

past chairman and membership chairman, with continuous CUC membership since 1969; UCR Foundation Board of Trustees; founding life member of the Chancellor's Associates; and Chancellor's Executive Roundtable.

In addition to his strong support of the university, Jacques is a noted businessman and community leader. A native of Riverside, Jacques joined the family construction business in 1947 after returning from military service in World War II. In 1957, he became president of E.L. Yeager Construction Co., Inc., then chairman/CEO in July 1993. Last year, he sold the company to six of its senior managers, and Jacques now serves as a director on the company board.

Jacques has always proved to be a reliable advisor who shows his love for the community by involvement in transportation planning and water resource management issues, and by his commitment to coordinated economic planning in the region. He has also been actively involved in charitable foundations, including the Red Cross, the Arthritis Foundation, and arts and museum foundations.

I join the Citizens University Committee in the celebrating of Jacques Yeager's distinguished service to the university and to our community.

STATEMENT REGARDING STUDENT-CENTERED HIGH SCHOOL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

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

Our topic is: changing the education system. We don't have any great solutions, or anything, but we just want to increase the awareness of the fact that there's too much emphasis put on getting good grades, and having a good score. And the desire to learn is gone; or if it's not gone, it's not there very much, or whatever. The result of this is that students just go through school just . . . playing the motions, getting good grades, having tests, memorizing and they're not necessarily learning anything; or discovering . . . how they are self-learners, like what is the best way for them to learn, which they can carry with them throughout life.

Another thing that we think is that teachers seem bored. They're teaching the same thing again and again and again, and . . . becomes monotonous; it makes learning more of a chore. . . .

Along the same lines, we think that perhaps there could be more courses—there's a lot of courses out there that are trying to help teachers learn how to become better educators; but many times the teachers themselves don't have the desire to become better educated. If those teachers could, instead of going to classes and things like that and learning how, we could find the teachers that are considered good teachers, that actually want to help someone . . . I dare say, that the majority of people that become teachers don't necessarily become a teacher and say, "Well, I want to go out there and help better the education of our youth,

and . . . become better people. They say, "This'll be a good paycheck for me."

And that's another thing that is a real problem with the way the system is set up right now: that money and getting a good paycheck is how things are judged by, and if you want to become a doctor, or whatever, it's not because you want to help cure disease, it's because you want a BMW. And, if these things are taught in the school, then that's obviously how it's going to be presented, but if we could . . . help people understand what they would enjoy doing, and less emphasis on money. Perhaps trying to help people understand that, "Well, hey, money's not the only thing out there, you know, you've got to go to a job 40 hrs./week, making \$50,000/yr., and hate my job, that's not something that's going to make your life happy. So, if we could change things, and help . . . people understand that you have to want to learn; you need to understand what you need to go out and learn about yourself.

And this is going to help in the school system also, because if someone's enjoying what they're learning, they're going to actually go out and do it themselves; they're going to be interested. I dare say that some people, if not most people are here today because it's for a class; they have to be here for a class, not because they're interested in the political system, but because it's a break. And if that's going to be the way things are, then nobody's going to be happy in their life; and that's a bigger issue than simply educating. (APPLAUSE)

We also feel that . . . you shouldn't have as many required courses; you have a four-year English requirement to graduate, and had my 4th year of English, and just sat through my English classes—I couldn't wait until it was over, I didn't learn much of anything, I just got by. I think that there should be more elective classes that you can take, that you're interested in, so that you have more interest to learn, I think that would be better for the students. Along the same lines also, that it is a major problem how general the courses are . . . The general courses are made to expose us to a lot of things, so that we can try to find out what we enjoy. But instead, it actually decreases that, because the system that's presented is looked at as something that's not enjoyable. So a kid—maybe does enjoy reading, but perhaps the way it's presented isn't for him. So, he may go away thinking, "I'm no good at English, I can't get it right." But that's not necessarily the case. It may be that the system that the English is being presented [in] is the problem. So you need to look at that, it's more than just looking at, "Well, he's just a bad student."

TRIBUTE TO DR. ARTHUR PAPPAS

HON. JOSEPH P. KENNEDY II

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. KENNEDY of Massachusetts. Mr. Speaker, one of the pleasures of serving this great body, is the opportunity to recognize outstanding individuals from across the nation. It is with great pride that I rise today to congratulate Dr. Arthur Pappas who was recently honored by the Massachusetts Hospital School for his dedication to children and his 25 years of service as Trustee and Chairman of the Board of the Massachusetts Hospital School.

Dr. Pappas is well known in the Boston area as a humanitarian and his association with the

Massachusetts Hospital School is just one of his numerous public service activities. The Massachusetts Hospital School is an institution that encourages equal opportunity. The goal of the school is to reinforce the idea that each child should be given the chance to grow in every possible way despite his or her physical challenge.

In addition to his public service, Dr. Pappas is a leading orthopedist and has been a teacher and mentor to many medical students. He is also a pioneer in the field of sports medicine and has served as the team physician to the Boston Red Sox for many years. Through his private practice and work with the Red Sox, Dr. Pappas has advanced the medical knowledge of the proper treatment and rehabilitation of patients with debilitating injuries, and in so doing has helped thousands of patients.

Mr. Speaker, I am sure that I speak on behalf of everyone who has ever worked with Dr. Pappas or benefitted from his good works, when I offer my warmest congratulations.

INTRODUCTION OF WATER RESOURCES DEVELOPMENT ACT OF 1996

HON. BUD SHUSTER

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. SHUSTER. Mr. Speaker, today I am pleased to introduce, with my colleague from the Committee on Transportation and Infrastructure, JIM OBERSTAR, the administration's proposed authorization bill for the civil works program of the Army Corps of Engineers, the Water Resources Development Act of 1996, or WRDA.

Submitting a WRDA proposal signals the President's interest in continuing the Nation's commitment to water infrastructure. I congratulate the President and our former House colleague, the Honorable Martin Lancaster, who was recently confirmed as the Assistant Secretary of the Army for Civil Works, for their commitment to water resources development and conservation. While I cannot support some of its provisions, the bill represents an important first step in reinstating the biennial authorization process for corps projects and programs. I look forward to working with Secretary Lancaster as the committee moves forward soon with comprehensive WRDA legislation.

TRIBUTE TO LA PUENTE VALLEY REGIONAL OCCUPATIONAL PROGRAM

HON. ESTEBAN EDWARD TORRES

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. TORRES. Mr. Speaker, I rise today to recognize the accomplishments of the La Puente Valley Regional Occupational Program [ROP], as it celebrates 25 years of community service and putting people on a path to a meaningful and productive career.

Established in July 1970, by four sponsoring unified school districts; Bassett, Hacienda-La Puente, Rowland, and Walnut Valley, in cooperation with the county superintendent of

schools and the State of California, the La Puente Valley ROP will celebrate 25 years of dedicated service to the community on July 1, 1996.

In July 1994, La Puente Valley ROP became a three-district Regional Occupational Program featuring Bassett, Hacienda-La Puente, and Rowland Unified School Districts. Under the dynamic leadership of Superintendent Patricia Frank and Board of Trustee Members Anita Perez, Al Cobos, Mary Jo Maxwell, Toni Giaffaglione, Norman Hsu, and Pete Samphere; and an outstanding instructional staff, the La Puente Valley ROP has made major gains toward implementing the goals as stated in its mission statement:

The La Puente Valley Regional Occupational Program is committed to developing and providing quality occupational training programs that lead to a successful school-to-work transition or advanced technical training. These programs shall meet the diverse needs of all eligible students.

Over the past 25 years, more than 145,000 high school juniors and seniors, and adults from the community have taken advantage of the opportunities to participate in hundreds of courses. The La Puente Valley ROP offers: business and management, graphic arts, industrial technology, electronics, health occupations, personal services, food services/restaurant occupations and agriculture. Through the interest-aptitude-ability testing, career counseling, and job placement assistance, hundreds of the participating students have made the successful school-to-work transition.

The benefits to prospective employers are prescreened, there are no fees, applicants are prescreened, and potential employees are trained to meet a company's needs. The partnership built between industry, education, and the community is commendable.

Mr. Speaker, I am honored to have such a successful program serving my constituents. It is with pride that I rise and ask my colleagues to join me in recognizing the La Puente Valley Regional Occupational Program for 25 years of distinguished service to the community.

A TRIBUTE TO THE LIFE OF ADM. JEREMY BOORDA

HON. JOHN EDWARD PORTER

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. PORTER. Mr. Speaker, Harold Kramer, a retired member of the U.S. Navy and a constituent of mine residing in Lake Bluff, IL, wrote this impassioned tribute to the late Admiral Boorda. I would like to take this opportunity to share his words with the country.

THE MEANING OF VALOR

Many of us older Americans, including myself, have had the privilege of serving in the United States Navy in World War II and after . . . in my own case, as an enlisted man. It was, during my enlistment at the age of 17 in 1944, and still is a disciplined and dedicated organization which is one of the bulwarks of our way of democratic life. But in the last few years, a series of unfortunate events of which we are all aware—at an aviator's party, in Okinawa, at Annapolis and elsewhere has forced us to take stock of our shortcomings and re-dedicate ourselves to the re-establishment of the highest degree of understanding of others and morality in our

treatment of others who differ from ourselves.

Admiral Boorda, whose untimely death we are here to mourn, was a dedicated man who enlisted in the United States Navy 40 years ago and—make no mistake about this—served the Navy and his country with great distinction throughout that exceptionally long service career. Because of the shortcomings of individuals—including officers in training at the Naval Academy plus harassment by both officers (at Tailhook) and enlisted men—Admiral Boorda had to address himself primarily to correcting problems of ethics and the need for basic decency in treatment of others in the Navy. And these are the same problems which haunt us in our civilian lives. Because of his concentration on apologizing for and correcting the wrongs of others in the Navy, he was sensitive in the extreme to his apparent own shortcoming in the technical violation of what entitled the wearing of the Navy "V" for valor.

Admiral Mike Boorda did serve with valor throughout his career and abroad his assigned tour of duty on a destroyer squadron during the Vietnam War. Although it happened that he was not fired upon, he was always willing to place himself in harms way in serving his country. The Webster Dictionary defines "Valor" as strength of mind or spirit that enables a person to encounter danger with firmness and personal bravery. Every one of us can and must be aware that our Chief of Naval Operations, Admiral Mike Boorda displayed these qualities and intended the wearing of the "V" medals to simply signify his having served during the period of the Vietnam War in the war theater. He earned them by his commitment to serve wherever needed in a war theater! He earned them by his 40 years of service to his country! He earned them by his always very special concern for the Navy enlisted men and women! Because Mike Boorda never forgot that he had advanced through the enlisted ranks, and he always sought the welfare of the enlisted man and woman.

We can mourn Admiral Boorda's untimely death in a number of ways. First, we can make our feeling known to the segments of the media such as Newsweek by canceling subscriptions when they put headlines above decency. We can constantly make a great effort toward understanding those with whom we serve—especially those who are different than ourselves. We can show the same kind of decency toward others that distinguished Admiral Boorda's life. And we can strive mightily to never allow the physically strong to take advantage of the physically weaker: to know in our hearts that real strength is strength of character! We can strive to give unstintingly of our selves in the service of God, our country and humanity! And in doing these things we can honor Admiral Boorda, our still outstanding United States Navy, and ourselves!

Admiral Mike Boorda actually gave his life for his country because he felt that was the only way, under the circumstances of more bad publicity for the Navy, to maintain the integrity of the service he loved. He gave his life for his country just as truly as if he had been under fire! While deeply saddened by his sacrifice of himself, we can honor his memory and his work by knowing that we cannot, we will not allow the wrongs of the past toward our fellows to be our guideline for the future. We can start by shaking the hand of the person next to us, taking some of his or her burden upon our own shoulders with a smile, and making the lives of those around us bright and better!

BALANCING THE BUDGET IS CRUCIAL TO OUR FUTURE

HON. JON CHRISTENSEN

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. CHRISTENSEN. Mr. Speaker, the time has come to decide whether Congress should amend the United States Constitution to require an annual balanced budget. The Nebraskans I represent overwhelmingly support such a measure because they know, like me, that balancing the budget is crucial to their families' well-being and future prosperity.

As you may recall, in the first month of the new Congress the House of Representatives passed a balanced budget amendment by a vote of 300 to 132, thus taking the initial steps of the Republican journey in honoring its Contract With America. Although the balanced budget amendment overwhelmingly passed the House, it was defeated in the Senate when six Democrats who previously had voted in favor of the amendment switched their vote to defeat it. This week, the Senate will again revisit the balanced budget amendment and again attempt to do what is right: begin fixing a system that broke long ago.

According to the House Budget Committee, next year Americans will pay as much interest on the \$5 trillion national debt as we will pay for our national defense. That statistic alone illustrates the inadequate way Washington has been doing business. The policies and practices of poor decisionmaking and poor leadership have cost the American families dearly, placing a price tag on our current defeat of over \$15,000 per year for each family. Now the time has come to change course, and focus on a new horizon for our families, and for each other.

The balanced budget amendment will force the Government to play by the rules which we, as members of society, have come to expect in our ordinary affairs. Shareholders in corporations wouldn't allow it. The members of your professional organization wouldn't tolerate it. And certainly, you wouldn't plan your family's financial future based on it. Yet for the past 200 years we have let the Government make decisions without accountability; accountability which undoubtedly would not go unanswered by the corporation, by your professional organization, or by the members of your family. The time has come to require Congress to be accountable for the decisions it's making regarding the financial future of our Nation, and our Nation's children.

I pledged to work hard for a balanced budget amendment and did as I said I would do by voting in favor of it. I made a promise to the people of Nebraska and I delivered. The balanced budget amendment will change the way our government does business, forcing Washington do behave responsibly by requiring Congress to balance its books.

In a week representing the end of an era here on Capitol Hill, I defer to words of Senate Majority Leader ROBERT DOLE made last month regarding his 20-year battle for a constitutional amendment to balance the budget:

Perhaps no policy is more important to the economic future of Americans and the future of our children and the future of our nation than a balanced budget amendment. I know the President urged and probably persuaded