they must be carefully weighed and analyzed, as your final decisions will be critical. They will impact the Nation's future generations and ability to compete in a global market place, and thus, will help set the stage for what America is to become. My comments are based on a fundamental principle that I'd like to leave with you in the hope that it will help guide your deliberations and decision making—the principle is that as a Nation we will reap what we sow.

The fact that our Nation leads the world in economic and military might is not coincidental. Our unmatched educational and health systems did not happen fortuitously. The most advanced system of technological communication in the universe did not just fall out of the sky and land in America. A very deliberate and concerted effort begun some 100 years ago was made by our Government and private leaders to invest in industrialization, research and invention, and most importantly in the training and education of Americans. Those investments have resulted in today's harvest of American economic, educational, and technological superiority. This economic investment in intellectual capital has paid off well.

I believe, however, that we cannot rest on these laurels, because if America is to maintain its leadership role, we must continue to strategically plant and cultivate seeds of educational and economic opportunity. According to the U.S. Department of Labor's Workforce 2000 report, over 50 percent of new workforce entrants will be minorities by the year 2000, the majority of which will be African Americans; and most of the new jobs created will be technical in nature, requiring a more highly educated workforce.

Institutions of higher education have a very important role in preparing tomorrow's workers and America's historically black colleges and universities are especially fertile ground for the growth and nurturing of tomorrow's workforce. The reasons are clear:

Black student enrollment in HBCUs grew by 27 percent over the last ten years, from 177,000 to 224,946 and is still rising.

HBCUs make up only 3 percent of all American institutions of higher education, but graduate 34 percent of all African Americans with bachelor's degrees.

Historically black colleges and universities (HBCUs) prepare proportionately more African Americans for professional and technical careers than do mainstream majority institutions.

UNCF's own Xavier University sent more black graduates to medical schools last year than any other U.S. college or university, followed by Howard University, and then Hampton University. Further, of the top five schools in the nation with the most black graduates accepted into medical school in 1993, four were HBCUs.

Between 1981 and 1991, a significant shift away from social sciences occurred in the areas of study chosen by African American students.

(A) Bachelor degrees in engineering jumped by 42 percent;

(B) Bachelor degrees in business increased by 25 percent;

(C) Bachelor degrees in health-related professions rose by 17 percent.

Mr. Chairman, HBCUs have performed a remarkable task, educating over one third of this country's black college graduates, 75 percent of all black Ph.D.s, 46 percent of all black business executives, 50 percent of black engineers, 80 percent of black Federal judges, 85 percent of all black doctors, 50 percent of the Nation's black attorneys, and 75 percent of black military officers.

And Mr. Chairman, our schools have done all this for less cost than majority institutions. HBCUs maintain low tuition in order to provide access to the largely economically disadvantaged student population that they serve. The average tuition and fees at UNCF's 41 private schools in 1992-93, at \$5,008, was less than half the average of private colleges nationally. These colleges are a bargain—low cost and a high success rate.

I believe that these and other statistical data convey a clear and strategic role for HBCUs, and suggest a vital need for increased federal and private investment in and nurturing of these institutions. Everything we know today tells us that America needs more, not fewer persons, trained to undertake the challenges of a changing workplace. Clearly HBCUs provide us with one of the best and lowest cost vehicles for ensuring that young African Americans will be ready to assume roles that they must play if America is to continue to prosper in the future. And I believe that the fiscally responsible thing to do is pay a little now, rather than pay a lot later. Sow the seed now so we can reap a new harvest of prosperity in the 21st century by:

Increasing funding for the title III, part B, historically black college and university program created in 1986. Title III funds are critical in that they provide much needed institutional resources to create and improve academic programs; implement community outreach and pre-college programs; acquire instructional equipment, research instrumentation, library books, periodicals and other learning aids; and improve funds management.

These funds are also provided to selected graduate and professional schools and science and engineering programs which prepare HBCU students for careers in which they are under-represented.

Increasing support for several discretionary programs created in the 1992 reauthorization of the Higher Education Act:

(1) Institute for International Public Policy (title IV, part C, which will train African

Americans, hispanics, and other minorities for careers in international service;

(2) Institutional support for HBCU library and learning resource enhancement (title II part D), which develops and strengthens libraries and library information science programs and provides fellowships to encourage graduate study in that area.

(3) Federal guarantees for the HBCU Capital Financing Program, which will assure access for HBCUs to the private construction financing markets for much needed renovation and building of laboratory and classroom facilities; and

(4) Faculty development fellowships program, which provides assistance to faculty to complete their doctoral degrees and return to our campuses.

Increasing support for the trio programs, which represent the only hope for many students to learn about college through upward bound, talent search and educational opportunity centers; to receive academic reinforcement, counseling and tutoring through student support services; and to gain access to graduate and professional school through the Ronald C. McNair post-baccalaureate achievement program.

As you know, the trio program has a real friend on this committee in Congressman Lou Stokes. Through his leadership, thousands of disadvantaged, low income and first generation students have succeeded as a result of the nurturing and cultivation provided by this program. Current funding levels however, provide supportive educational opportunities to only about ten percent of all eligible students.

And finally, but of equal critical importance, title IV student assistance programs have been the lifeline for most poor students. Ninety-five percent of all UNCF students receive some form of title IV, student assistance—61 percent receive Pell grants, 60 percent receive FFELP loans, 31 percent receive supplemental educational opportunity grants (SEOGs), and 27 percent receive Federal college works study. The Pell Grant program is particularly vital to HBCUs because it's the cornerstone of a poor students' financial aid package and more than 27 percent of HBCU students come from families with household incomes below \$20,000.

It is the combination of these Federal grants, loans and work study aid, coupled with significant private contributions from UNCF and other private gift and scholarship aid that provides opportunities for our students to develop and grow into contributors to our great society.

These modest public and private investments in human capital have resulted in an excellent crop of African American professionals. The college fund, in celebrating its fiftieth anniversary, is extremely proud of this harvest and we believe that our alumni are a testament to the quality education available at our colleges and universities. They are the teachers, lawyers, doctors, business persons, entrepreneurs, elected officials, and law enforcement officers in every neighborhood in America, and they are the famous pioneers such as Leontyne Price, Martin Luther King, Jr. Thurgood Marshall, former Secretary of HHS Louis Sullivan and the current Energy Secretary Hazel O'Leary.

Mr. Chairman, on behalf of the college fund member schools, I thank you for the opportunity to present this testimony and hope that this committee, in its wise stewardship, will continue to sow seeds in the fertile grounds of historically black colleges and universities.

AN EIGHTH-GRADE PERSPECTIVE
ON PRESIDENTIAL PROBLEM
SOLVING

HON. HENRY J. HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 1995

Mr. HYDE. Mr. Speaker, "If I were President of the United States, I would * * *" was the title of an essay contest sponsored by the Chicago Sun Times. The eighth grade English class at Churchville Junior High located in Elmhurst, IL, participated in this contest. I would like to share with my colleagues the issues these young people see as important and how they would correct the problems if they were President.

IF I WERE PRESIDENT OF THE UNITED STATES
I WOULD * * *

(By Aaron Hubalik)

If I were the president of the United States I would help homeless people have job opportunities, clean up crime, and lower taxes.

First, I would give the homeless people a chance to have a job opportunity. I would lower the price of cars and put it towards job opportunities. I would also build amusement parks and take 15 percent of the money earned every month towards more jobs.

Second, I would clean up the crime in our cities. Since gangs are the major problem, I would increase police presence especially in bigger crime areas.

Lastly, I would lower taxes to about 7% so people would have more money to spend for their needs. This would also help the economy grow and create work opportunities.

In conclusion, as president I would give homeless people opportunity, clean up crime, and lower taxes.

(By Jodi Carnevale)

Make all countries come to peace with each other. I would improve every state, and close Abortion clinics.

I would put together a committee who will go to one state and straighten up that state, then that state can help improve the other states. It might take time, but if we all help, it will happen.

While I'm improving states, I would close all the Abortion clinics by destroying the clinics, and building a playground in it's place. It's better to see kids happily playing, that not to see them at all.

I'll have all the Countries sign a treaty, so there will never be another war. So instead of helping just our country, I helped the world.

I could make the World better by straightening up states, closing Abortion clinics, and making peace. This way, we're guaranteed a better future than the one we have in store for us.

(By Amy Byrne)

If I could be president I would make more places for homeless people to go and I would give more money to schools.

Everybody complains about people being dirty or living on the streets and sleeping on benches, so why don't we give these people somewhere to go? I would build large dormitories (large buildings) every couple of blocks for people to sleep, eat and entertain themselves. There would be things for kids to do and we would find jobs for adults or if they needed to learn to read or write we would teach them.

Another thing I would do is give more money to schools. If the schools had more money we could have better uniforms, and more activities, like more dances and a softball team.