

group of students and they all respect her as an educator and as a person.

Students who take Becky Ekeland's English or yearbook classes grow in many ways. I've observed students who have become more confident and able through their interviewing processes in yearbook or through the 9th grade I-search paper; many of the students also develop a knowledge and respect for discipline, creativity, and the realities of deadlines. More importantly, students know that it is ok to ask any question because every question in Becky's eyes is important and well worth the time. This attitude opens up excellent lines for communication between student and teacher. These learned qualities carry over to the other academic areas and help develop a much more successful student. She helps those who would otherwise feel uncomfortable in an English class feel ok about being there and proud of their individual progress. Becky also works with our gifted coordinator to bring in enrichment and challenges, ensuring the extra added opportunities for those students who excel in her classroom.

Becky is also the yearbook director. Here too, she is dedicated, very organized, and willing to go out of her way to help her yearbook staff be the best they can be. BHS Yearbook has taken top honors at many state competitions. This excellent record is a direct result of Becky's dedication and desire to do her best always.

As a person, Becky is self-motivated, conscientious, responsible, dependable, a professional individual, always willing to give 110% while at work; another 110% worth of quality time when at home with her family.

I believe Becky is an individual who will continually look for new ways to stimulate interest for her students. She is one who is always open to change and willing to share and become part of educational group related efforts.

In my opinion, Becky is academically and personally superior. Her interest and determination will guarantee her continued success and keep her on the cutting edge of up and coming programs for her kids.

I sincerely believe Becky Ekeland is a most worthy candidate for Teacher of the Year. Any school anywhere would be proud to have her on staff. I highly recommend Becky Ekeland for South Dakota Teacher of the Year.

Sincerely,

LINDA K.S. PUMINGTON,
Counselor.

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BROOKINGS HIGH SCHOOL,
Brookings, SD., August 10, 1994.

DEAR SOUTH DAKOTA TEACHER OF THE YEAR COMMITTEE: It is with great pleasure that I am writing this letter of support for Mrs. Becky Ekeland's nomination for South Dakota Teacher of the Year. Stating it simply, she is an outstanding educator.

I first became acquainted with Becky over a decade ago when she moved to Brookings. I was the assistant principal at Brookings Middle School at the time and Becky was employed as a substitute teacher. At the time of her hiring as an English teacher at Brookings High School, my only regret was that we did not have an opening for her at Brookings Middle School where I worked. Through her substitute teaching, she had proven to us that she was a very capable teacher. One year ago when I became principal at Brookings High School, I was fortunate to again work with Becky. I have come to appreciate even more than before, the many fine qualities that Becky possesses.

Becky is first and foremost a caring person who places a high priority on helping others. As a result of this, she establishes relationships with students that serve to increase

their motivation, confidence, and achievement. Some specific examples of Becky's excellence as an educator are the outstanding results she has obtained as Brookings High Yearbook advisor, the quality of her preparation for classroom instruction, and her ability and willingness to work with special needs students.

In Becky's 10 years as yearbook advisor, she has developed an outstanding program, with our school's yearbook receiving statewide recognition on a consistent basis. Students are given much responsibility and control over the work with Becky serving a role of facilitator and advisor to them. In this capacity, Becky demonstrates the talent of bringing students to the realization of their full potential.

Becky has always demonstrated strong classroom organizational skills and a commitment to instruction that causes students to be actively engaged in learning through ways that are meaningful to them. She regularly updates her curriculum so that the particular interests and needs of each group of students are addressed.

In recent years, as we have moved in the direction of integrating special needs students into the regular education classroom, Becky has been a leader, showing both a willingness and an interest in working together with special education staff and students. Repeatedly, she has gone beyond what is expected of her to provide for the needs of students. She truly believes that all students can learn in her classroom.

Becky is, without a doubt, one of South Dakota's finest educators. It is without qualification that I recommend Becky Ekeland for South Dakota Teacher of the Year.

Sincerely,

DOUG BESTE,
Principal.

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BROOKINGS, SD.

To whom it may concern:

It is with great pleasure that I begin this letter, because as I think back upon the six years I have known Rebecca Ekeland I realize how much she has given me, and I am thrilled that she is finally being recognized. She is an amazing individual, and she has touched my life in a very important way. She is my hero, my mentor, my role model, and my friend. I have a feeling that Mrs. Ekeland has touched many other lives in the same way, and I like to think that I speak for many people when I say that you will be hard pressed to find anyone more worthy of the title "Teacher of the Year" than Mrs. Ekeland.

Mrs. Ekeland was my freshman English teacher. I have always liked English, but the year I spent in her classroom was different from any other class I have ever taken. Right away it was obvious that she cared about her students and took a personal interest in the success of each of us. She was diplomatic and fair, and she respected her students. I remember leaving class the first day feeling about a foot taller and finally feeling like I was a "grown-up". What was more impressive was that at all times students respected Mrs. Ekeland and her authority. Rarely are there discipline problems in her classroom, and never have I heard students badmouthing her or complaining about her outside the classroom. Everyone loves Mrs. Ekeland. It is as simple as that.

For the next three years I was on the yearbook staff, and as Mrs. Ekeland was the adviser, I not only got the chance to learn from her again, but I became good friends with her. I think that I owe much of who I am today to the confidence that Mrs. Ekeland bestowed on me those in the course of those three years. She chose me to be the Editor-in-Chief for my senior year, and I learned so

many valuable skills. I learned to be a good leader, a good writer, and a good mediator. I learned to be patient and fair. Essentially, I was attempting to mirror the one individual I admire more than any other person: Mrs. Ekeland.

Before I entered high school, I was without sense of direction. My greatest dream was to become a stewardess or a librarian. After the first week or so of my freshman year, I realized with 100% certainty that I wanted to be a high school teacher—just like Mrs. Ekeland. I am now entering my junior year in college, and in my education courses and in the classrooms in which I student teach, I constantly find myself making an example of Mrs. Ekeland's classroom. Whenever I find myself in a tough situation, the first thing I do is ask myself, "What would Mrs. Ekeland do if she were in my position?" We have remained close over the years, and I value her friendship and her advice. She has always been there for me in every capacity: teacher, counselor, mother-figure, best friend, mentor.

Finally, something needs to be said about exactly why Mrs. Ekeland qualifies for the honor of South Dakota Teacher of the Year. Besides her kindness, her fairness, and her ability to inspire, this woman is tireless. Her first priority is her students, and she is constantly working to make sure that their educational needs are met. She is always available to spend extra time on a difficult assignment. Her lectures and assignments are clear and concise and worthwhile. And most important in my mind, she is forever seeking a better way to do things. Just in the past few years she has revised and improved her curriculum, and she is working to coordinate a better curriculum throughout the English department. She is willing to try new methods and use new materials. Mrs. Ekeland will do whatever it takes to see that her students learn. She would go to the ends of the earth if it meant that even one student would catch on to grammar rules. She makes every student feel important. It takes a special person to be able to do that, and Mrs. Ekeland can.

Rebecca Ekeland truly is one in a million. I have never come across anyone who dedicates so much energy to one task—educating the children of Brookings, South Dakota. She puts her heart and soul into the success of every single student that enters her classroom. To me this is what teaching is all about. She exemplifies the "Ideal Educator" and is more deserving of this honor than any other person my imagination could conjure up. Nevertheless, I believe that Mrs. Ekeland's reward is watching students grow up to be successful, happy individuals. She does not need a fancy plaque or trophy to hang on her wall. In my mind and in the minds of many others, she is and always will be the "Teacher of the Year" this year and for many years to come.

JENNIFER LACHER.

MEMORIES OF EXPERIENCES "BACK WHEN"

Mr. PRESSLER. Mr. President, April's Commerce Department magazine contains an article entitled "Commerce Officials Knew Two Congressmen 'Back When'." As it happens, I am one of the Congressmen.

"Back then" was Vietnam during the war when Paul London, now Deputy Under Secretary for Economic Affairs at the Department of Commerce, was in charge of a State Department unit involved with economic affairs and I

was a young Army lieutenant assigned to the unit. In the article, Paul reflects on a small research project I conducted for him involving the cost of fish in Saigon. It just goes to show that we never really escape the actions we take in this life.

At any rate, Mr. President, the piece brought back a great many memories and I am flattered Paul remembered such a small incident after all these years. I ask unanimous consent that the article be printed in the RECORD.

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

COMMERCE OFFICIALS KNEW TWO
CONGRESSMEN "BACK WHEN"

OLIA some time ago surveyed senior Commerce officials to determine if any had ever had any particularly memorable personal contacts with members of Congress. At least two of them most certainly had. One of our Commerce people had a hand in saving a Congressman's life. Another was a Senator's boss while both were young men serving in Vietnam.

Larry Irving, assistant secretary for communications and information, was a member of a delegation visiting Russia when Rep. Dana Rhorabacher, R-Calif., became quite ill. Irving administered some first aid procedures which helped bring him through the crisis.

Paul London, deputy under secretary, was a State Department aide seconded to the Agency for International Development when he first knew Larry Pressler, now a Republican Senator from South Dakota.

London recalls:

"I was head of a unit concerned with economic affairs and Larry was a young Army lieutenant assigned to us.

"One time, there were reports that the price of fish (a dietary staple in South Vietnam) might skyrocket because the Viet Cong were threatening to cut a coastal highway to Saigon. I had a feeling that most fish supplies to Saigon came from the Mekong Delta, rather than from the coast and I asked Larry to check it out.

"A couple of days later he reported that my surmise was exactly right. 'Far and away more fish on the Saigon market come from the Delta than from coastal fishing boats,' he reported.

"How did you verify that,' I asked.

"I got up before dawn, went down to the market and asked the people there where the fish were coming from,' he said.

"Right then, I thought: 'This guy is going to go places. He does things personally, doesn't depend on paper shuffling or second hand information to get to the heart of something.'"

The two have retained a cordial relationship ever since.

THE BUDGET

Mr. GRAMM. Mr. President, this week and next week, we are going to come down to the moment of truth on two issues. One issue has to do with putting the Federal Government on a budget like everybody else. The other issue has to do with fulfilling the Contract With America to let working people keep more of what they earn. I would like to briefly address both of these subjects.

In the 1994 election, in one of the most remarkable political occurrences

in the postwar period, House Republicans did something that is very unusual in the political process and that is they set out in plain English what they promised America they would do if the American people gave them a majority in the House of Representatives for the first time in 40 years.

I would add that while many people have forgotten it, Republican candidates for the Senate put out a joint statement where virtually every Republican challenger for the U.S. Senate in the country came to Washington and released a "Seven More In '94" document, where we outlined seven things we would do if the American people gave us a majority.

Two of those promised items had to do with balancing the budget and with letting working people keep more of what they earned. The House of Representatives has done something even more remarkable than making all these promises—they have actually done it. The House of Representatives has adopted the Contract With America. They have adopted 90 percent of the things they promised to simply vote on. And at the best universities in the land, you would grade that as an "A."

We are now down to the moment of truth in the U.S. Senate and that moment of truth basically has to do with whether or not we are going to pass the Contract With America and whether we can make the tough decisions necessary in order to do that. To balance the Federal budget over a 7-year period and at the same time to accommodate the tax cut contained in the Contract With America will require us, over a 7-year period, to limit the growth in Federal spending to approximately 3 percent a year.

Over the last 40 years, Federal spending has grown at 2½ times the growth of family budgets in America. Over the last 40 years, the Federal Government has increased its spending 2½ times as fast as the average family in America has been able to increase its spending. Now what would America look like if those trends had been reversed? Well, if the average family in America had seen its budget grow as fast as the Government has grown for the last 40 years, and the Government's budget had grown only as fast as the family budget has grown over the last 40 years, the average family in America today would be earning \$128,000 a year and the Government would be approximately one-third its current size.

I ask my colleagues, if you could choose between the America where the governments budget grew faster or an America where the family's budget grew faster—put me down as one who would favor having the average family in America make \$128,000 a year and have the Federal Government one-third its size.

Here is our dilemma. We have some of our colleagues who say, "I did not sign any Contract With America. That was the House of Representatives." As

I am fond of saying in our private meetings, that is a subtlety that is lost on the American people. They do not see this contract as having been a contract between just the House and the American people. They see it as a Republican contract. And, quite frankly, it is a Republican contract. It embodies everything that our party claims to stand for.

But what I think is important for the Senate is not just that Republican candidates signed the contract, not just that every House Republican incumbent who signed the contract was re-elected but I think what is significant to us is that the American people signed that contract when they gave us a majority in both Houses of Congress for the first time in 40 years.

The question that we are going to have to answer in the next 3 weeks is, are we willing to limit the growth of Government spending to 2½ percent a year so that we can, over a 7-year period, balance the Federal budget and so that we can let working families keep more of what they earn? I believe that we can and I believe that we should. I think there are many Republicans in the Senate who sort of have a problem, in that they have one foot firmly implanted in the dramatic changes in Government policy that we promised the American people in 1994, and they have the other foot firmly implanted in the status quo. And, as those two things have moved further apart, we have had the predictable result.

I think it is time for us to choose. I believe in the next 3 weeks we are going to basically decide whether or not we meant it in November of 1994 when we told the American people that we were going to dramatically change the way Government does its business. I think the American people are convinced that we can limit the growth of Government spending to 2½ percent a year so that we can let families and businesses spend more of what they earn.

I know if the President were here, he would say this is a debate about how much money we are spending on our children; or how much money we are spending on education; or how much money we are spending on housing or nutrition.

But that is not what the debate is about. Everybody in America wants to spend money on children, housing, education, and nutrition. The debate we are about to have is not how much money is going to be spent on those things, but who is going to do the spending. Bill Clinton and the Democrats want Government to go on doing the spending. They want Government spending to continue to grow 2½ times as fast as the family budget grows.

I want to put the Federal Government on a diet. I want to slow down the rate of growth in Government spending so that we can let working families keep more of their own money to invest in their own children, in their own businesses, and in their own future.