

on the line to save the lives of others. In addition, he has dedicated his time as a baseball coach and organizes sporting and recreational events for members of his community.

Mr. O'Reilly is a lifelong resident of Jersey City. He attended school there and he and his wife have raised their children there. He is a fine constituent of whom I am very proud.

As we celebrate St. Patrick's Day, let us remember all of those Irish-American men and women who have made a difference in the United States. This is a day for us to acknowledge their achievements and feel proud to have them in the United States. This holiday is an excellent opportunity to pay tribute to Irish-Americans; past and present.

NATIONAL ENGINEERS WEEK

HON. BOB FILNER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, March 3, 1995

Mr. FILNER. Mr. Speaker and colleagues, I rise today to commemorate the profession of engineering.

February 19–25 was National Engineers Week. As the Nation's second largest profession, engineering provides a challenging and rewarding career choice to roughly 1.8 million people in the United States.

Mr. Speaker, engineers often complain that many people do not know what it is that engineers do. Well, virtually everything that you and I do every day of the year has been invented, improved, or made safer because of engineers.

National Engineers Week is always celebrated at the time of George Washington's birthday. Washington had the educational background of an engineer and land surveyor and is considered the Nation's first engineer. As President, Washington led a growing society toward technical advancements, invention and education. He promoted the construction of roads, canals, the U.S. Capitol, docks and ports and development of manufacturing resources.

Engineers Week falls during Black History Month. African-Americans have engineered some of our most important and best-known inventions.

There are numerous examples of leaders in the engineering profession, Mr. Speaker, but one has especially touched my heart. It is the story of Archie Alexander, who although advised against a career in engineering because of racial prejudice, persisted and gained recognition. If it were not for Mr. Alexander's perseverance, the Tidal Basin Bridge and Seawall and the Whitehurst Freeway in Washington, DC would not have been built.

It is African-American role models like Alexander who have helped pave the way for others wishing to pursue careers in engineering, including women and members of other minority groups.

As we approach the 21st century, the profession of engineering will help us cope with our changing world, while creating numerous new jobs and career paths. Long live engineering.

TRIBUTE TO INVENTOR AUSTIN STANTON

HON. RALPH M. HALL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Friday, March 3, 1995

Mr. HALL of Texas. Mr. Speaker, I rise today to pay tribute to an outstanding American, Austin N. Stanton, who died November 27, 1994, at the age of 91 following a brief illness. Austin Stanton was the inventor of microcircuitry—the precursor to the computer age. He was a long-time resident of Garland, TX, and lived in Bonham, TX, in my Fourth Congressional District, during the past 8 years.

Austin Stanton dared to dream, and through hard work and determination made those dreams come true. Born on May 31, 1903, in Cromwell, IA, to Harriet L. Stanton, teacher, and the Rev. Jay B. Stanton, pastor and teacher, he left home at the age of 12 and worked at various odd jobs until he decided as a teenager that he should develop his own potential. He hopped a freight train to State University of Iowa and paid his way through school by working as a night serviceman for a power company. He received a B.E. degree in Electrical Engineering from the university in 1925, followed by an M.S. degree in physics in 1927. His thesis, "Phenomena in Resonance Radiation of Cesium," was the foundation for later scientific and technological achievements.

He was married in 1926 to Margaret L. Saveraid, and following college, they drove to Texas, where Mr. Stanton began working with a seismograph crew in oil exploration. From 1927 to 1945 he gained experience in geophysics and electronics, serving as president of Geophysical Exploration Co. and Texas Geophysical Co., both of Dallas, and as associate professor and acting head of the electrical engineering department and head of the preradar school, U.S. Army, at Southern Methodist University in Dallas.

In 1945, he founded Varo Corp. in an old building on his farm in Garland, TX, with about \$800 in capital. The building was converted into a laboratory, and his young, small staff began work on the design for a revolutionary power conversion unit for military aircraft. They also developed tiny power supplies, microcircuitry, and precision timing devices for space vehicles. Varo conceived and developed the first light-amplifying, night-vision telescope, first electronic inverters, and the first microcircuits. Microcircuitry led to the development of integrated circuits, which brought about the computer age. Varo was the only producer and supplier of microcircuitry for more than 5 years. Their microcircuit transmitter was donated to the Smithsonian Institution, where it was placed on display. When Mr. Stanton retired as chairman of the board of Varo in 1967, he had parlayed his \$800 investment into a successful \$60 million per year international business. He also provided advice and assistance to Texas Instruments Co. in the microelectronics field.

Since 1967 Mr. Stanton has been actively involved in developing advanced technology. He was chairman of the board of the Keller Corp. and Methacoal Corp., both research and development companies and leaders in various phases of the alternative fuels, power and

energy, electric generation, and waste utilization fields. With Leonard J. Keller, an expert in engineering, he developed Ambient Energy Corp. and built the first Ambient Energy Home, a model of affordable, all-electric energy homes. In 1990 he coined the cleanest, most efficient, and least costly coal-based electric generating plant in the world. He earned approximately 40 patents during his lifetime and was actively involved in technology development until his recent illness.

Mr. Stanton was for many years a personal friend and associate of Wernher von Braun, the principal scientist of space-age technology. He provided valuable assistance to Von Braun and was the first to propose the commercialization of space. He made presentations on the subject at the first international conference on space utilization.

Austin Stanton also was a philanthropist. Before he moved to Bonham from Garland, he donated 25 acres of land near downtown Garland and pledged \$350,000 in Varo stock—which later sold for \$1 million—for construction of a hospital, which became the nucleus of Baylor Medical Center in Garland. He also contributed more than 100 acres of ranch land to the city's parks and recreation system.

Austin Stanton received many awards during his lifetime, including "Pioneer of the Space Age" award from the U.S. Army and the "Lloyd Berkner Space Utilization" award and the "Pioneer and Leader in Space and Microelectronics" award from the American Astronautical Society. He was a fellow of the American Astronautical Society and the British Interplanetary Society and a member of Tau Beta Pi and Sigma Xi.

He is survived by his wife of 67 years, Margaret L. Stanton, 2 daughters, a sister, 17 grandchildren, 22 great-grandchildren, and 3 great-great-grandchildren. He was a good friend of mine, and he will be missed and remembered by all those who knew him.

It is a rare privilege, Mr. Speaker, to have the opportunity to pay tribute to this singular individual, who shared his talents and the fruits of his labors with his country, his community, his peers, and his family. Austin Stanton's life touched our lives in many ways—through scientific and technological advances, in our defense and space programs, and in our environmental efforts. As we adjourn today, Mr. Speaker, I ask my Colleagues to join me in paying our last respects to a truly great American—Austin Stanton.

IN SUPPORT OF FEDERAL FUNDING FOR EDUCATION

HON. BRUCE F. VENTO

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Friday, March 3, 1995

Mr. VENTO. Mr. Speaker, much of the current budget debate centers on America's children—we all want to ensure our young people can achieve the American dream. Experience has shown that investing in education is one of the surest ways to achieve this important national goal. Increased levels of education translate into higher wages for individuals and a more productive workforce. In 1993, the median weekly wages of a high school graduate exceeded those of someone without a diploma

by almost 30 percent, and the payoff for a college degree was even higher. Despite these findings demonstrating the value of education, the House Subcommittee on Labor, Health and Human Services, and Education under the Republican leadership has recently approved a bill to rescind over \$1.7 billion in education funding for fiscal year 1995. Many of these cuts will affect our Nation's most vulnerable youth: the poor, the homeless, and those with disabilities. If we truly value our young people and our future, we must support Federal funding for education. I would like to bring to the attention of my colleagues the following letter of Jay Noren, chancellor of Minnesota State colleges and universities, to the Minneapolis Star Tribune which discusses the benefits to individuals and society of investing in education.

[From the Minneapolis Star Tribune, Feb. 28, 1995]

FUNDING EDUCATION REWARDS THE ENTIRE
STAT IN THE LONG RUN
(By Jay Noren)

When Gov. Arne Carlson submits supplemental budget to the Legislature today, he has an opportunity to look beyond the immediate political horizon and demonstrate not only state but national leadership by investing in education.

Preliminary reports anticipate additional state revenue available in the next biennium, more than expected when the governor made his preliminary budget recommendations on Jan. 24.

This will be the time for the governor and legislators to focus on how state dollars can best be invested for the long-range good of Minnesota and its people. Education is precisely that investment. The investment funds should come from two sources:

The additional revenue should be earmarked for education.

The governor and legislators should reconsider the proposed 25 percent increase in spending for prisons and the 16.9 percent increase in health and human services, and invest a portion of that increase in education.

Clearly prisons and human services are worthy recipients of public funding. But these sectors have received 138 percent and 175 percent increases respectively since 1987, while higher education has received only a 36 percent increase, not enough to cover inflation and enrollment growth.

People are Minnesota's best natural resource. People who are trained and educated are a value-added form of that natural resource.

The governor's preliminary budget continued a 10-year trend, putting an ever-larger proportion of the state budget into criminal justice and health and human services, while putting an ever-smaller proportion into education.

Higher education—the state's technical colleges, community colleges, state universities, the University of Minnesota and student financial aid—would get 11.8 percent of the state budget under the governor's plan. In the mid-'90s, higher education got 15.5 percent.

Minnesota State Colleges and Universities (MnSCU) is the "home-town" higher education system that provides technical and academic education in every corner of Minnesota. The preliminary budget fell \$94 million short of maintaining current programs.

That shortfall will result in layoffs and huge tuition increases requiring students to pay more and get less—the equivalent of denying college to 14,000 students.

The University of Minnesota needs an increase in its base funding rather than the one-time money recommended in the earlier

budget—funding that will disappear in two years, creating an even larger crisis in 1997.

K-12 education needs funding to face large current increases in pupils which will continue for the next 10 to 15 years (enrollment that is also now beginning to affect higher education).

The governor said it right in his Jan. 24 message when he said the state's budget for the next two years should: make government accountable and affordable; support children and families; prepare young people for work; create jobs and sustain economic vitality, and build stable communities.

An investment in education directly addresses all five points:

Colleges and universities will be accountable. The July 1, 1995, merger of Minnesota higher education institutions is the most far-reaching restructuring of higher education in Minnesota history—and it has the potential for immense rewards for students, for employers and for the state. We have defined measurable goals and we are committed to reviewing every program, every building and every expenditure in our new system.

In the next two years we will reduce 20 colleges to 10 consolidated colleges. Each of these consolidated colleges will operate more efficiently with fewer administrators and better services to students.

We will reduce the central administration staff by 20 percent from the size of the three merging system offices.

We will undertake intensive evaluation of all educational programs not only to identify duplicate and ineffective programs but also to highlight centers of excellence that serve students best. Centers of excellence will receive additional resources largely from the reinvestment of savings gained from reducing and eliminating ineffective programs.

An investment in education supports children and families. An investment in education helps 5-year-olds in kindergarten and it helps 45-year-olds who need training or retraining for jobs. Unassailable statistics show that education correlates directly with income. People with an associate degree earn more than those with a high school diploma. People with a bachelor's degree or a master's earn still more. The ability to earn a decent income is the best stabilizing force for any family.

Prepare young people for work. We couldn't agree more with the governor's priority. That's what education does—it prepares people for work and responsible citizenship.

Create jobs and sustain economic vitality. Minnesota's towns and cities are full of businesses and factories started by graduates of our colleges and universities. Those businesses and factories employ our graduates. Clearly the thriving communities in Minnesota are those which either have—or are within easy reach of—a college or university. The 62 college and university campuses produce most of Minnesota's educated and hard-working employees, as well as most of our entrepreneurs, who create the businesses employing our citizens. The University of Minnesota campuses similarly fuel the economy and make unique contributions through research and graduate education which translate into new products, new businesses and solutions to human problems throughout the world.

As we move into an era with more older people, more children and fewer workers, state revenues and public programs for our citizens (including human services and crime prevention) will continually erode unless our workers succeed in earning more money. Do we want those workers to be struggling in minimum-wage jobs? Or do we want them trained and educated for high-income jobs in industries that are able to compete globally?

Investment in education will increase personal income and return state tax revenues needed to pay for Minnesota's other public programs essential to quality living.

Build stable communities. Efficient, energetic colleges and universities are a stabilizing force in their communities. Weakened colleges and universities, fighting to stay alive in the face of severe budget cuts, will cause serious community instability.

Minnesota became a great state by passionate preservation of its values and traditions. One of its most central traditions has been a strong public K-12 and higher-education system, open and accessible to all.

Gov. Carlson rightly asks education to accept change and to adapt itself to the immediate needs of the late '90s and the 21st century. We are eager to accept that challenge. But we cannot meet that challenge if primary and secondary schools, colleges and universities must use their energy for intensive care of critically ill schools and campuses rather than vital, healthy efforts to enhance students' fitness through accessible and innovative education.

Minnesota young people of today and tomorrow have fewer self-improvement opportunities through education than the opportunities provided to the current generation of business leaders, legislators, teachers and public servants. We must give them the educational choices we all enjoyed in our earlier years. It is a tradition that our parents and grandparents nourished, and we must continue the educational sustenance for Minnesota's future quality of life. The crisis in education funding has arrived. Only visionary leadership—from educators, the Legislature and the governor—can prevent crisis in society at large. In this legislative session we must fund adequate educational investment and demand accountability for the principal outcome—preservation of Minnesota's economic and social strength.

TRIBUTE TO CELESTE MAIA CRON

HON. ANNA G. ESHOO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, March 3, 1995

Ms. ESHOO. Mr. Speaker, I rise today to honor Celeste Maia Cron and her upcoming induction into the San Mateo County Women's Hall of Fame.

After 25 years as the head of local printing and graphics firm, Celeste Maia Cron became the first woman to head the printing office for the State of California. At the printing office, Ms. Cron has started an in-house women's support group to deal with job discrimination, spousal and partner abuse, and other family related problems. Previously, she founded the Friends of the Advisory Council on Women and served as the president of the Private Industry Council and Soroptimists International of Burlingame/San Mateo. Ms. Cron is a prominent leader in our community and has been honored with a number of awards including the 1991 Volunteer Recognition Award by the Volunteer Center, a Palo Alto Junior League award for her work in education, the Key Award from the March of Dimes, and the National Association of Printers and Lithographers Award for Exceptional Employee Relationships.

Mr. Speaker, Celeste Maia Cron is an outstanding citizen, and I commend her for remarkable commitment and contributions to our