

and the importance of fairness, character, and ethics in athletics at all levels. Parents, teachers, coaches, and students of all ages will spend this day participating in creative activities that will emphasize the rewards of being a good sport. Teamwork, cooperation, honesty, and integrity are the themes of the life lessons that are learned by the young people who take part in this day.

For the past 6 years, the Institute for International Sport, located at the University of Rhode Island, has worked hard to help establish greater awareness in the area of physical fitness. In addition to National Sportsmanship Day, the institute works all year to promote initiatives like the Student-Athlete Outreach Program, where student-athletes from high schools and colleges travel to local elementary and middle schools to serve as positive role models and promote good sportsmanship.

I am proud to offer my support to programs like this that provide students of all ages the opportunity to develop the skills that will help them through life. I would like to acknowledge the parents, teachers, coaches, participants, and especially those individuals who have committed their time and efforts to broaden participation in the arena of friendly competition and sportsmanship.

THE CARDIAC ARREST SURVIVAL ACT OF 1995

HON. GERRY E. STUDDS

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 6, 1996

Mr. STUDDS. Mr. Speaker, today I rise to introduce the Cardiac Arrest Survival Act of 1995. This legislation would encourage greater training of citizens and professionals who respond first to victims whose heart suddenly stops, known as cardiac arrest, or other cases of serious trauma injury. It would expand the number of health professionals and members of the lay public who are trained to perform life savings techniques, such as cardio-pulmonary resuscitation [CPR], rescue breathing, relieving airway obstruction, and other first aid techniques.

Each year, approximately 350,000 people die when they suffer cardiac arrest. Less than 5 percent of people suffering cardiac arrest outside of a hospital survive, according to the American Heart Association.

I know we can do better than this. We owe it to ourselves and our loved ones to try. For instance, in Seattle, where CPR training is required for high school students, cab drivers, and Seattle sports arena vendors, and is offered free to anyone who wants it, a person is five times more likely to survive a cardiac arrest than in most other parts of the country. In Seattle, the average survival rate for cardiac arrest is 29 percent and rises to 40 percent for victims who receive the quickest emergency response.

As a member of the Health Subcommittee, I have received evidence that strongly suggests that we should be training more people to learn CPR. Merely eight States currently require elementary and secondary school teachers to be trained in CPR and first aid before receiving a teaching certificate. Only 15 States demand that athletic coaches know CPR, while 16 States require students to learn CPR.

But even if we expand these programs, we must ask, "Are we training the right people?" A recent study of CPR training courses by Dr. Nisha Chandra, a Johns Hopkins researcher and member of the American Heart Association's Emergency Cardiac Care Committee, found that three out of four of those participating in an American Red Cross CPR training course were under age 40. However, the people most likely to be called on to use CPR in the home, where 70 percent of cardiac arrests occur, are those between 50 and 70. We should be training more older Americans to perform CPR.

The need for CPR training is particularly acute in the 10th Congressional District of Massachusetts where there is a high proportion of elderly residents. I believe it is essential to increase public awareness of this issue. In fact, many of my congressional staff have received CPR training.

But, according to the American Heart Association, CPR training is not enough. To increase survival after cardiac arrest, a sequence of events needs to occur, including early CPR response—within 4 minutes—opening airways and providing oxygen, administering electric shock, known as defibrillation—to restore heart rhythm—and medication. Each of these activities must be successfully linked in a chain of survival. Any weak link in this chain undermines the likelihood of success.

This legislation I am introducing today would encourage States to increase CPR and life saving first aid training for anyone likely to be in frequent contact with people at high risk of cardiac arrest, such as health professional, police and fire personnel, athletic coaches, and lifeguards. In addition, States would be encouraged to train members of the lay public, such as school teachers, high school students, licensed professionals, and even anyone applying for a driver's license.

The Secretary of the Department of Health and Human Services would be directed to develop recommendations to States regarding how to increase training in CPR and other life saving techniques and who should be trained. The Secretary would make recommendations regarding how to increase the availability of automatic external defibrillators on ambulances, in large public buildings, and at large public gatherings, such as sports events.

The Secretary would also recommend approaches to reduce the cost of liability insurance associated with defibrillators to make them more affordable and available. The Secretary would study options for self-insurance by the Federal Government for defibrillators it buys and consider the advisability of establishing an industry funded compensation fund to pay claims arising from devices purchased by private entities.

Finally, the Secretary would monitor the frequency of cardiac arrest and survival and report to the Congress regarding improvement in these areas.

This legislation would not mandate any State or local actions and would authorize only the funds necessary to carry out authorized Federal activities.

I urge my colleagues to join the American Heart Association, the American Red Cross, the American Association of Critical Care Nurses, and the National Association of EMS Physicians in support of this potentially life saving legislation.

COMBATING TERRORISM

HON. GERALD B.H. SOLOMON

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 6, 1996

Mr. SOLOMON. Mr. Speaker, I would like to take this opportunity to condemn in the harshest terms the recent wave of suicide-bomb attacks in Israel. These cowardly attacks, carried out by Hamas, indiscriminately maimed and killed hundreds of innocent civilians and must be stopped. How many times must Israel watch her children be butchered in the street while she stands by idly in the name of peace? How long would the United States tolerate this level of terror if these scenes were played out in the streets of New York or Washington?

The time has come for Chairman Arafat and the Palestinian Authority [PA] take action against the perpetrators. If Chairman Arafat is serious about achieving a lasting peace in the Mideast and Palestinian self-determination, then he must step forward and honor his commitment to combat terrorism in areas under controlled of the PA. It is time to start disarming Hamas and apprehending the perpetrators of these heinous crimes. If Chairman Arafat and the PA hope to further appeal to the United States and international community for financial assistance they must send a clear and unmistakable message to Hamas and other terrorist groups that they are not welcome and further attacks on Israel will not be tolerated.

In closing let me send my heartfelt condolences to the friends and families of victims of these horrible bombings and assure the people of Israel that the United States of America is firmly committed to combating terrorism and its roots abroad.

A TRIBUTE TO DR. LEONARD BAILEY

HON. JERRY LEWIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 6, 1996

Mr. LEWIS. Mr. Speaker, I would like to bring to your attention the fine work and outstanding public service of Dr. Leonard Bailey of Loma Linda, CA. On March 12, Dr. Bailey, a pioneer in infant heart transplants, will be appropriately honored for his contributions to the health of children, with the dedication of a 10-acre park named in his honor in Loma Linda.

Dr. Bailey is a world famous authority on infant cardiac transplantation and his education, training, and professional accomplishments are very well known. In 1984, Dr. Bailey first received attention with the transplantation of a baboon heart into a 12-day-old girl. While the infant, known around the world as Baby Faye, died 3 weeks later, she was the first of many infant heart transplants. Eddie Anguiano—who was known as Baby Moses when he was given a human heart transplant as a four-day-old baby in 1984—is today a healthy, active youngster as a result of Dr. Bailey's work.

Dr. Bailey is chairman of the department of surgery and surgeon-in-chief of the Loma Linda University Children's Hospital. He is professor of surgery in the School of Medicine of

Loma Linda University and directs surgical training programs at the University Medical Center.

In 1989, the city of Loma Linda purchased a 10-acre parcel of land adjacent to the Bryn Mawr Elementary School. Elmer Digneo, then mayor of Loma Linda, suggested that because the park was adjacent to an elementary school, it be named after Dr. Bailey for his lifelong dedication to the health of children. On February 13, 1990 the local city council officially named the park the Leonard Bailey Park. Work is now underway to provide diverse recreational use—a baseball diamond, tennis courts, a full-sized soccer field, facilities for little league baseball, and others—at the park. Dr. Bailey joins Mayor Digneo and Hulda Crooks as two local citizens distinguished by parks named in their honor.

Mr. Speaker, I have known Dr. Bailey and have admired his work for a great many years. A photograph of Dr. Bailey and many of the children he has provided with a second chance, hangs proudly in my office. I ask that you join me, our colleagues, and many of Dr. Bailey's friends and colleagues in recognizing his remarkable achievements at the official dedication of the Leonard Bailey Park in Loma Linda.

SALUTE TO MARGARET BUSH
WILSON

HON. WILLIAM (BILL) CLAY

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 6, 1996

Mr. CLAY. Mr. Speaker, in keeping with this year's Black History Month theme, "African-American Women: Yesterday, Today and Tomorrow" I would like to pay tribute to an outstanding St. Louisan who exemplifies the highest values and qualities of leadership in the African-American community, Mrs. Margaret Bush Wilson.

Mrs. Wilson is a St. Louis native who graduated from Sumner High School and received a B.A. degree in economics, cum laude, from Talladega College. She went on to earn her LL.B. from Lincoln University School of Law. Mrs. Wilson has been a highly respected jurist in St. Louis for many years and is admitted to practice before the U.S. Supreme Court. She has also taught at the CLEO Institute and St. Louis University School of Law.

Margaret Bush Wilson has dedicated her life to the fight for civil rights and racial equality, carrying on a family tradition of community service. Mrs. Wilson's mother, Berenice Casey, served on the executive committee of the St. Louis NAACP in the 1920's and 1930's and her father, James T. Bush, Sr., a pioneer real estate broker in St. Louis was the moving force behind the Shelley vs. Kraemer case which led to the landmark U.S. Supreme Court decision outlawing racial restrictive housing covenants.

In addition to being a prominent St. Louis leader, Margaret Bush Wilson has served in many national positions. She was national chairperson of the NAACP Board of Directors from 1975 to 1984. She has also served in the following Federal, State, and local posts: U.S. attorney, legal division, the Rural Electrification Administration of the U.S. Department of Agriculture, assistant attorney-general of Missouri,

legal services specialist, State Technical assistance Office, War on Poverty; administrator, Community Services and Continuing Education Programs, title I, Higher Education Act of 1965 in Missouri, and acting director, St. Louis Lawyers for Housing.

Mrs. Wilson actively serves in numerous organizations committed to education and social justice. She is a member of Alpha Kappa Alpha Sorority and is the recipient of many civic and professional awards including honorary degrees from St. Paul's College, Smith College, Washington University, Kenyon College, Talladega College, Boston University, and the University of Missouri-St. Louis.

Margaret Bush Wilson is a cherished member of the St. Louis community and a distinguished black woman. She has demonstrated a deep understanding of the history of the black community and displayed the highest level of compassion for equal justice. She has truly dedicated her life to improving the future of the black community.

Mr. Speaker, I am honored to salute Mrs. Margaret Bush Wilson, a force for good in our society who has helped change the course of African-American history.

TECHNOLOGY FOR EDUCATION
AND TRAINING

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 5, 1996

Mr. HAMILTON. Mr. Speaker, I am inserting my Washington Report for Wednesday, March 6, 1996 into the CONGRESSIONAL RECORD.

TECHNOLOGY FOR EDUCATION AND TRAINING

Although the Indiana economy has shown some strengths in past months, I sense a great deal of unease as I travel around the 9th District. People are concerned about the economy and job security, and worry about their future and their children's future. And this is not just in Indiana. Many people across the country are uneasy about their economic future in the new global economy that means stronger competition and rapidly advancing technology. Hoosiers are interested in what it will take to better prepare themselves in this new global job market. One idea getting increased attention—especially for rural areas—is distance learning through sophisticated computer links.

OPPORTUNITIES

We often hear of the cyberspace revolution, the Internet, the Web, and going on-line. Behind the new and often confusing terminology is the potential to significantly upgrade the skills of Hoosier students and workers. The economy increasingly demands a workforce that is well-educated, particularly in math and science, and has important communication and computer skills. Rural areas, such as in southern Indiana, often do not have the resources to build new training or education facilities, but can get the latest information and expertise through telecommunications and computer technologies.

"Distance learning" means using a variety of technologies to reach learners hundreds of miles away. Instead of traditional, instructor-led classroom teaching, people could learn through self-directed and interactive courses run through multi-media computers. Thus, for example, teachers in elementary and secondary schools could bring the vast resources available on the Internet to our students, such as accessing the latest news

stories or taking them on a "virtual field trip" through the Amazon rain forest without ever leaving their class-room. College students could tap into courses being taught at distant campuses in areas such as life sciences, business management or engineering technology. Someone working during the day could spend some time at a business or industry site to improve skills in everything from speech communication to computer-aided design.

FEDERAL GOVERNMENT EFFORTS

The federal government helped lay the groundwork for the Internet, the worldwide connection of computers at libraries, universities, governments, and businesses. It is also helping to build the Information Superhighway—including Indiana's version, Access Indiana—which will make access to the Internet much easier.

The National Science Foundation recently funded the Rural Datafication Project, a nineties version that brought electricity to rural areas some sixty years ago. This project is to determine how rural communities spread over large areas can be given access to the Internet. The federal government also helps promote distance learning and rural student access to previously unavailable courses.

President Clinton recently announced an initiative that makes upgrading the technological literacy of our young people a high priority for his administration. He has proposed creating a \$2 billion seed money fund that would help connect all U.S. schools and libraries to the Internet.

INDIANA EFFORTS

In Indiana, Governor Bayh has undertaken several initiatives to improve distance learning and computer use in the schools.

Indiana now ranks among the top ten states in the ratio of students to computer. Indiana is also among those states which have state-supported telecomputing networks for K-12 instruction, and several K-12 schools in the 9th District have already made their debut on the World Wide Web with their own Home Pages posting a variety of information on school activities and educational material.

The Indiana Higher Education Telecommunications System (IHETS) operates a satellite-based TV network that delivers its programs to 300 sites across the state, including 100 K-12 schools, 48 business and industry sites, and 33 hospitals. Most of the programming allows for "live interaction" of students off-campus.

The Indiana Partnership for Statewide Education (IPSE), a consortium of Indiana's independent and public higher educational institutions, is developing programs to bring higher education courses via satellite, cable TV, and computers to citizens wherever they may live. It is already offering 300 degree and non-degree courses throughout Indiana. The offerings include undergraduate and graduate, continuing education, professional development, and independent study courses.

Indiana is also active in the Rural Datafication Project, with a site in Moores Hill hosted by the Southeastern Indiana Rural Telephone Cooperative providing an Internet access program. Another project initiated by the Wilson Education Centers in Jeffersonville has connected to the Internet 180 school buildings in 12 counties in the southeastern corner of our state. Various state grants are available to help schools and communities hook up to the Internet.

ASSESSMENT

The solution to the challenge of upgrading the education of our children and the skills of our workers cannot be found in technology alone. But there is no doubt in my