

Linked Financing would retain the excise taxes which airway system users now pay on airline tickets, fuel, and cargo. These taxes would continue to feed the Airport and Airway Trust Fund. This Trust Fund is for aviation spending only, and it finances most of the FAA's budget.

Under Linked Financing, what aviation users pay in taxes for a given year would depend on what Congress allowed the FAA to spend the year before. When the FAA's spending goes up, the taxes collected would be adjusted upwards by a corresponding amount the following year, according to a predetermined formula. An upper limit on the tax rates would keep the rates at a reasonable level. The objective is for tax revenues to match spending from year to year. We think most of the necessary growth in tax revenue would result from aviation industry growth, not tax rate increases. But the formula would provide for an adjustment in the tax rates, if necessary.

When FAA spending drops, tax rates would drop automatically the following year to reflect the decrease. This would ensure that system users will not pay for non-existent services.

Linked Financing also addresses the constraints imposed by the discretionary spending cap. Under the current rules, additional revenue doesn't automatically lead to additional spending. Why? Because spending is capped, regardless of how much money the government takes in.

The purpose of the spending cap is to control the deficit by cutting Government spending instead of raising taxes. However, under Linked Financing, aviation users would pay for the increased spending for FAA—not other taxpayers.

Therefore, the Linked Financing plan establishes an annual Trust Fund reserve account which would be available to the appropriations committees to supplement the resources otherwise available to them within the discretionary cap. This Annual Reserve Account would be outside the discretionary cap, so the discretionary cap would not limit the ability of Congress to spend the funds deposited in the Reserve Account. The amount deposited in the Annual Reserve Account each year would be equal to the annual increase in Aviation Trust Fund revenue, if any.

Linked Financing assures that the taxes that aviation users pay are promptly spent for aviation purposes. And it does this without major changes to the current budget process or the ability of Congress to oversee FAA's spending.

As an innovative mechanism for using dedicated taxes—taxes collected for a specific purpose—Linked Financing could offer a solution for other user financed Government programs, as well.

This is an interesting idea, Mr. Speaker, which deserves serious consideration. The challenges facing aviation are not going to go away and I urge my colleagues to give this proposal their attention as we begin to debate these issues in the final days of this Congress as well as the 105th Congress.

RECOGNIZING TAIWAN'S NATIONAL DAY

HON. STEVE CHABOT

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 26, 1996

Mr. CHABOT. Mr. Speaker, I just wanted to take a moment before the Congress adjourns for the year to congratulate our friends and allies in the Republic of China as they prepare to celebrate their National Day on October 10.

As my colleagues know, the Taiwanese people recently made history as they successfully and peacefully held the first Democratic elections in over four thousand years of Chinese history. President Lee Teng Hui and the people of the Republic of China are to be commended for that landmark achievement.

I join with my colleagues in the Congress and my many Taiwanese-American friends in Cincinnati and around the country in congratulating the people of the Republic of China on this, the 85th anniversary of their National Day.

TRIBUTE TO ALAN G. HEVESI

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 26, 1996

Mr. TOWNS. Mr. Speaker, I rise to recognize the stalwart efforts of Alan Hevesi, who, as New York City's 41st comptroller has fought to ensure financial integrity in the budgetary process. A veteran of the State Assembly, Alan has been involved in the negotiation and passage of 18 balanced budgets.

Alan Hevesi has been a champion of affordable health care, education reform, and the rights of people with disabilities. His efforts were instrumental in passing legislation that cracked down on Medicaid fraud and nursing home abuses.

Under Alan Hevesi's administration, the number of audits conducted by the comptroller's office has doubled, generating \$42 million in direct cash savings for the city of New York. Other efforts he has directed resulted in the elimination of individuals from welfare and their placement in meaningful jobs. Additionally, pension funds for which the comptroller is a trustee and advisor, are ranked in the top quartile for performance and the bottom quartile for costs.

The stellar performances of this exceptional individual are attributable to his vast energy, commitment, professional and academic training. He received his undergraduate academic training from Queens College, and his Ph.D in public law and government from Columbia University.

Alan Hevesi and his wife Carol have three children, Laura, Daniel, and Andrew. I am pleased to recognize his vast contributions and to introduce him to my House colleagues.

A VETERAN INSTRUCTOR SHARES HER EXPERIENCES IN THE CLASSROOM

HON. ROGER F. WICKER

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 26, 1996

Mr. WICKER. Mr. Speaker, I want to share with my colleagues an article that appeared in the Sunday, September 22 edition of the Northeast Mississippi Daily Journal in my hometown of Tupelo, MS. Claudia Hopkins is a fifth grade teacher at King Intermediate School in Tupelo. She was recently asked to talk about her career as a teacher before the Tupelo Rotary and Kiwanis Clubs. Her comments reaffirm my long-held feelings that classroom teachers are the most important part of education.

A VETERAN INSTRUCTOR SHARES HER EXPERIENCES IN THE CLASSROOM
(By Claudia Hopkins)

I never planned to teach. I didn't want to. My mother was a career teacher, my father had been a teacher at different times in my life, my aunts were teachers, and I just wasn't interested. I didn't like teachers! They were always so intrusive! I think I was like Winston Churchill who said, "Personally, I'm always ready to learn, although I do not always like to be taught."

I wanted to be a writer, and that's the employment I was seeking as a new college graduate 27 years ago in Nashville. I was scheduled for my second interview for a copywriter's position when I came home for the Labor Day weekend to find that the principal of a little school outside of Nashville had called saying he needed a fourth grade teacher. There was only one drawback, he said. My room would be on the stage. Well, those of you who know me can appreciate the irony in that! And, sure enough, without really knowing why, I canceled my copywriting interview, took that teaching job and with the exception of seven years, have been "on the stage" ever since!

Often I've felt just like Dolly Levi with a business card and a solution for every problem! A teacher makes so many decisions for so many people in one day—our profession ranks second in the number of immediate decisions that must be made every day. Air traffic controllers are first! They also have the highest suicide rate, but I don't want to dwell on that!

II. "GETTING TO KNOW YOU."

It didn't take me very long that first year to realize that if I wanted my students to be successful, I couldn't teach them as if they were all round pegs to fit into round holes. Some of them are square pegs, some are diamond-shaped—all are unique. I began to read and study and observe. Somewhere along the way, I read what a student had written, and the words had a profound effect on my teaching:

"Can't nobody teach me who don't know me and won't learn me." Let me repeat that: "Can't nobody teach me who don't know me and won't learn me."

Wow, what a powerful statement! I began to try to get to know each one of my students—to search out the learning style unique to each one—to find just the right way to help each child experience success. It's a hard task—often an exhausting one and one I'm still trying to master.

I guess the most outstanding example of tailoring education to fit the child was Fred. Fred was an older boy who'd been held back several years. By the time he was in the

fourth grade, he was so mature that he wasn't just noticing the girls but the teachers, too! I found him in the sixth grade hall one day getting a drink of water, and as I passed, I patted him on his back and told him that he needed to return to his classroom. He never raised up—I just heard him utter, "Umm, umm, umm!"

Well, at the end of that fourth grade year, the principal decided to bypass fifth grade and put Fred in my sixth grade class because he was, quote, "getting too old to stay in elementary school" and "it didn't matter where he was anyway; he couldn't learn." Boy, don't ever give me a challenge like that! I discovered right away that Fred could learn—in fact, he could learn fast. I showed him how to annex the zero in multiplication in one day. He called that zero the "naked zero. I don't know why. But it worked for him. He was like that—you could see the light come on in his eyes, and whatever connection he made that year, I supported. He couldn't read very well and we weren't really successful in overcoming that, but he'd found his own system of deciphering the printed word enough to keep up in science and social studies.

In getting to know him, I discovered that he got up before sunrise every day to help his uncle on their farm and that he drove a tractor sometimes late into the night. Yet, he always had his homework that year. His lower elementary teachers couldn't understand the change. I didn't understand it. But Fred did. He understood a lot of things for the very first time, and it felt good to him.

Years later I was back in that little community for a visit, and I attended the very first graduation ceremony in their new high school. Can you imagine how I felt when the principal called his name and there he was in a cap and gown getting his diploma? That's why I teach.

III. HAVE CHILDREN CHANGED?

I'm often asked, "Don't you think children have changed?" I've even said it myself, but I really don't think it's the children who have changed. They haven't been here long enough! The world has changed, values have changed, communication has changed, delivery of instruction has changed, I have changed. But, I think the children are basically the same in 1996 as they were in 1969.

1. They love to be read to. I know that sentence ended with a preposition, but as long as I know it, it's OK. Isn't it? The beauty of the language is as appealing to children today as it ever was. I try to read to my students every day. I choose all kinds of literature, and they are just spellbound. For many, it's the only time of the day that they're completely quiet and focused on what's being said. That never changes. One of the perks of my job is hearing them say, "The book is better than the movie."

2. The approval of their peers is as important today as it was when I first started teaching. On Friday, one of my students was having a hard time getting anyone to work with him. He said to me, "Nobody likes me," and then he walked off with slumped shoulders. That's what the feeling does to children—to us all—it defeats us. I couldn't stand for him to feel that way, so he and I had a silent conversation while everyone else was working. Have you ever had a silent conversation? It's where you and someone else write your thoughts and questions and comments instead of speaking them. It's a wonderful way to communicate. You're more focused on what you're feeling, you're using more than one or two of your seven intelligences and it's really hard to whine on paper! Try it in your business. Try it at home with your families! Anyway, I suggested that perhaps he was so busy distract-

ing others and being loud that they weren't able to see the real him—the one that was so smart and capable. He didn't write a response—he just looked up at me, grinned and nodded, and said aloud, "This was fun" as he joined a group to finish his work.

3. Children today love to be creative, to perform, to improvise. But here's the great paradox in education. Even though studies show that children who are stimulated creatively through the arts perform better in school and on standardized tests, the arts budgets and the strictness of scheduling often cut out the very experiences that children need. Go figure! We're fortunate at King to have the time, thanks to Dr. Cother, and the materials, thanks to AEE, to be able to set up an art museum simulation this year and perform several musicals that extend our social studies, science and literature curricula and meet the creative needs of each child.

4. Children love to see you in a tense, uncomfortable situation and then they go in for the kill.

That hasn't changed.

I'll never forget the first time my superior came into my classroom to observe me. Of course, it was unexpected, but I felt pretty good about the lesson for the day. I'd spent a lot of time cutting out pictures from magazines to reinforce my lesson on writing descriptions. Each student had taken one, written a description, and then I was to read them and let them see if they could guess what the picture was from the description.

Well, my supervisor eased in just as I was reading the description of an elephant. "It has fat legs and big hips." One hand went up. I nervously asked, "Yes, honey, who or what do you think it is?" "Sounds a lot like my sister to me!" Well, I handled the laughter as well as I could and said something inadequate like, "No, sweetie, it's not your sister," and went on reading. "It has a little tail." I see you're ahead of me. And of course that same little voice piped up. "Nope, it sure ain't my sister if it's got a little tail. Hers is as big as the Grand Canyon." Well, you'd think that was the end of it, wouldn't you? Oh, no! Just as I reclaimed control of the class, another student raised his hand, and like a fool, I called on him. "What's that mark on your top?" You know, tact is not a child's long suit. Well, that morning I'd let the iron stay a bit too long on that spot and had a perfect print of an iron right on the front of my top, but I'd convinced myself that it wasn't noticeable. I explained, my humiliation almost complete. As we walked out of the classroom, one of the students said, "You need some new shoes, too." My supervisor never said a word, in fact, she never came back.

5. Brace yourselves, parents. Children tell us what you say about us. I really think there ought to be a contract signed every year between parents and teachers stating: We won't believe everything they say about you if you won't believe everything they say about us! I taught sex education one year—don't laugh—to sixth grade girls. I had looked through my teachers' edition of my science book and noticed that chapter 10 was about reproduction. The principal and I planned for months. We had filmstrips and videos, guest speakers lined up, and our lessons all prepared. We'd sent the science books home with instructions for the parents to read chapter 10, sign the permission notes and be in partnership with us as we went through the unit.

On the first day, I opened with, "Girls, I know you all have read chapter 10 and your parents have read chapter 10. What are your thoughts as we begin this unit?" There was just this long silence, so I tried another approach. "Did your parents discuss this with

you?" Mary was the only one to raise her hand. "Yes, Mary?" "Well, my mother said it was just like an old maid to get in a stew over this. She said she didn't know what all the fuss was about." I began to respond with something like, "Mary, some parents think this is a very delicate subject," and Mary said, "What's delicate about plants?" Friends, I had read the alternate chapter in my teacher's edition. The students' textbooks were all about cross pollination of pea pods—not sexual reproduction. If those parents had said to me what they'd said about me, we could have saved ourselves a lot of stress!

6. Children today are as hungry for an adult's approval as they ever were. Several years ago my students were asked to write in their journals at the beginning of every class period. It was one of those days when the silence was broken several times with the question, "What's today?" I'd answered that question over and over and finally, I jumped up, ran to the middle of the room and sang, "Da, da, da, da, da, da! Today's the 29th! Now, everybody knows what today is." On my way back to my seat, I heard one of the boys say to his neighbor, "Everybody but James—he's too dumb to know what today is." Before I could respond, I heard James say, just as quietly, "Uh huh. Da, da, da, da, da, da! Today's the 29th!" I just fell out and said, "James, I love you!" At the end of the week, I took up their journals and there in James' poor spelling and painfully childish writing were these words: "Miss Hockin love me. She say so." Some things never change.

IV. WHAT, THEN, HAS CHANGED?

Am I saying that children are still attending school in Mayberry with Miss Crump? Goodness, no! There ARE differences in our classrooms today. Because of advances in technology, the world can be brought to our doors. We can access research data almost as soon as new discoveries are made. We can communicate with students in other places from our classrooms. We have more materials, more comfortable classrooms, more up-to-date textbooks, more resources. But, because of drug abuse we have students who are severely altered in academic ability and in behavioral skills. Because of the changes in the home, we have students who are withdrawn or threatening. Because of neglect, we have students who seek attention in any way they can get it. Because they've been given too much too soon, we have students who are hopeless and jaded. The dead eyes alarm me more than anything.

Today's differences create more challenges for teachers. What are the greatest challenges I face today? Probably the same ones I faced in the early '70s—how to individualize instruction; how to provide a classroom climate where motivation can take place; how to manage behavior; how to communicate effectively with students, parents and other educators; how to meet the needs of every student whether the need be academic, emotional or physical; how to relinquish "teaching" time to laugh, to enjoy the spontaneous moment, to really look at a child, to really listen, to discover, to explore, to appreciate, to grow; and the continuing challenge of how to give a flawless performance on this education "stage" I've chosen, because . . .

- . . . a doctor's mistake is buried
- . . . a lawyer's mistake is imprisoned
- . . . a plumber's mistake is stopped
- . . . an accountant's mistake is written off
- . . . a printer's mistake is reprinted
- . . . But, a teacher's mistake is never erased.