

more for their student loans. Who knows how many who cannot afford the higher priced loans will simply drop out.

It makes it harder for poor families to escape welfare by blocking any increase in the minimum wage.

The Republican agenda leaves virtually every American family at risk of financial ruin by refusing to reform health care. For some, the past 100 days simply means that more people are without health insurance in South Dakota and a lot of people—and hoping they do not end up like some of their neighbors—the 1,200 retirees of the Morrell meatpacking company in Sioux Falls, who suddenly lost their health benefits 2 months ago.

And, the contract undermines our effort to enforce laws protecting Americans from polluted air and water, from spoiled meat and killer toys and a whole host of other dangers.

The big winners in the contract are the lobbyists and special interests, who Republicans have invited—quite literally—into committee rooms to write the laws as they choose.

The big losers, of course, are working families, who are going to end up picking up the tab for the special interests—the same as they did in the 1980's. That is wrong, too, and Democrats will fight it.

The biggest problem with the contract is not simply that it threatens to bankrupt working families economically. It is also morally bankrupt. Democrats have a responsibility to challenge not just the details of the contract, but the underlying values as well. We need to raise our voices, particularly in the face of the extreme new agenda of the Republican Party.

We need to find new ways, new technologies, to communicate our basic beliefs, and, we need to expand the debate to include values that matter to working families. Values like fairness and tolerance, genuine opportunity, and generational progress.

More important, we need to make sure that our values shape our public policy. Too often, government policies do not reflect our nation's values. Sometimes they have actually exacerbate the conditions they were created to eliminate.

No matter how noble their original purpose, when we try to protect failed programs, we undermine the credibility of government and thus the ability of government to help the people who deserve help.

So, making sure our values shape our public policies mean, first of all, acknowledging when something is not working. Making sure our values shape our public policies also means reforming our welfare system so that it rewards work. It means encouraging families to be strong and to stay strong. Making sure our values shape our public policies means we need truth-in-sentencing laws. We need to hold people responsible for their actions. And we need to protect people from crime in the first place.

President Clinton and a Democratic Congress last year passed a tough new crime bill that puts 100,000 more police on the street, including 77 in my home State. Now Republicans want to gut that bill. That is dead wrong. And Democrats will fight it.

Making sure our values shape our public policies means we need to listen to average people, not campaign contributors. In Washington and in every State capitol in this country, holy wars are being waged with unholy amounts of money. People don't know where the buck stops anymore. They only know it stops the debate.

And this is wrong. And Democrats will fight it—by pushing for real campaign finance reform—in this session of Congress.

Making sure our values shape our public policies means helping workers learn new skills so they can keep their job or get a new one. Not long ago, Speaker GINGRICH called unemployment insurance “vacation pay for freeloaders.” Republicans may think that makes a good sound bite, but it's small and insensitive. If we value work, then let us treat workers with dignity. Give them the tools and training they need to earn their own way, and they will not need unemployment insurance or anything else from government.

Finally, making sure our values shape our public policies means helping middle-class pay for college with affordable loans or the sweat equity that comes from national service.

In asking Congress to do these things, Democrats are only asking the Republican majority to do what the American people expect them to do: to lead. Their refusal to even discuss our proposals makes it clear that Republicans do not oppose the way we Democrats have done the job of fighting for working families and children. They are fundamentally opposed to the job being done at all.

I said at the beginning of my remarks that the American people did not vote for the Republican contract because most had not even heard of it. Instead, they were voting to continue the original Contract With America. They voted to make America a place, once again, where people still believe in values like tolerance and fairness, and parents still have the time to teach those values to their children.

America can be what America was, a place where you can get ahead if you work hard. We can make America that kind of place again. But it's going to take more than angry demagoguery and more than the mad dash of 100 days.

Americans understand that. Because leaders like Franklin Roosevelt taught us. President Roosevelt led this Nation through a depression and a world war. He knew that good government is government which unites this country, not divides it. It is government that offers hope, not fear—that proposes real solutions where there are real problems. He led, so others were willing to follow.

As a former history professor, NEWT GINGRICH should remember the words of his favorite President who said that “the only limit to our realization will be our doubts of today.”

While Democrats do not advocate going back to the programs of the New Deal, we believe that the values that shaped that agenda are as valid today as they have ever been. The realization of tomorrow must be built from the realization of strong national leadership today, the kind of leadership the American people have turned to throughout our history, and to which future generations must turn, not just for 100 days, but for that many years, and more.

SCHOOL-TO-WORK: A LARGER VISION

Mr. PELL. Mr. President, in November of last year, Mr. Sam Halperin of the American youth policy forum addressed a statewide conference in Rhode Island on implementation of the new School-to-Work Opportunities Act of 1994. His thoughts bear careful consideration not only as we move this act from legislative provision to program but also as we approach reauthorization of the Vocational Education Act.

Mr. Halperin is a distinguished educator whose views merit careful consideration. He has served as Deputy Commissioner in the old Office of Education, Deputy Assistant Secretary at the Department of Health, Education, and Welfare, and the director and first president of the Institute for Educational Leadership.

I would ask that the full text of Mr. Halperin's remarks be placed in the RECORD.

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

SCHOOL-TO-WORK: A LARGER VISION

(By Dr. Samuel Halperin)

Thank you for your invitation to help develop Rhode Island's plans for implementation of the School-to-Work Opportunities Act of 1994 (hereafter STWOA). I have no doubt that you will soon win one of the federal implementation grants, grants already awarded to eight other states.

My only doubt is whether your vision will be as large-spirited and as bold as the federal Act itself. Will you seize the opportunity to rethink the essential nature of schooling at the dawn of the 21st Century? Will you construct a total quality system in which each of the parts supports and advances the welfare of all the other parts? That is the challenge. That is the opportunity.

SCHOOL-TO-WORK OPPORTUNITIES ACT: “HISTORIC, LANDMARK” LEGISLATION

Five features of the new Act qualify it for designation as “historic,” even “landmark,” legislation:

One, previous federal legislation focussed mostly on the disadvantaged (Job Training Partnership Act, Job Corps, ESEA Title I). STWOA is the most universal, non-means-tested effort to date. It is intended to help all students who have not yet completed

high school, regardless of their economic status.

Two, STWOA is the first federal education legislation to declare that preparation for earning a living is one of the legitimate and important roles of schooling for all students, including the college-bound.

Three, previous federal legislation implied that learning is the near-exclusive province of the schools. STWOA affirms that learning takes place in families, communities, schools and workplaces. Employers and worksite learning are central in the new legislation. So are parents and community-based organizations. All of these agencies are specifically recognized as major stakeholders and partners in every local STW partnership.

Four, previous federal legislation (with the exception of Vocational Education) largely bypassed the high schools. (Title I compensatory education funds, the largest program, are concentrated largely in the early grades.) STWOA focusses on high school and the transition to postsecondary education. While it addresses the needs of all students, it "remembers" the needs of "The Forgotten Half" who are not going to four-year colleges immediately after high school graduation.

Five, previous federal legislation provided annual funding over many years. STWOA, accommodating to harsh federal fiscal realities, seeks to leverage change through limited financial incentives. Federal "venture capital" over a seven-to-ten-year period is intended to help you form voluntary partnerships and consortia of all the stakeholders. STWOA also encourages you to re-assess how you are using other federal, state and local funding streams and, possibly, combine them for greater impact.

Overall, the hope is that the new ways of doing business that you will develop will produce greater student achievement and far greater satisfaction with the graduates of your community's total educational enterprise.

WHAT SCHOOL-TO-WORK IS NOT

Now, having told you why I think the new Act presents such a large historic challenge, I'd like to emphasize what the Act is not.

First, it's not another one of those small federal programs that soon becomes overlaid with reams of federal and state guidelines and regulations. The last thing in the world you need is another categorical program, another "flavor of the month!"

STWOA is not a fancy euphemism for existing programs like vocational education or career exploration, although each of these endeavors has a vital role to play in School to Work.

It's not a way for America to beat the Japanese and Germans in international economic competition.

It's not another tracking device to separate winners and losers in the education race or to offer second-class schooling to students who may not see themselves as college-bound.

WHAT SCHOOL-TO-WORK COULD BE

Now let me tell you what I think STW could be here in Rhode Island and around the country.

Ideally, STW is a systematic, comprehensive, community-wide effort to help all young people (1) prepare for high-skill and high-wage careers, (2) receive top quality academic instruction, and (3) gain the foundation skills to pursue post-secondary education and lifelong learning. I stress all young people, including those with disabilities and those who are headed for a four-year degree at our finest colleges and universities.

When carried out effectively, STW offers a high school experience that challenges and motivates our youth to develop the skills,

knowledge and behaviors they need to achieve economic earning power and, in turn, achieve the American dream.

STW will also help to provide American employers with the qualified workers they need. Through new or expanded local partnerships, employers will work with teachers to develop and implement curricula that span both the school and work sites, setting high standards for student performance and credentialing youth for good careers.

To the architects of STWOA, the Act is a way to rethink what we adults are doing to prepare our young people for success in life. It offers us the opportunity to fundamentally alter the high school experience—which currently is not working well for many, if not most, students. It brings high school into alignment with more effective ways of teaching and learning and promises a brighter future for far more young people. It also gives adults far greater personal and professional satisfaction from their work with young people.

A CRITIQUE OF AMERICAN HIGH SCHOOLS

STWOA was created out of a widespread belief that most high schools are not working well, particularly for the 75 percent of our young people who are unlikely to earn a baccalaureate degree. Consider these contemporary comments on the American high school:

"Most employers look at the high school diploma as evidence of staying power, not academic achievement. They realized long ago that it is possible to graduate from high school in this country and still be functionally illiterate. As a result, the non-college-bound youth know that their performance in high school is likely to have little or no bearing on the type of employment they manage to find." (Commission on the Skills of the American Workforce, *America's Choice: high skills or low wages!*, 1990)

"Most kids think [academic] education methods are torture devices invented by teachers. . . they got that idea because they can see that no one in the workplace is doing these things." (Stephen Hamilton, Cornell University Youth and Work Program.)

"It's evident that the vast majority of kids in high school are not motivated. We don't seem to be approaching them in ways that engage them in learning." (John f. Jennings, U.S. House of Representatives Committee on Education and Labor.)

"Students not bound for college need the most help, receive the least assistance, are equipped with the most limited information, and experience the greatest risks in the job market." (Gary Orfield and Faith Paul, *High Hopes, Long Odds*, 1994)

Over the twenty-year period from 1967-1987, the percentage of jobs held by workers with less than a high school diploma declined from 40 percent to only 15 percent. Over the same period, inflation-adjusted incomes of families headed by high school graduates without any postsecondary education fell fully 30 percent. Only half of the high school graduates under age 20 and not in college are employed fulltime and worse yet, about one-third of young people fail to find stable employment by the time they reach age 30. (Bureau of Labor Statistics and Paul Osterman of MIT.) (For a larger discussion of these points, see Richard Mendel, *The American School-to-Career Movement: A Background Paper for Policymakers and Foundation Officers*, American Youth Policy Forum, 1994.)

Against this dire and worsening background we know that many well-paying careers do not require a baccalaureate degree. We also know from research (e.g., the SCANS reports, 1991 and 1992, and the National Assessment of Vocational Education, 1994) that certain things do pay off in the labor mar-

ket: (1) cognitive skills, (2) broad technical skills (especially computer literacy and its applications), (3) postsecondary education and, (4) human relations and workplace skills, like getting along with colleagues and supervisors, working well in teams and demonstrating reliability, responsibility and initiative.

BASIC PREMISES OF SCHOOL-TO-WORK

Building on this knowledge base, STWOA offers no precise blueprint, no road map or rule book. Rather, the new Act is one of the least prescriptive laws on the statute books. It acts like a compass, pointing to a set of concepts or basic premises. These premises are based on recent research about how people learn best and what employers say young people need in order to cope with a fast-changing world.

First, STW is a new way of looking at the development of young people and particularly at their needs in the critical adolescent transition years from high school into further education and the world of work. STW asserts that youth need active, not passive learning—in schools, in worksites, in voluntary service. Therefore, STW views the entire community as one great learning laboratory where young people grow, develop and find networks of support.

Second, STW is a systematic effort to change the time-based assumptions on which most high schools are currently based. STW says that young people are expected to exhibit or demonstrate mastery of rigorous academic and behavioral skills, not be judged by how many years they have sat in classrooms or how many written tests they have passed by rote memorization. Actual demonstrations of competence will be the touchstone of STW.

Third, STW builds on extensive research that says that one of the most critical ingredients in young people's success is their close attachment to a caring and successful adult, a mentor, a role model, a coach, a youth advocate who supplements what teachers, neighbors and family members provide, particularly when traditional supports are lacking.

When a Congressional committee asked Cornell University's Urie Bronfenbrenner to summarize everything he had learned in a long and distinguished career in human development research, Bronfenbrenner replied: "Some adult has got to be crazy about the kid, and truly be there for that kid, and let that kid know that his life is important and has meaning."

Fourth, STW also builds on powerful recent research finding that most students learn best in context, when they see how knowledge is actually used outside the school, especially in a work setting. Therefore, STW views the employers' workplace as a learning laboratory where young people can experience the relevance of knowledge in the "real world." Young people like to work. They blossom in the workplace if they are treated as respected members of a team that is expected to perform responsibly and productively. Generations of inquiry concerning European adolescents undergird these truths. Young people in Europe report pride in their workplace roles. They look forward to the company and the counsel of their adult supervisors and coworkers. And, to a considerable extent, they avoid the epidemic of pathologies which beset so many American youth.

Fifth, because STW is outcome- or performance-centered, young people in their dual roles as learners and as workers can demonstrate their proficiency at the highest standards. That accomplishment is then certified by a credential that is recognized and

honored by schools, by employers, by parents and by institutions of higher education.

These, then, are five basic premises on which many of the new STW initiatives around the United States are based. To be sure, few existing STW efforts will articulate all of these premises clearly. Nor will these initiatives give equal weight to each of these premises. Let me assert my firm belief, however, that the most successful and the most enduring STW efforts will be those that incorporate all five of these premises. There simply are no short cuts to excellence.

Now let us see if we can put these premises together in a comprehensive vision of a high school learning community based on them. I am indebted by my friend in the U.S. Department of Education, Deputy Assistant Secretary Patricia McNeil, for suggesting how a vision of STW in the context of "systemic school reform" might be portrayed.

ANYTOWN HIGH: AN ATTAINABLE DREAM

Close your eyes for a few moments. Imagine that you are an entering freshman at Anytown High School. It is the first day of school. You are seated in the school auditorium with your new classmates. I am the principal, giving you a preview of what kind of school this is, and the kinds of experiences and opportunities available to you.

"Welcome to Anytown High School! All the adults on the stage with me this morning and around the room—teachers, office staff, counselors, food service and building staff, coaches, community leaders, local employers, labor union representatives, members of our town's workforce development system, alternative schools, city government, parents and volunteers—we all welcome you.

Not long ago, I told similar freshmen classes that half of you might not be here to complete your senior year. Today, I want to give you quite a different message. All of us here today pledge that we are here to help each of you get the high level skills and knowledge you will need to become successful citizens, productive workers and lifelong learners. When you complete your experience here or when you finish your secondary schooling at a job training program or community college or alternative school, you will have all you need to enter and complete a two- or four-year college degree program, a registered apprenticeship program, the military, or an entry-level career ladder job. All the adults in this school and in this community are pledged to work together to help you succeed. That is because we accept the wisdom of that old African adage: 'It takes a entire village to raise a child.

Everything we do here at Anytown High school is based on three simple and important ideas:

One, what we expect you to learn here is important in the world outside these walls, important to your future as citizens, neighbors, parents and workers.

Two, we on the teaching staff and in school administration know that you can learn. Every single one of you has the ability to master the subject matter in our curriculum. This school is constructed in such a way that it respects your different learning styles. Some of you will need more time and extra help and, here at Anytown High, you will get it. Every one of you can graduate knowing, and being able to do, the things that assure success in the world of work and in life generally.

Three, we won't let you fail. When I say 'we', I mean the entire community which is mobilized to ensure your success. Together, we will support you and provide many kinds of opportunities for learning, for earning and for fun.

Because we in Rhode Island have restructured our entire K-12 school system, most of

you have been hearing this message in one way or another from pre-school, through primary and middle school, but it bears repeating today:

You are intelligent and capable individuals. No one is born with the knowledge and skills they need to succeed in this world. You get smart through effort. Our job as adults is to help you develop your skills and knowledge to a high level. You'll be asked to work hard, and we'll be working equally hard alongside you on your behalf.

We have a wide range of opportunities for you at Anytown High. In elementary and middle school you participated in a variety of learning experiences; you learned about possible careers; you planned projects and worked in teams to complete them. You will do more of that active learning in new and different ways. We have a broad range of learning options—all designed to give you the skills and knowledge you need to go on to college and into the workplace. Some of you may choose to do most of your learning in a classroom setting; others may choose more interactive work-based learning options. You will work in small academic and career clusters with a team of teachers who, in some cases, will remain with you during your entire time in our school. All of you will engage in hands-on learning where academic and occupational subjects are integrated. All of you will participate in community and public service learning experiences where you will practice the skills and behaviors which employers highly value. We also have a wide range of courses and information available for independent study via computer and satellite hook-up, opening the entire world to your curiosity.

As you begin to think about choosing a career major, you will learn about many aspects of particular industries, and you will see how knowledge and skills are actually used in those industries and occupations. In these choices, you will be supported by our guidance counselors and by job specialists who will open doors to future employers and show you what you need to be able to do in real workplaces.

Of course, you can change your career clusters in this school. Since you'll all be learning the same core of essential skills and knowledge, you won't be locked into one cluster or one narrow job, either here or after you graduate.

An essential part of your experience in this school is the worksite placements which we offer in your junior and senior years and which in some cases, like Tech Prep, will continue beyond high school. Some of you will choose co-op education and internships with local employers for part of the school year. Some of you, as part of your Tech Prep or youth apprenticeship experience, will be working part-time in industries based on the technologies you will be studying in school. Some of you will be paid for your part-time work with employers after school and in the summers. Some of you will find your work opportunities in hospitals, libraries and other non-profit community services.

Others of you will choose to enroll in our Career Academies, the small mini-schools on this campus which specialize in careers with good prospects for future professional employment. For example, we have a Financial Services Academy where you can learn about banking, insurance, real estate, investments and tourism. We have an Environmental and Maritime Academy where you can learn about everything connected with earning a living from the sea and how to protect that fragile resource. We have a Health and Bioscience Academy based on modern health care, hospital and laboratory management and exciting new careers in biotechnology. And we have other academies as well. Re-

gardless of which one you choose, you will receive high quality instruction and be able to form close associations with your fellow students and with employers in your career field.

Regardless of the kind of worksite placement you have chosen, you will graduate well prepared to continue your studies in higher education or to win an entry-level position with an employer. Above all, you will have experienced the joy of learning and you will excel, no matter how radically the world may change in the future.

Even though your elementary and middle school experience was set up so that you would not fall behind, every year presents different challenges. If you are having trouble keeping up or understanding something, we have extra help available in many forms—after-school, on weekends and in the summer. Team sports, clubs, community service and one-on-one help are after-school options from which you can choose.

You will wonder how your teachers are so sharp, how they keep up with rapidly changing knowledge. Well, first of all, your teachers see themselves as lifelong learners, constantly striving to know more and to discover more effective ways to help you learn. This school offers many opportunities for professional development on and off this campus. Most important, we build in ample time for your teachers to meet together, to plan your studies, to learn from each other, from your worksite mentors, and from experts around the country, in person and through interactive television, video and satellite sessions.

During the summer and at various times in the school year, some of your teachers and counselors will be working alongside you in the plants and offices of our employer partners. They will be learning about the latest changes in technology and management so that your curricula can be kept relevant and so that they understand what you are learning in the worksite. (Incidentally, your teachers will simultaneously be helping to upgrade the basic academic skills of the adult workers you will be working with in your worksite placements.)

If you change schools, the skills and knowledge you have demonstrated here will be transferable electronically to your new school. You will also have your portfolio of work and skills/knowledge inventory to take with you. If you want to find another learning experience, we will help you. We work closely with a wide range of alternative schools, with community colleges, with the Job Corps, with youth service and conservation corps, with the new National Civilian Community Corps and others. We also work closely with the local workforce development system which operates career advancement centers where you can get referrals to further training or qualify for a grant or loan package to help you complete secondary school training on your own.

Whenever and wherever you complete your secondary experience, you will receive a high school diploma signifying mastery of a high level of skills and knowledge. That diploma will be accepted by two- and four-year colleges, by employers, by the military and the registered apprenticeship system. Depending on your course of study, you may also receive a certificate of mastery in some advanced level academic or occupational skills. Some of you may take advance placement or other studies in this school that will qualify you to receive college credits. Some of you may graduate in less than four years because you have demonstrated mastery of our core curriculum.

While we will do everything to support your learning, there may be personal and family problems that come up in your life so

that you need some outside help. As a member of the Anytown Partnership for Families, Anytown High's Human Services Mall hosts a broad array of community agencies that will assist you and your families with non-academic problems. Many of these social services were available to you throughout primary and middle school, so you are familiar with them. You can get information about other services from the computer files in your academic cluster, in the library or the cafeteria. Each of you will also have opportunities to have an adult mentor or coach. It may be an employee at your worksite, a community service volunteer or a parent in the community. Here at Anytown High, we have almost as many community partners as students. Each brings their expertise and their caring into the school and the worksite.

Your teachers have worked hard to design the curriculum—in school, at the worksite and in your community service experiences—to support your learning in every way we know. Your guidance counselors and job specialists are working with your teachers and employers in the community to make sure you have access to information about post-secondary schools and careers and that you can use it effectively to plan your further education and careers.

The basic message I want to leave with you today is this: you are capable and intelligent young people in transition to adulthood and each adult here is on your side. We are committed to helping you get the skills and knowledge you need to be successful learners, workers and citizens. You can do it; we are here to help; and you can count on us. Welcome to Anytown High!"

Our opening day assembly is now over. Those of you who haven't been put to sleep by the principal's long oration may open your eyes * * *

It's true, of course, that most of the students in the auditorium probably did not absorb the full promise of what awaits them at Anytown High. Yet, I think few of them will fail to grasp the central message: That they are important and that they are going to be successful in life.

All of the adults in the community, too, should now clearly understand that this description of a radically different kind of learning community requires their fullest participation. Education at Anytown High is a serious full-time partnership of the entire community. Its objective is simple and straightforward: success in work, success in life for each and every young person who enters our schools.

Undoubtedly, some of you are thinking: "What a nice, Utopian dream. Halperin is just a dreamer." Yes, I do have a dream! However, there is not one element in my dream that is not a living reality someplace in this country. Everything in this dream is being practiced somewhere * * * now, today. All that Patricia McNeil and I have done is put it all together to meet our personal vision. I hope you will do the same with your own ideas about education, youth development and the world of work.

So, I end where I began. The challenge before the people of Rhode Island is to dream your own dream for the State and for your own communities. Rethink the essential nature of schooling at the dawn of the 21st Century. Construct a total quality system in which all the parts of your dream come together to produce success for all of Rhode Island's young people.

SISTER CAROL MCGOVERN—LET'S CELEBRATE HER LIFE

Mr. PELL. Mr. President, I ask that the Senate join in celebrating the life

of Sister Carol McGovern, RSM. Often we find that life gains meaning through our service to others, and our greatest personal ambition seems empty and illusory compared to such service.

Sister Carol McGovern, who died Wednesday of breast cancer, was executive director of Amos House, a soup kitchen and social service center in the poorest neighborhood of Providence, Rhode Island's capital city. To this position she brought tremendous energy and great vision. Her vision arose from spiritual commitment and was informed by an extraordinarily active life.

Sister Carol was involved: She served on many boards of directors, working with Sunrise House, the Rhode Island Rape Crisis Center, the Campaign To Eliminate Childhood Poverty, and the Rhode Island Right to Housing Now.

When one first meets a person such as Sister Carol, an initial elation often gives way to the question: Where will the energy come from to sustain such commitment?

The problems of humanity, even at a local level, seem so vast, complex, and intractable that they would quickly consume one entirely. Yet, year after year, on issue after issue, Sister Carol was there.

Her energy never diminished, but grew deeper. Service that one would have thought to be all consuming, revealed itself to be vitalizing. In the end, she was a force. The name Sister Carol McGovern resounds with meaning unattainable by pursuit of individual interest.

In 1959, she joined the Sisters of Mercy, in 1967 she took her final vows. She earned her bachelor's degree from Salve Regina College and her master's degree from St. Michael's College.

She was given awards for her work, the John Kiffney Award from the Providence Newspaper Guild, an honorary doctorate from Rhode Island College, to name two. For anyone this would be a record of outstanding accomplishment and well deserved recognition, but this record never defined her.

Her essence was her commitment to service, her real presence was to be found among those most in need. Her life was claimed by an illness that afflicts many women, she faced it bravely, and again she set a fine example.

My office and I were deeply fortunate to be able to work with her over the years. Many times she enlightened us and gave us courage to address difficult issues squarely.

She didn't ask for answers, only effort. We shall miss her greatly. I am truly saddened by her passing. Yet it is her life of service that I ask this body to celebrate and commemorate.

Mr. President, I ask unanimous consent that an article from the Providence Journal of April 6, 1995, entitled "Sister Carol McGovern, 53, Champion of the Poor, Dies," be inserted into the CONGRESSIONAL RECORD as if read.

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

SISTER CAROL MCGOVERN, 53, CHAMPION OF THE POOR, DIES

(By S. Robert Chiappinelli and Thomas J. Morgan)

PAWTUCKET.—Sister Carol McGovern, RSM, executive director of Amos House in Providence and one of Rhode Island's best known advocates for the poor, died yesterday at her home on Blodgett Avenue.

Sister Carol, 53, has been ill with breast cancer for the past year and a half. The disease had seemed to be in remission, but then spread to her liver.

Experimental treatment allowed her to resume an active outdoor life and to continue her 12-hour work days until her health failed less than a month ago.

Henry Shelton, another longtime activist, said, "Carol lived her life to the fullest with a smile that signaled joy and love, and faced death with more courage than anyone I ever knew."

"My prayer is that her life and death will inspire in Rhode Island's religious and political leaders a commitment similar to hers to support the effort of Rhode Island's powerless to help each other out of poverty."

"What does one say about so remarkable a woman?" said Richard J. Walton, former president of the board of Amos House, a soup kitchen and social service center in South Providence.

"She was a woman who cared very deeply and worked with passion, I guess you could say, and with humor. And I've never seen anyone bear up under what she's borne up under these last few months. She seemed to be more concerned about making people feel okay about her illness. She kept such a brave front that unless you knew she was sick, you couldn't know."

Born in Providence, she was a daughter of Eleanor V. (Peterson) of Cranston and the late James V. McGovern.

Sister Carol arrived at Amos House along a curious path.

She spent her early years teaching but in the 1970s she joined four other Sisters of Mercy knocking on doors in Woonsocket and meeting struggling residents.

The nuns taught residents, particularly women alone with young children, about available resources, and in a few years turned their jobs over to neighborhood people they had trained.

So by 1983, Sister Carol was out of a job and decided to take some time to refocus. She got a job as manager of the Yarney, one of the stores in the then-new Davol Square shopping center in Providence.

Using skills from her early years, she taught customers how to knit, and often chatted with Sister Eileen Murphy the Amos House founder who regularly strolled through Davol Square.

After Sister Eileen died unexpectedly in December 1983, Sister Carol decided to apply as part of a team at Amos House. Eventually she became co-director with Jim Tull. (Tull stepped down earlier this year.)

Despite her illness, Sister Carol continued her Amos House work and was showered with love and concern by those who used its services.

"I have a real passion for the people who come here," she said. "They are my family, they truly are my family."

Despite setbacks inherent in fighting for the needy, Sister Carol said, she drew sustenance from the example of her widowed