

England, and Japan, surviving both an epidemic of flu on a cruise ship and a typhoon while hiking over Mount Fujiyama.

Not only is Billy Jim an outstanding scoutmaster, he is also active in community service and his church, and has been consistently recognized for his tireless efforts. He also served his country in World War II as a surgical technician for the Navy Medical Corps, earning the highest grade ever awarded in surgery at that time. His friend Chad Drumright says, "Billy Jim is still a frustrated doctor—he has the boys engage in rough sports at the Scout meetings so he can run in with the first aid bag when they get hurt."

Billy Jim is both a dedicated father and husband. He and his late wife Evelyn, have two children, Jim and Katherine. He married Joy Langley Vaughn in 1985 and they have led an active and happy life ever since. Working in the yard, canoeing for the purpose of collecting driftwood, and enjoying homemade ice cream are a few things that keep them busy. Billy Jim has contributed immeasurably to his community, the Boy Scouts of America, his church, and his family. He has given of his time and resources, asking little in return. I ask that we recognize him today for his countless accomplishments and contributions.

CELEBRATING THE 75TH ANNIVERSARY OF THE CITY OF MONTEBELLO, CA

HON. ESTEBAN EDWARD TORRES

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 27, 1995

Mr. TORRES. Mr. Speaker, I rise today in recognition of the city of Montebello, CA, which is celebrating its 75th anniversary on October 16, 1995.

Montebello, a city rich in history, dates back as early as 1771 when Franciscan missionaries founded the first European settlement in the Los Angeles Basin. The men from Los Angeles saw the potential of the hills and established a tract and a townsite for them. They named the tract Montebello, Italian for "beautiful hills." In the early years, from the turn of the century until the 1920's, the hills yielded flowers, vegetables, berries, and fruit. In 1913, the chamber of commerce advertised, "Come to Montebello—come where the flowers grow." As late as 1930, more than 30 nurseries were located in Montebello, including the Fred Howard Nursery. Howard developed over 150 varieties of roses in the soil of the hills, including the "Heart's Desire," the official city flower.

On October 16, 1920, Montebello was incorporated as the 35th city within Los Angeles County. Then, Montebello was producing one-eighth of California's crude oil. The oil industry dramatically affected Montebello's population, increasing it from 2,580 in 1920 to 7,060 in 1960. During the 1950's and 1960's, Montebello grew dramatically in population, industry, commerce, and public services. In 1962, the current city hall, with more than 36,000 square feet of usable space was completed. In 1976, Montebello's orderly development and harmonious community life received recognition from the National League of Cities, when it was designated a "Bicentennial All-American City."

The 1980's brought the development of significant projects, as Montebello entered a pe-

riod of vital growth. This growth included the Whittier Boulevard commercial revitalization project, an effort to restore the historic downtown area, and the Montebello Town Center, which opened in 1985. The balanced development between residential, commercial, and industrial properties is reflected in the city's slogan, "Montebello, the Balanced Community."

Because of Montebello's tranquil way of life, it attracts many people who want to start their family or raise children in a happy and healthy environment. Its 61,000 residents and hundreds of businesses take great pride in their city and strive to make Montebello a city that all can enjoy.

Mr. Speaker, I proudly join the residents of Montebello and Mayor Art Payan, Mayor Pro Tempore Jess Ramirez and councilmen Arnold Alvarez-Glassman, Bill Molinari, and Ed Pizzorno, in celebrating its 75th anniversary of incorporation and I ask my colleagues in the House of Representatives to join me in extending our best wishes and congratulations.

TRIBUTE TO PEGGY BEACH

HON. DAVID E. BONIOR

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 27, 1995

Mr. BONIOR. Mr. Speaker, the March of Dimes is an organization with a noble mission: to fight birth defects and childhood diseases. We all share the March of Dimes dream which is that every child should have the opportunity to live a healthy life.

For the past 12 years, the southeast Michigan chapter of the March of Dimes Birth Defects Foundation has honored several Macomb County residents who are outstanding members of our community and have helped in the campaign for healthier babies. This evening, the chapter will be hosting the 12th annual Alexander Macomb Citizen of the Year award dinner. The award, instituted in 1984, is named after my home county's namesake, Gen. Alexander Macomb, a hero of the War of 1812.

This year, the March of Dimes has chosen Peggy Beach as a recipient of the award. Ms. Beach has been the executive director of the Girl Scouts of Macomb County-Otsikita Council for 18 years. She also is the chief executive officer of this council and was a volunteer there for 10 years before being hired full time. Under her tutelage, the council has grown to over 10,000 girls and 4,000 adult volunteers in Macomb County. Countless girls have acquired leadership skills and been involved in activities that foster positive self-esteem. Ms. Beach also volunteers at the United Community Services and Children's Hospital of Michigan.

Dr. Jonas Salk's polio vaccine is just one of the more famous breakthroughs that would not have been possible without March of Dimes research funding. And, without people like Peggy Beach the job of protecting babies would be that much more difficult.

I applaud the southeast Michigan chapter of the March of Dimes and Peggy Beach for their leadership, advocacy, and community service. I am sure that Ms. Beach is honored by the recognition and I urge my colleagues to join me in saluting her as a 1995 recipient of the Alexander Macomb Citizen of the Year Award.

MAKING AMERICA'S SCHOOLS COMPETITIVE

HON. JOHN J. LaFALCE

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 27, 1995

Mr. LaFALCE. Mr. Speaker, America's schools are lagging behind those in most other industrialized countries in student performance. This is due in considerable part to problems with student discipline, lack of national standards, ineffective testing and lack of student accountability. Albert Shanker, president of the American Federation of Teachers, has outlined what our Nation should be learning from other nations who are dealing with these problems. I would like to share an article prepared by Mr. Shanker, which was published in the Wall Street Journal on Friday, September 15, 1995.

EDUCATION CONTRACT WITH AMERICA

(By Albert Shanker)

Successful school systems in other industrialized countries are effective because they have four essential elements: student discipline, rigorous national or state academic standards, external assessments and strong incentives for students to work hard. There is solid evidence to believe that our school system could be just as effective if we did the same. What are the chances? Not good, given that both liberal and conservative politicians are caught up in faddish and radical schemes for reforming schools. Very good if we look at where the American public is on these issues.

The first essential element is the refusal to tolerate disruptive student behavior that regularly interferes with education. In other industrialized countries, a student who constantly disrupts a class is suspended or placed in a separate class or school. That such disruptive behavior goes unchecked here can be seen in the fact that Americans constantly cite discipline as the top school problem in the Phi Delta Kappa/Gallup polls. The public holds parents responsible but also wants schools to act: 77% want chronically disruptive students transferred to a separate facility.

POLITICALLY INCORRECT

Yet this solution remains politically incorrect in the U.S. We are told that we must allow on child to destroy the education of 30 others because a major mission of schools is social adjustment. Or that separating these students would persecute them for having a disability beyond their control. Or that enforcing standards of conduct would have a disparate impact on minorities. (Actually it would: They would benefit disproportionately.)

So efforts to remove chronically disruptive students are few. When they occur, advocacy groups mount lengthy, expensive legal challenges. And courts are apt to side with the "repentant" offender rather than the unseen victims—the other students. Few cases even get that far, since there are powerful incentives for schools not to report problems that would give them a bad reputation or tie up principals and school boards in court. Failure to act only encourages more students to misbehave.

The second essential element in effective school systems is the existence of academic standards at the national or state level. These specify what is taught in each subject at each grade level and the quality of student performance required. Students are taught to the same standards in the early grades, but at some point (between grades

five and nine, depending on the country), students are put in different tracks, each demanding, on the basis of their achievement.

There are no such standards here. Efforts to establish national standards have been particularly controversial, but if other democratic countries with a range of political ideologies have been able to work them out, couldn't we? The public seems to want us to. The Phi Delta Kappa/Gallup Poll has included different questions about national standards, and support has ranged from 69% to 83%.

State standards have made more headway, but almost none of them gives real guidance to teachers. Many are vague: e.g., learn to appreciate literature. Some are so encyclopedic that each teacher has to decide what to do.

The public demands more. According to the 1994 Public Agenda survey, 82% of Americans favor "setting up very clear guidelines on what kids should learn and teachers should teach in every major subject." And the 1995 Phi Delta Kappa/Gallup Poll shows that 87% of Americans think students ought to meet "higher standards than are now required in math, English, history, and science in order to graduate from high school."

The disconnect between the public and public officials is also large on the issue of tracking. American schools, like school systems in other countries, track students, but we do it poorly and unfairly. One way to turn that around is to do what other nations do: Have common high standards in the early grades and ensure that students in different tracks in the later grades all have challenging standards to meet and second chances to move to higher tracks. Instead, public officials are jumping on the de-tracking bandwagon, the idea that a 10th-grader who is at, say, a fifth-grade reading level should be taught in the same class as students at the 10th-grade level. Why? To avoid the harmful effects of labeling some students as "slow," or to see if lower achieving students will rise to the level of high achievers.

This is clearly unworkable. What's a teacher supposed to do—teach the same lesson to all? Divide the class into groups, and give each group only a small amount of attention? Ah, we're told, with lots of time, training and other expensive changes, teachers may learn new methods that work.

The public is not buying. According to a 1994 survey by the Public Agenda Foundation, "only 34% of Americans think that mixing students of different achievement levels together in classes . . . will help increase student learning. People remain skeptical about this strategy even when presented with arguments in favor of it . . . [because it] seems to fly in the face of their real-world experiences."

The third essential element of successful school systems is external testing that is administered by state or national governments. Secondary school students abroad know that being admitted into a university or technical institute or getting a good job depends on passing rigorous external exams. Most nations' college-entrance exams cover four to seven subjects, each taking about six to eight hours of essay writing and problem solving. About 30% of all students pass them. There are also rigorous exams to enter technical schools.

In the U.S., we have no comparable curriculum-based exams, though the old New York State Regents exams can be the closest. The Advanced Placement exams are somewhat comparable but are not required; only 7% of students take them. Standardized reading and math tests given in all schools measure only those skills and don't measure students' performance against objective standards. Minimum competency tests for

12th-grade graduation typically measure seventh- or eighth-grade skills. None of this satisfies the public's demand for high standards.

The fourth element of successful education systems is high stakes for student achievement—the glue that holds the other elements together. Students in other countries study hard because they know that unless they pass their exams, they will not get into a college, technical institute or apprenticeship program. They may not even get a job because employers hire on the basis of school records.

In the U.S., almost nothing counts for students—not grades, not behavior, not even attendance. There is a college willing to take all hopefuls in America, no matter what courses they took or what grades and SAT or ACT scores they received. Eighty-nine percent of four-year colleges offer remediation. Those not headed for college needn't worry either. Employers do care whether the applicant is a graduate or dropout, but they don't ask for the student's academic and behavioral record.

NOT ON THE AGENDA

Without high stakes, students won't work hard and, therefore, won't learn much. But this is not on the American political agenda. Liberal politicians say it is unfair to hold children accountable until we equalize the resources spent on them. Conservatives seem no more eager than liberals. They spend their time placing blame for low student achievement on teachers' unions, tenure and government monopoly of education—each of which is present in successful school systems.

The liberals' solution for low academic achievement is to push social engineering first, which has little public support. The conservatives' solution is to push vouchers, which haven't improved achievement and which according to the 1995 Phi Delta Kappa/Gallup poll, are opposed by 65% of Americans. And both sides, for different reasons, are embracing an even greater degree of the local control that brought us to this state of low achievement in the first place.

The American public and parents want high standards of conduct and achievement in our public schools. Surveys of teachers show the same. They're right: Discipline and academic standards work and are workable. Smart politicians should propose this as an Educational Contract with America and deliver.

IN HONOR OF THE LINDEN INDUSTRIAL ASSOCIATION ON ITS 60TH YEAR ANNIVERSARY

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 27, 1995

Mr. MENENDEZ. Mr. Speaker, I rise today to honor the Linden Industrial Association, an association that has represented the city of Linden's manufacturing industry with diligence and professionalism, on its 60th anniversary. The association will celebrate its anniversary on September 27 at a special event entitled "Linden—2000 and Beyond."

The organization was formed in 1935 to assist the city in formulating its budget each year. As time passed the organization evolved—now its main purpose is to create a strong business climate for its members. The association also works to inform its members about environmental and safety regulations.

The association promotes sound business practices and corporate responsibility.

Sixty-five corporations are members of the association, such giants ranging in size from Merck & Co., General Motors and Exxon Chemical and including smaller companies as well. New and old businesses receive excellent guidance from the association that leads to long and prosperous business relationships. The association aims to keep communication open between industry, business, and government. The association has often been compared to a chamber of commerce. Their purpose is to help the businesses and to provide as much support and information as possible.

I ask that my colleagues join me in honoring the Linden Industrial Association on its 60th year anniversary. The association is truly a remarkable organization that strives to provide better service to its members.

HONORING DAVID L. PHILLIPS

HON. BILL RICHARDSON

OF NEW MEXICO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 27, 1995

Mr. RICHARDSON. Mr. Speaker, 7 years ago Congress appointed David L. Phillips to serve as the first president of the Congressional Human Rights Foundation. David was an outstanding leader who served Congress and the Foundation with distinction.

Unfortunately, David's 7-year term is now ending, but he can leave the Foundation knowing he played a critical role in establishing the Foundation as a promoter for human rights and democracy around the world.

Under David's leadership, the Foundation established the Interparliamentary Human Rights Network which includes members from 120 countries devoted to human rights and democracy.

The Foundation's Board of Directors recently honored David by approving a resolution commending David's 7-year term. The resolution is printed below.

As David leaves to pursue new opportunities, I urge my colleagues to join me in extending a warm appreciation to David for his efforts and contributions during the past 7 years and a sincere wish for continued success.

RESOLUTION

Whereas, David L. Phillips was appointed by Members of the U.S. Congress to serve as the first President of the Congressional Human Rights Foundation in 1988.

Whereas, David L. Phillips ably established the Foundation as a leading voice on behalf of human rights and democracy and helped to define the purpose and future of the organization during his seven year term as President of the Foundation.

Whereas, David L. Phillips worked assiduously on behalf of the victims of human rights abuse bringing to bear a deep humanitarian commitment to the well-being of human-kind as the redress of human suffering.

Whereas, David L. Phillips leadership the Foundation's Interparliamentary Human Rights Network was established and today includes 1,000 Members of Parliament from 120 countries committed to human rights and democracy.

Whereas, David L. Phillips helped establish the Foundation's Global Democracy Network, an electronic communications program which utilizes the information highway