

housing authorities, or welfare departments. Public bodies are among the eligible transferees under almost every other Federal property transfer program.

Mr. Speaker, section 506 was not well crafted or adequately considered before it was allowed to creep into H.R. 2406. Therefore, I ask all my colleagues who wish to do the right thing by the homeless and their representatives to join me in urging that the substantive mistakes and the technical deficiencies of this provision be fully addressed when the measure comes before a committee of conference.

CONGRATULATIONS TO KIMBERLY ABLER

HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. KLECZKA. Mr. Speaker, I rise today to pay tribute and offer my congratulations to Ms. Kimberly Abler of Milwaukee for receiving the 1996 Time Warner National Teacher Award, an honor shared only by 15 other teachers in the country.

Ms. Abler, an art specialist at Tippecanoe School for the Humanities in Milwaukee, was recognized for her innovative use of cable television as an educational tool in the classroom. The entry submitted by Ms. Abler and her co-educator, Ms. Jane Borden, was designed to help second grade students connect historical events to their present lives.

This program, titled "Harriet Tubman Freedom Tour," is part of the Cable in the Classroom series of educational shows provided as a public service of the cable industry.

As we move into the information age, it is exciting to see such creativity and initiative in embracing new technology to educate our Nation's youth. I commend Ms. Abler on her achievement and send my sincere appreciation for her dedication to shaping young minds.

STATEMENT BY TERESA SNOW AND TYLER RYAN REGARDING CHANGES IN SECONDARY EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Teresa Snow and Tyler Ryan, high school students at Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people:

We're both Seniors at Peoples Academy High School in Morrisville, VT. We're going to talk about improving the education system, and education opportunities. We basically gathered these ideas from our own experiences and our own concerns, and we came up with these topics and ideas.

We believe that all kids should go to preschool, and at an early age they should start learning our language, and many of the words. . . . Being a high school senior, I can't watch the news and understand what they're

talking about, because I don't believe I've had the right education and background. I believe that they should learn about the environment and recycling, what goes where; 'cause, we only got bins in our classrooms, and maybe when I was in middle school, and kids throw their trash in the recycling and throw recycling in trash cans, and they don't really care. You need to know when you're young where things go and how to take care of this world.

I think that foreign language should be a requirement. Because we're in Vermont, we should learn French because we're close to the Canadian border. People in Arizona and New Mexico should learn Spanish, because they're near the Mexican border. We need to learn a foreign language. Tyler wants to work with architecture, and I guess a lot of the supplies come from Japan, and . . . he may need to learn Japanese, and without that readily accessible, then he's not going to be able to know—he's not going to have the right connections.

For middle school and high school ideas . . . I went to England as an exchange student a year and a-half-ago, and . . . they have a different system. They have required classes up till you're like fifteen, and we could have our required classes and our credits from 7th through 10th grade. Then 11th and 12th grade you could do job-oriented in your profession, like singled-out. You can take very, much more focused classes, become more prepared for, if you don't go to college, then you have some background of what you want to do.

We also feel that the teacher:student ratio is really "off." Kids don't get the attention that they need, so we thought that excelling students, kids that are getting 95's in their classes, should have an opportunity of either becoming independent in that course, and possibly spending the class period in the library in the school, or using different resources in like the town libraries, or other schools' libraries or college libraries. Or they could become like teachers aides—complete their work and then go around and help the classroom, 'cause that would help out both ways: it would help the ratio, the greater student:teacher ratio. I also think another thing—if you have students that go to college to become teachers, they should get an opportunity to do apprenticeships, come to schools to help with the ratio as well.

And, kids lately are lacking so much desire and interest in school; it's very, very sad. Like, I could have gone to college, but I really don't have any desire anymore, right now. It's something everybody needs; everybody needs a good education.

Tyler: There definitely needs to be smaller classes; the classrooms are just way too crowded. The technology is not there; like, in our school we have one computer/classroom, and that's definitely not enough, because if you took a class period to work on a class project, or whatever, it would take you . . . it would take the class about a month to do a project over the computer. We think there should be available money for apprenticeships and trade schools, and better, more accessible to scholarships . . . for college, because it's just—the prices are outrageous. We also think that there should be an education tax, which would be put into high school kids' paychecks, that would take out a small percentage to pay for college; and if they decide not to use that money . . . to go to college, they could put it towards retirement, or put it into a savings plan, or something like that.

Congressman Sanders: Both of you have raised some very interesting points. Let me ask you a couple of question, because you have raised some issues I hadn't thought about. The issue, I think, that Teresa and

Tyler have talked about, is that when you go to school as students, in a sense you are consuming a product, and I was wondering how often students are consulted about the quality of that product. In other words, let me just ask you a question: Is it your understanding that students have access to School Board, in order to express their views about the quality of the education they're getting?

Teresa: I know we do [have access] because I was on Student Council, and they've brought things to the School Board about having all-day Winter Carnivals; but . . . they don't listen a lot. I mean, the Student Council were very strong in their presentation, and they had a lot of good ideas, and things to back up what they wanted to do, so it was easily passed. But . . .

Congressman Sanders: So it's not your impression that students are really consulted in terms of how they feel about the good or bad parts of their education.

Tyler: I feel that the School Board doesn't even know what is going on in the school. I've never even seen a School Board member really in a school. They don't come and talk to us; they talk to . . . the teachers. And I don't even feel that the teachers in our school know what the students want or need.

Congressman Sanders: Well, in terms of student involvement . . . do you think it might be of interest or importance for the students to say to the School Board, "Listen, you're spending money on us, don't you want to have our opinion about how well you're doing?"

Tyler: Definitely.

Teresa: I definitely think they should get our opinion, and a lot of times they go to such groups as Student Council or NHS, and those kids aren't giving the school a problem; it's not those kids that the teachers and the School Board want to talk to . . . it's not where the problem is, it's not where the issues lie.

Congressman Sanders: Okay. Teresa, you raised an issue: you said that you perceive that some students are not really interested in learning, they're giving up. Why do you think that's so?

Teresa: Well, when you're in kindergarten and you're with these teachers, that want you to play with blocks and you're having a good time, and you just—teachers don't try to get you as involved, I don't think, and you just lose interest. They don't try as hard. They just want to get on with their class, teach what they're supposed to teach . . .

Tyler: . . . and then finish the class and be done with it. They don't really care about the students that much.

Congressman Sanders: It sounds to me like the suggestion you may be making is we've got to figure out a way to involve the students in the State of Vermont in their own education, more than is the case. Is that right?

Tyler: Yes.

CONGRATULATIONS BOULDER CITY HIGH SCHOOL

HON. BARBARA F. VUCANOVICH

OF NEVADA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mrs. VUCANOVICH. Mr. Speaker, I would like to offer my sincere congratulations to Boulder City High School in Boulder City, NV, for winning the region one award at the We the People...the Citizen and the Constitution national finals held in Washington, DC at the end of April. This award is presented to the school in each of five geographic regions with

the highest cumulative score during the first 2 days of the national finals. These 22 outstanding young people competed against 49 other classes from throughout the Nation and demonstrated a remarkable understanding of the fundamental ideals and values of American constitutional democracy.

We the People...the Citizen and the Constitution features an intensive curriculum which provides students with an in-depth understanding of the Constitution and the Bill of Rights and the principles and values they embody. The program is designed to promote an understanding of the rights and responsibilities of citizens in our constitutional democracy.

I would like to individually congratulate: Paul Ainsworth, Colin Ard, Farnoush Athari, Nichole Best, Jessica Brolick, Daniel Chapel, John Delap, Sheri Delp, Jennifer Eugster, Michael Fecteau, Jennifer Fisher, Hermon Ghermay, Lesley Harrington Lisa Miller, Brain Moynihan, Matthew Ripplinger, John Rutherford, Hope Shea, Shannon Trelease-Smith, Erica Vaughan, Lanna Venturino, and their teacher Lynn D. Stewart.

Mr. Speaker, these students and their teacher are exemplary scholars and I am proud to recognize their accomplishments. Keep up the good work Boulder City High School.

PERSONAL EXPLANATION

HON. JOHN N. HOSTETTLER

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. HOSTETTLER. Mr. Speaker, due to severe thunderstorms, I was unavoidably detained and missed one recorded vote on May 21, 1996. Had I been present, I would have voted "yea" on roll No. 180, on ordering the previous question on H. Res. 436, a resolution providing the rule for consideration of H.R. 3415, a bill to repeal the 4.3 cent increase in transportation motor fuels excise tax. I request that this appear in the appropriate place in the CONGRESSIONAL RECORD.

DEDICATION OF MARQUETTE UNIVERSITY'S ASPIN CENTER FOR GOVERNMENT

HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. KLECZKA. Mr. Speaker, it is with great pride that I rise today to commemorate the grand opening and dedication of the building which houses the Les Aspin Center for Government, a Marquette University program with a now permanent base in Washington, DC.

Beginning as a single Marquette University student internship in 1987, the Les Aspin Center for Government is now a permanent presence in our Nation's Capitol, with world-wide studies and exchange programs, offering a hands-on approach to Government service and possible career opportunities.

Throughout his distinguished career, from 11 terms as Congressman from Wisconsin's First Congressional District to his dedicated service as U.S. Secretary of Defense, Les

Aspin was a statesman in the truest sense of the word, oftentimes putting the needs and concerns of this country, and of all Americans, above his own.

With this in mind, I challenge the Les Aspin Center for Government, in particular, and Marquette University, as a whole, to educate, prepare, and train its young scholars in the true meaning of statesmanship, following the grand example of Les Aspin.

It is also with sadness that I stand before you today, Mr. Speaker. Just as Les Aspin began his professional career at Marquette University as an economics professor, he also completed his career at the university, dying unexpectedly shortly after accepting a new and exciting position as a distinguished professor of international policy.

It is therefore quite fitting that the Aspin family and Marquette University has chosen to rename the center in his memory. I only wish he were here with us to join in the festivities.

STATEMENT BY ALISON CARPENTER REGARDING CHILD ABUSE

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Alison Carpenter, a high school student from Brattleboro, VT, who was speaking at my recent town meeting on issues facing young people.

Children suffer at the hands of adults. They are beaten, kicked and burned with cigarettes. They are thrown against walls, scalded by hot water, forced to stand in freezing showers until they pass out, and thrown into running washing machines. They are sexual molested; they are the victims of incest. Child abuse is a serious issue that has existed throughout history, and it is a major concern in our society today. It was not until recently that it was recognized as a medical and social problem.

Child abuse takes many forms: it occurs whenever an adult inflicts intentional physical, emotional or sexual harm to a child. There are many steps that are being taken to prevent all three forms of child abuse, but it will take a long time to fully eliminate it. The most common form of abuse on children is physical abuse. There are approximately 200 cases of physical abuse for every one that is reported, according to the National Committee for the Protection of Child Abuse. A child is the victim of physical violence even if the anger is not directly inflicted on him or her. A witness to violence is a victim of violence. Children who witness abuse at home can suffer in unseen ways. Quite often, their pain goes untreated; they can suffer serious emotional damage.

Children need a large amount of emotional support from their families. Some elements of emotional support include: respecting the child's needs, tolerating his or her feelings, and a willingness to learn from their behavior. Our emotions are one of our basic powers. Emotional abuse is form of psychological battering. A child's earliest needs in life are for a warm, loving person to be there, to mirror, echo and affirm them. Children need to be prized, and applauded during their growth achievement. If they do not get this, they will do whatever they can in order to. These are basic needs. Children need to be al-

lowed to feel, and to express what they feel. If a child is controlled compulsively, he or she will become an adult with a compulsive, controlling and immature childish side. Some forms of emotional abuse are yelling, belittling, criticizing, humiliating and comparing a child.

Incest, or sexual abuse, is the most shaming of any form of violence, because it involves the betrayal of a supposed loved one. It leaves a long-term effect on the child, believing it was their fault. It is a violation of the child's sexuality. Some people believe that children may simply imagine episodes of sexual abuse. An argument that is made by psychologists, is that a young child who has not been molested, has not had the experience of with sex to be capable of imagining such an experience.

The profile of an abuser tends to be very similar in all forms of child abuse. An abuser is usually someone who has a poor self-image; someone who lacks sensitivity to others' feelings. A person who abuses was most likely abused themselves, or was deprived of basic parenting. An abuser has usually had unmet needs for love or comfort, and is in denial about his or her feelings. Child abuse has a tremendous impact on victims throughout their entire lives. They tend to feel helpless and out of control. The victims tend to dissociate from all of their memories, and begin to feel a sense of unreality. They may have recurring nightmares, sleep disorders or flashbacks. As they get older, they tend to develop split or multiple personalities. They have little or no interest in anything, trouble completing thought processes, confusion, and no trust. A girl who has been abused sexually grows up to believe that she cannot escape being battered. A boy who has been abused may believe in male supremacy. Boy victims, more than girls, identify with the offenders, and sometimes become offenders. This bonding with abusers is a way to overcome the feeling of helplessness and powerlessness.

There are many actions that are being taken against child abuse. Forty-nine States (except for Wyoming), have established children's trust funds. All of the States have a Child Protective Service system, which is a government system that is responsible for investigating reports of child abuse or neglect. This, however, lacks the resources needed to respond to overwhelming number of reports. All States also have a child abuse reporting law, requiring reports of suspected abuse to be made by specified professionals, or others whose work brings them in regular contact with children. There are also family preservation services, that are working to make it so the child can remain with his or her family as long as his safety is not endangered. Private organizations, such as Mothers Against Raping Children and Mothers of Sexually Abused Infants and Children serve as support groups, and fight for the rights of children. We Can Help Ourselves is another organization that teaches children how to handle abusive situations.

There are still many things that need to be done to help prevent the abuse of children. States need to provide even more services for victims of abuse. They need to look at the quality of foster care, because it needs to be more than just giving a child a place to live. People need to be more alert to possible child abuse cases, and to report them to the authorities. Those in a position of authority need to investigate quickly and accurately, and take the first steps to remove children from abusive situations. We need to bring offenders to court, and most of all, we need to stop abusing our children.

Bringing a child into the world is a huge responsibility, that two people make and