

and frankly we have done something very cruel. There is nothing caring about constantly giving people the food without ultimately teaching them how to be independent.

And so what we would like to do for our own children and for our own families and the people we love, it seems to me ultimately we should do for those in our society who need the most help.

I believe this is the most caring Congress that I have ever, ever seen. I believe it is the most caring Congress because we are dealing with big issues; we are not sweeping things under the rugs as had been swept under the rugs for years and years and years under previous Congresses. We are trying to make our country self-sufficient, we are trying to make our constituents self-sufficient, we are trying to bring the money and the power and the influence back home where it belongs.

With that Mr. Speaker, I would like to yield back the balance of my time. If my colleague is here, I am not yet about to give it up, but I do not see him, but when I do I will yield it back, but just continue by saying that as a moderate Republican I take some real interest in the fact that this Congress that is deemed to be a conservative Congress is dealing with some very important issues, whether it is health care reform which we passed and the President signed into law, whether it is welfare reform, whether it was the tax cuts found in the minimum wage bill, whether it was the telecom bill that passed recently. We have a major agenda, some of which has been passed into law by President Clinton, others which have been vetoed. Sadly, he vetoed 2 welfare bills. Sadly, he vetoed our Medicare reform bill. Sadly, he vetoed our Medicaid bill, which was an attempt to allow State governments the opportunity to manage health care for the poor because, frankly, that is where you have seen the greatest reforms.

One of the things I am most proud about as a Republican is that 31, I think 32, of the 50 Governors happen to be Republicans. They represent 75 percent of all the American people, and the faith that I have in our plan to bring the money and the power and the influence from Washington to local communities, the satisfaction that I have, is the knowledge that we have had Governors, Republican Governors and Democrat Governors, who have made Medicare work on a State and local level, who are making welfare reform work on a State and local level.

The State of Connecticut has welfare reform, and one of the things we have done, which is a very caring aspect of this effort, is that in our welfare reform bill in the State of Connecticut, while we are pushing people off of welfare, when they work they are allowed to keep their welfare health care, and by their keeping their health care they are able to protect their families while they are working in a job that does not yet provide that. So our State is saving money as well by having welfare health

care be under managed care, and the logic was if the average man and woman in this country has managed care for health care, why should it not also apply for those who have it as seniors who would take it by choice, not by requirement, or those who have it as welfare recipients who pay no taxes, who are getting health care at the taxpayers' expense; why should they not have managed care, and why would they not have better health care, and the fact is they have better health care by it being managed.

IMPROVING EDUCATION IN OUR NATION

The SPEAKER pro tempore (Mr. HAYWORTH). Under the Speaker's announced policy of May 12, 1995, the gentleman from Louisiana [Mr. FIELDS] is recognized for 60 minutes.

Mr. FIELDS of Louisiana. Mr. Speaker and Members of the House, tonight I rise to talk about two very important issues; one, education, and how we move forward in this Congress and in Congresses to come as relates to education from a budgetary perspective. I would first like to bring to the House's attention a meeting that the Education Caucus held on July 31 of 1996. Right before we left for the August break we had a caucus meeting, and we talked about bringing businesses together to talk about how we can get businesses involved in improving education for our country because we feel that that, Mr. Speaker, is a relationship and a marriage that must be forged all across this country in order to improve the quality of education in this Nation. I am very happy that Senator WELLSTONE from the other body, who is the co-chair along with myself of this Education Caucus, cochaired this meeting with me, and we had several panelists who discussed various ways that the business community could help in improving education in this country.

One of the panelists, Mr. Speaker and Members, was Audrey Easaw from Giant Food. She was the project manager for Apples for Students Plus.

This is a very unique program that Giant Food market decided to institute in several States across the country, and we certainly urge other businesses across America to do the same, because when businesses actually take an interest in education in which they get dividends in the long run because, after all, these are the individuals that they will be employing to run their businesses. Giant Food market decided to embark upon a program where they actually go in and put computers in schools.

I mean you have heard the President and you have heard the Vice President talk about the need to put computers in every classroom across America to bring our kids into the 21st century and to also prepare them for the Superhighway, Information Highway.

Giant supermarket has already taken this challenge and accepted this chal-

lenge, and I am happy that, according to their testimony, Mr. Speaker, they are operating in four States, and what they choose to do is go into a school or go into a community, go into a State and actually put the computers, the software into the schools and help kids through the necessary tutorial programs where they train teachers and then help teachers train kids about computers and the necessary software.

One of the unique ways they raise money for this project is by taking a certain percentage of the gross receipts of individuals who are consumers who shop at their stores. So that also encourages people to shop and save their receipts and then give them to the school kids to turn them in at the next school day so that they can be credited at the end of the day for more and additional software.

So that is in fact, Mr. Speaker and Members, a program that I am very pleased about, and I want to put the testimony of Audrey Easaw into the RECORD.

They not only buy computers, but they also buy telescopes, microscopes, math equipment. TV's, VCR's, and other equipment that the school may need as relates to telecommunication and communications in general.

They have also established an adopt-a-school program, and I am talking about these programs, Mr. Speaker, because I want individuals to know what kind of impact businesses can have on schools, because there are many schools across America, quite frankly speaking, that just do not have the necessary dollars in order to improve the infrastructure, in order to improve the computer technology within the schools, and therefore businesses can merge or forge a relationship with schools and actually get a benefit as a result of it. They have an adopt-a-school program where they target over 10,000 businesses per year to challenge them to put matching funds from their employees. When their employees give money, then they challenge businesses to match those funds as well.

We have the opinion that government cannot do everything and cannot do it all, not only in education, but in any facet of our society. But when we have everybody pulling that wagon in the same direction, then we can get there a lot quicker.

So I would like to put the testimony of Miss Audrey Easaw in the RECORD, and next I want to talk about a Mr. Norman Manasa. He is from the National Education Project Inc. who testified before the caucus, the Education Caucus. They started and initiated a nationwide tutorial program serving medium-sized cities. They decided to go into medium-sized cities and actually build schools and have a tutorial program to educate kids in math, reading, science, and other subjects, and they do it very intense. They actually go into a school and have schools to open up hours and actually have tutors on staff to help train kids in the necessary subjects.

I mean, that is another program that we saw to urge businesses to play a role, because we feel that that certainly will help strengthen our educational system all across this country.

No government funds are required for this effort. It is designed to directly impact elementary and college students as well. Undergraduate institutions are targeted and supported by corporate sponsors. Students are required to provide 60 hours of tutoring per semester as a part of a 3-credit course. So they also have the colleges involved, which is very unique because I mean if you can give a college student credit for going into the community and actually tutoring a kid, that is something that certainly not only builds this Nation educationally, but it also gives a student some sense of community service as well.

Decca Armstrong, who is from the National Cable Television Association, spoke of two of the cable industry's major educational initiatives.

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One is cable in the classroom, and cable's high-speed educational connection. Those were two important programs that he spoke of during the education caucus meeting. Since 1989 cable companies have worked with school districts. Approximately 75,000 schools nationwide have been provided free cable connection through this program. Thirty-five programs provide 540 hours each month of quality commercial-free programming. All of this is free.

Here again, this is where businesses play a very key role in helping our educational system across this country improve, not only from an infrastructural viewpoint, in terms of computers and actual physical plant of the building, but also getting into the classroom and dealing with the meat of the educational systems, teaching and tutoring kids about the different subjects.

Teachers are provided with instructional materials and curricula supplies to assist them in classrooms. This is very needed because there are so many teachers who work into classrooms every day and do not have the necessary tools to teach. So when businesses get involved and help supply teachers with the necessary school supplies, and the students, then it certainly makes for a better educational situation in that classroom. Because we can have the best classroom in the world, and if the teacher does not have the tools to teach, the books, computers, and other tools and resources, then very little learning will probably take place in that classroom.

Last, we heard from Mr. William Oliver from Bell South who addressed the Education Caucus on the availability of new technology and the availability of employees who are prepared to accept the challenges that corporate America is sure to present them. His perspective was more they are training

many of their employees to go into the schools, because they realize that many of today's students will be tomorrow's employees. So they are training their employees, and they have a particular division, as I appreciated, of their operation to go into schools, inner-city schools, and teach kids about new technologies that are available.

It just goes to show you what can happen and what should happen when business and education connect, and I would like to put all of this information in the RECORD, because these are individuals who testified before the Education Caucus committee and did a great job. We certainly do not want their information, this information, to go unnoticed.

Mr. Speaker, next I want to talk about an initiative that the President initiated some weeks or a couple of months ago. We have often talked about how the Government can play a role in improving the infrastructure of schools across America. I am very pleased that the President decided to start an initiative to help local schools across America build their infrastructure.

As we know, there are many schools across America who do not have the financial wherewithal to improve their infrastructure. We all know that there is a serious problem with schools decaying. We have schools that are falling by the very bricks that are holding them up. We have schools that could not pass a code on any day of the week, but they are still open and they are still in the process, in the business of educating our children.

Our schools in many instances or in some instances are in worse condition than jails and other facilities in the area. So the President has made a decision, proposed a new initiative to help communities and States to help rebuild the Nation's schools. This is a very straightforward program, one that the Education Caucus supports. We have talked about it for a long time. We are glad that the President has taken the initiative to bring it to the forefront, and also put money behind it and support it as well. It is not a free-fall program, it is a program that will put about \$5 billion into infrastructure building across America.

Individuals have to, quite frankly, start their new construction or renovate their schools, refurbish their schools, and 50 percent of the interest money they spend on building their schools or refurbishing their schools will be subsidized by this \$5 billion program.

We have talked enough about refurbishing and rebuilding schools in America. We all know that is a serious problem and a serious calamity. In order for us to make our schools what they should be, it is going to take initiatives like this. It is going to take initiatives like what the business community is doing. We encourage more of them to do the same, to do so.

I would like just to talk a little bit about this program, and then I will yield to my distinguished colleague, the gentleman from Illinois [Mr. JACKSON] who I have been joined by, who is also a distinguished member of the Education Caucus, to further talk about the President's initiative.

Key elements of this program are very simple: Up to 50 percent of the interest subsidy for new schools, new school construction and renovation, one will be able to access under this \$5-billion program. The initiative will reduce interest rates on new school construction and renovation projects by up to 50 percent, with a sliding subsidy scale dependent on the need.

So this is not where a school system, Mr. Speaker, can just walk in and say "I want to benefit from this new subsidized program." They must have the qualifications in order to participate. It is going to spur about \$20 billion in new construction. This \$5 billion will end up being about \$20 billion, based on the number of construction dollars that will actually be put into schools over a 4-year period.

The interest reduction is equivalent to subsidizing \$1 out of every \$4 for construction. This is something we have needed for a long time. Now poor school districts across America can now say "We can afford to refurbish our schools, we can afford to renovate," and in some cases even build new schools.

The goal of the 25-percent increase in school construction over the 4 years is a very simple one. On average we spend about \$10 billion a year in present dollars in school construction, \$40 billion over a 4-year period, which means that we will, if we put \$20 billion over a 4-year period each year, that will be substantial dollars in school construction. These are one-time construction initiatives, paid fully by the one-time spectrum auction that the President has decided to pay for this program out of. So these are not new tax dollars, these are money that will come from the one-time spectrum auction.

Local and State governments maintain the responsibility and control over construction. Still, education and construction is still the responsibility of local and State government. The Federal Government is not stepping in and seizing that responsibility. It is only assisting. I have often said, and I say today, that education is a partnership. It is not a State problem or a State responsibility or a local problem or a local responsibility or a Federal problem or a Federal responsibility. Education is a partnership. We all have to play a role in improving the quality of education for our kids.

Mr. Speaker, I yield to my colleague, the gentleman from Illinois [Mr. JACKSON].

Mr. JACKSON of Illinois. Mr. Speaker, let me begin by taking this opportunity to thank the distinguished gentleman from Louisiana [Mr. FIELDS] for

being so kind as to allow me the privilege of participating in this special order.

I was in my district this past August, certainly there for the Democratic convention, but also in town hall meetings and working with constituents. I had the opportunity to talk to, as I do on many occasions, some young people in my district, some of whom were fulfilling their responsibilities with their summer jobs. Some of the young people for the very first time, it really set me aback, Mr. FIELDS, when one of the young men said he had three friends who had been to the university. I said, "They have been to what college?"

North Carolina A&T State, that is where I graduated, and you went to Southern Louisiana in Baton Rouge, Louisiana. I said, "What university did they go to?" They said, "No, we are talking about the university in Joliet." I know, as well as the gentleman probably knows, as well as millions of Americans know there is no university in Joliet. What he was referring to was the jail in Joliet. Now it is becoming more street language, if you will, more street-appropriate, to not refer to jail as a place of incarceration but to refer to it as a university.

My father always says that it is a real sad day in our country when jails are becoming a step up. After all, in jails they have heat in the wintertime and they have air conditioning in the summertime. They have three square meals a day. They have organized recreation. They have health care and medical attention while they are in jail. They have library facilities. They have organized religion; certainly spiritual development, even if it is done on an ad hoc or unofficial basis. You can get your high school diploma while you are in jail. You can get a GED.

For many people in my district, certainly in the City of Chicago and around the country, many young men are now joining their fathers for the first time in jails. This is the first time we are looking at two and three generations of young men and in many cases young women who are part of our penal system.

One of the reasons I am so impressed with the President's initiative to rebuild the infrastructure of schools in our Nation, what we are really trying to do here is put jails on an even playing field, a level playing field, with the schools. We want the schools to be raised to the levels where they become a real choice, a real alternative for our young people.

On President Clinton's proposal, this new initiative to help local communities and States rebuild the Nation's schools. Here are the realities. One-third of all schools, serving about 14 million students, need extensive repair or replacement. According to the GAO, about 60 percent of schools have at least one major building feature in disrepair, such as leaky roofs or crumbling walls. Over 50 percent have at least one environmental problem, such as poor indoor quality of air.

Second, schools do not have the physical infrastructure to allow our students to meet the challenges of the 21st Century. Many schools do not have the physical infrastructure to make the best use of computers, printers, or other equipment. About 50 percent, about 46 percent of the schools report inadequate electrical wiring for computers and communications technology.

We have already passed a bill in this Congress. Now we must update the schools so they can be the recipients, the much-needed recipients of the legislation we passed in this body.

Expected enrollment growth imposes an additional burden on many of these physical facilities. Many school districts also face the need to build new schools to accommodate this enrollment growth. Public school enrollment in grades K through 12 is expected to rise 20 percent between 1990 and 2004. So the President's proposal to spend \$5 billion rebuilding the infrastructure of our Nation's schools is very timely and very important.

I realize we are both Members of this distinguished body, and I know we are both very supportive of this proposal, but I would encourage constituents of other Members to certainly call their office to let them know that they support this initiative. They can do that simply by calling 202-225-3121. Call your Member of Congress and say this is a very important proposal that should be supported.

There are the key elements to the President's legislative initiative, the school construction initiative, that we should highlight. Up to 50 percent interest subsidy for new school construction and renovation. This initiative will reduce the interest cost on new school construction and renovation projects by up to 50 percent with a sliding subsidy scale, depending on the school district's needs. There is \$20 billion in school construction spurred by \$5 billion in Federal jump-start funding over 4 years. The interest reduction is equivalent to subsidizing \$1 billion out of every \$4 billion in construction and renovation spending.

There is a goal of 25 percent increase in school construction over 4 years. National spending on school construction and renovation is currently at about \$10 billion a year, or \$40 billion over 4 years. By focusing on incremental or net additional construction projects, this initiative aims to ensure that at least half of the \$20 billion supported by Federal subsidies would not be otherwise incurred, a one-time construction initiative fully paid by a one-time spectrum auction.

This part of the bill is controversial, because I have certainly raised concerns in my own district and certainly in my city about our constant using of spectrum auctions for the purpose of financing these projects. But who can deny that rebuilding the infrastructures of our schools does not warrant the need for us to consider selling addi-

tional spectra, particularly between channels 60 and 69, to help jump-start this proposal.

State and local governments must maintain responsibility and control. The States would administer the bulk of the subsidies, while the largest school districts would apply directly to the U.S. Department of Education.

Let me just add this, Mr. Speaker. In my district, particularly in the south suburban part of the Second Congressional District, we have seen the steel industry leave. We have seen large manufacturing jobs leave our area. Therefore, we are now putting a disproportionate amount of the education and the local municipality's burden for social services on local homeowners.

One way beyond the welfare bill to put people back to work is to get industries to relocate to these areas so they can share their fair share of the tax burden. But in the absence of industries that are getting to these areas, we have declining schools in Harvey, in Markham, in Phoenix, in Dixmoor, in Ford Heights, that need a boost that only the Federal Government at this time can provide.

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Mr. FIELDS of Louisiana. I want to thank the gentleman. I want to share with the gentleman also some statistics from his State as well as my State as relates to the GAO report, the recent report, as relates to the infrastructure of schools across the Nation.

I do not know if the gentleman is aware, but if we take the State of Illinois, the percentage of schools reporting at least one inadequate original building in Illinois is 29.2 percent of the schools and in Louisiana, 28.0. So from that perspective, Illinois and Louisiana, as most of the schools if we look at the chart, we see schools across the country in the teens, high teens. Florida 18.3, Georgia 18.5, Hawaii 16.3, Idaho 27.4, Kansas 33.7. When we talk about the percentage of schools reporting at least one inadequate original building, it is a devastating number or percentage as relates to this report.

Then the percentage of schools reporting at least one inadequate attached and/or detached permanent addition, in Illinois, your State, it is 8.8 percent. In Louisiana it is 8.7 percent. Here again the numbers in Louisiana and Illinois are somewhat the same.

On page 33 of the GAO report. The percentage of schools reporting at least one inadequate temporary building in Illinois, your State, 4.4 percent, and in Louisiana which is, I think Louisiana almost leads the Nation from this perspective, 24.8. South Carolina with 29.4.

It just goes to show how schools all across America, we need to invest in infrastructure. Just the other year we passed legislation that put \$30 billion, actually about \$12 billion, \$17 billion in building jails. What is wrong with putting \$5 billion in helping local and State government refurbish their schools.

Percentage of schools reporting at least one inadequate onsite building, 31.0 percent in Illinois and 38.6 percent in Louisiana. Very interesting numbers. We can go down the list and we see that many of our schools across America are in great need of repair.

I was looking at page 66 of the GAO report where it talked about the description of the estimate in terms of what it would cost to get schools into a status where they should be in terms of improving infrastructure. Very interesting numbers. Nationwide, the total amount estimated needed to put American schools into good overall condition, GAO estimated that it would take \$112 billion. That is an investment we have to make to our children not as a Federal Government, I am talking State, local, Federal, business, we all must come together to improve the quality of education. We cannot expect kids to learn in a school that does not have an air conditioner during the summertime. It just does not make sense. Or a heater during the wintertime. For crying out loud, if a prisoner was in prison and they did not have an air conditioner during the summertime, then some Federal judge would close the prison down. We have to make sure that we invest in our future.

Mr. JACKSON of Illinois. If the gentleman will yield, it would be cruel and unusual punishment. For students to be in school without adequate heat in the wintertime or air conditioning in the summertime, I think it is cruel and unusual punishment. Would the gentleman agree?

Mr. FIELDS of Louisiana. Absolutely, no question about it. The education caucus, as the gentleman knows, we have made it a point not to bash members, to make it a partisan issue, because education is not a partisan issue. It is a nonpartisan issue. Both sides of the aisle agree that we must improve the quality of education. We have to get out of the business of pointing fingers because while we point fingers, we have kids out there who do not have the kind of schools that they need, that are conducive for learning, teachers that are not paid the kind of salaries that they deserve in order to live, in order to take care of their day-to-day expenses like a house note, a car note, and things of that nature.

Further, the average amount estimated needed per school, this is an interesting figure, \$1.7 million. That is the average amount, according to GAO, that is needed to repair a school, \$1.7 million. We ought to have a summit with Federal, State, and local officials to talk about how we get these schools up to par.

You cannot open a barber shop in Baton Rouge, LA unless you pass all of the fire codes, unless you pass all of the city codes. We had schools open up yesterday, I grant you in Baton Rouge, LA, and Chicago, IL, and in Washington, DC, that could not pass a code, a city code, if they tried.

Mr. JACKSON of Illinois. If the gentleman will yield, six schools in Washington, DC, did not open for the very same reason that the gentleman is speaking of.

Mr. FIELDS of Louisiana. I think we have to press that issue. I think we have to get real serious about the safety and soundness of our schools and the conditions of our schools for the interest of not only the students and the teachers but for the interest of education, period. I think we have to send a very strong message that if a school does not pass the necessary codes, if it is not up to par, then it should not open.

I am one of the strongest advocates, as the gentleman is, in this House as relates to education. But I do not think we ought to allow schools to open, schools that do not meet the code, because we will not allow a person to open up a barber shop, and one cannot opine the thought that we have more than interest in a barber shop or a shoeshine shop than we have in a school, an elementary and secondary school.

Mr. JACKSON of Illinois. If the gentleman will yield further, one of our colleagues a little while ago on the other side of the aisle indicated that a part of the welfare initiative was to move tax consumers off of the welfare rolls and make them productive. Who can argue with that? We want to move people who consume taxes off of the welfare rolls. But the only way to move them from our perspective off of the welfare rolls is to take a tax consumer and make a revenue generator out of them. Someone who generates revenue obviously has a job. When people have jobs, they pay taxes. When taxes are paid, deficits go down, interest rates go down, and people who pay taxes also pay to local governments, they pay to State governments and they also pay the Federal Government. That is how we can rebuild the infrastructure of these schools. But there is a presupposition there that we have a plan to put people to work, to move them from welfare to work. That is clearly the next phase that we find ourselves in.

I would like to just use two examples for some of our colleagues who may be listening in their offices. Let us take the town of Ruraltown, USA. A typical problem. The town of Ruraltown has three schools in need of major renovations to improve air quality ventilation and the roofs. Typical cost to repair of these schools is expected to be about \$5 million. Some of the typical obstacles in Ruraltown. Ruraltown faces difficult challenges in renovating its schooling. Its tax base is too small to pay for the necessary renovations, and bond financing is obviously too expensive.

Here is the impact of the President's proposal on this school construction initiative. It reduces local cost of school construction. The President's proposal would cut the interest rate paid by Ruraltown in half. This would

save the town more than \$1.7 million in interest cost over the life of the \$5 million bond. This is equivalent to saving \$1.2 million immediately, a savings of roughly 23 percent off the face value.

Let us look at Metropolis. I represent the city of Chicago and I also represent Ruraltown. In the city of Metropolis, Chicago, IL, typical problems. Like cities across the Nation, Metropolis has a large school construction and renovation need. Two of its schools need major renovations, including plumbing and new roofs, and an additional elementary school is needed to accommodate a rapidly growing school age population. Here are the typical costs. The repairs and two new school buildings are expected to be about \$10 million, \$2 million each for the major renovations of the two existing facilities, and about \$6 million for the new elementary school.

The typical obstacles: Despite the clear need for the repairs and the two new schools, the school board has been reluctant to propose issuing a bond when it could be rejected as too costly. As a result, only emergency repairs funded out of an operations account have been undertaken.

Here is the impact of the President's school construction initiative. It reduces the local cost of school construction. The President's proposal would cut interest payments in half, saving Metropolis \$5 million in interest costs over the life of the \$10 million bond. This is equivalent to saving about \$2.9 million immediately, a savings of about 29 percent off of the face value. I think this is a good initiative that should enjoy broad bipartisan support.

Mr. FIELDS of Louisiana. Absolutely, I think the President is so right on this initiative. And if others, local, State, and the business community will all join hands and do something similar, just work with this initiative or have one similar to it, we can refurbish, rebuild and have new construction of schools all across America so we can give our kids an opportunity to learn again.

We cannot, and I have said it over and over again tonight, we cannot expect learning to take place in a classroom when you have students walking in the classrooms all across America that do not have the proper tools. What purpose does it serve when we have students sitting in classrooms when they do not even have the proper textbooks? We have three and four students sharing the same textbook. We have some students that do not have a textbook at all. These are real situations that teachers have to deal with on a day-to-day basis. We have to address that calamity. The biggest national threat we have in this country is how we deal with education and how we deal with illiteracy. We have to give our kids a fighting chance.

A final example. Who is committing crimes in this country? Over 83 percent of the people in jail are, what, high school dropouts? The people involved

in drugs for the most part, many of them are high school dropouts. Most of the people who are unemployed, high school dropouts. We have to do a better job of retaining our kids in school and do a better job of educating our youth.

I see we have been joined by the gentlewoman from Texas [Ms. JACKSON-LEE]. I will be happy to yield to the gentlewoman.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I thank the gentleman from Louisiana and certainly the gentleman from Illinois. I could not help but listen to your very effective and pointed advocacy for the education of our children. I was working in my office and as I listened to you, I was engaged in a conversation with a Carol Douglas, a constituent who is executive director of the NAACP in my district or in the community of Houston. We were talking about a program where we would be passing on the torch of leadership of the NAACP to young people throughout the community. As I listened, it seemed so much in line with your discussion, because education helps to pass on the torch to our children.

I am reminded of the weeks that have just passed. We have had several conventions, both Republican and Democratic. It saddened me to hear the discarding of something that I think all Americans have accepted. As I recall my early pioneer history, if you will, when we studied the history of early America, from the colonial days to the charge and challenge, go west, young man or young woman, it was communities that built up around issues involving thriving or growing. So, for example, in the colonies, it was the community that built a school. In essence, it takes a village. When the pioneers went west, in fact, as I understand it, they gathered in certain areas and they did not live 10 blocks away from each other or 20 blocks, they lived sort of in a very close radius of each other and it was a community, in essence, the village, who built the public school. Out of those schools, those log cabin schools came the concept of public schools which helped to make America the world power that it became as it moved into the 1900's and then as it moved into the 1930's and 1940's as we began to educate and submit to the world Nobel Peace Prize winners such as Dr. King, Nobel laureates in literature and science, it came out of the infrastructure of the public school. So I am taken aback that we would even have a discourse or discussion where one party seems to be castigating the reality of how important it is to have a system, a public school system along with a private school system and charter schools but a real system that puts children first. I applaud the President. Because let me say to you, you gave examples of rural America and metropolis, I come from the fourth largest city in the Nation. We just enjoyed your very fair and fine city. I want you to know, we started out this school year with collapsed school roofs. We

had a closed school, not because we had a hurricane or a tornado but out of the wear and tear, those children who hungered for education. In fact, we saw the little preschoolers and the kindergartners with tears in their eyes because they were not going to be at their school, the school in fact that their mother, their father, their grandparents because it was a community school, it had some years on it, their neighbors had gone to, collapsed roof.

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This was not the only school that was suffering from that problem. I support both the Education Caucus leadership and the President's leadership, who I can call the Education President, that with a mere \$1.7 million per school would have allowed those children to open their eyes to knowledge by going into that school for the very first day.

It is interesting that in addition to this question of school buildings, we found that our schools opened where children did not have school supplies. There were various campaigns to ensure that children have school supplies.

Now, I read a letter to the editor, and they said they have always fed their children, they do not believe in school lunches, and I would imagine that same writer would say they did not believe in helping youngsters with their school supplies.

I can assure you that working mothers, working parents, single parents who work very hard to get their children to school, it is a burden to get the school supplies. So we have a whole realm of concerns that face us in trying to educate our children. I was glad to participate with several corporate partners in Houston to try to get some school supplies to the most needy of the children.

When we disregard the value of education, I think we throw away the 21st century. We in Houston recognize that we have to be part of the entire country when it comes to education. You cannot be isolated on this issue. You cannot make it a partisan issue. You cannot disregard the community's interest, the village interest in educating a child.

We have schools that do not even have computers. I heard the gentleman from Louisiana [Mr. FIELDS] talk about the bare essentials such as textbooks, current textbooks. We are going into the world of the superhighway, and as we passed the Telecommunications Act, one of the concerns of many of us, the Education Caucus, was out front and forward on having the Internet be accessible to our schools and libraries. Now that the law is passed, it behooves us not to sit back and watch the progress, without ensuring that the inner-city schools and rural schools and schools that typically would not be at the forefront of high-income children or high-income families share in this, and we certainly applaud those who are able in this country to be able to access the Internet.

I will be joining our local school district on Net Day, where we will have 4 days in October to bring in volunteers. That is how we have to do it, bring in volunteers to try to make sure that our schools are accessible to the Internet and that our children have the Internet.

I heard you discuss that before I came over, that you were talking about technology and the importance of technology. Well, this plea going out for Net Day '96 is saying we need you to come volunteer, because obviously there are not enough funds. We are going to make sure that those who benefit from the telecommunications bill, and they have already joined in on that, so this is not an indictment, but that they will embrace these schools and make sure they have the right kinds of computers.

I have been to schools in my district where children are lined up to use one computer, and the computer is outdated. So it takes me a back a little bit to even hear some of the rhetoric about how we can educate our children, or leave it to the communities, or it is too costly to renovate these schools.

The gentleman from Louisiana [Mr. FIELDS] has been speaking about this for a period of years. I hope that this Congress can rise to the occasion and join in on this effort, that we may reach the hamlets and towns and cities that are now missing the value of a clean and dry and good education, because they are in facilities that are in total disrepair.

Let me just add this point as I listen to your further debate as well. It bothers me when we can take it to such a level to begin to label teachers. I heard a discussion of Teachers' Unions. I have had teachers all during the month of August right after that statement was made in a public setting at the convention, the Republican convention, wonder why they were under attack? These are teachers that have taken their summers to work in our schools, to help our children get ahead. These are teachers that work after hours and do tutorials. These are teachers who sacrifice because they believe in our children. These are teachers who buy clothes for our children who may not have all of the needs.

So I hope we take a different spin in the Education Caucus under the leadership of the gentleman from Louisiana [Mr. FIELDS] that we know that teachers are a partner with us in trying to educate our children, along with parents, community, church, and government. I hope that we will not be in the business, if you will, of castigating any group that raises itself up as a vehicle of helping to educate our children.

I know that I will leave this week and go back and interact with our children in the schools and interact with teachers and make myself available to be of assistance, to be of help. So I applaud this one hour that you have been focusing on this, because it burdened me throughout the whole time that we

were in our districts, of this importance of education, and what my children in the 18th Congressional District needed to make them equal partners in the world. I hope this Congress rises to your challenge.

Mr. JACKSON of Illinois. Will the gentleman yield for a question?

Mr. Speaker, my colleague mentioned schools in her district where the roofs had actually collapsed. What local initiatives are taking place in her district to repair those schools and in what way could the President's proposal help subsidize those initiatives?

Ms. JACKSON-LEE of Texas. Mr. Speaker, I thank the gentleman for that question. We have attempted, in fact I think the President's initiative is going to help spur us on, because we attempted to pass a bond election. Unfortunately, we were not successful, because I think the clear message of the need of our children did not really hit the voters.

More importantly, I think that they were confused as to how we could best leverage those bond dollars with a Federal effort. Now with the President's effort, we stand in a much better stead to partnership with our local voters and to partnership with the President to do the right thing for our children. So we have been challenged by the President's initiative. That will be an initiative that will carry us very far as we plan to work with his program and ensure that there is real local participation and that the right information gets to our voters and our parents, who are saddened by the loss because of confusion offered by those who are always challenging government in terms of taxes, giving wrong information.

Now I think we have the right information and the right leadership by way of the President with this initiative to help local communities like Houston and the school districts there.

Mr. JACKSON of Illinois. If I may, I would like to share with the gentleman an instance in my district. There is a high school called Bloom High School located in a south suburb and area in my district, and we tried twice to pass a referendum whereby we would increase property taxes to roughly the cost of a can of soda. And what actually ended up happening was it failed twice.

So we sent our workers into the field to find out why we could not pass this referendum. A little bit about the school: This school begins classes at 9 o'clock in the morning and roughly ends about 1 o'clock. We cannot afford to pay the teachers a full salary. This is a high school with a tremendous amount of students. Even one of our more famous syndicated columnists is a graduate of this particular high school.

We found that our senior citizens whose incomes have basically stagnated, who would traditionally vote to help students and pay for more and better schools, decided to vote against the referendum because of their stag-

nated incomes. They do not feel they can afford even the equivalent of a can of soda or a bag of potato chips a day to help subsidize the local school. The middle class in this area, their incomes have likewise stagnated. So the students were caught in the middle, the school almost closing. The State funding formula in our State is a little regressive. Therefore this particular school district does not have the same kind of funding that schools in the northern part of the city of Chicago or other more affluent suburbs have.

So I certainly recognize that the gentleman's concern about schools in her district are very similar to referendums that we have fought in our district. Voters want to vote for better schools, but if their incomes have stagnated and they do not feel that a can of soda or a bag of potato chips is worth the increase because they do not see the real, if you will, the real dividends in terms of cost-benefit to their actual contribution to the school system, then our students again are caught in the middle.

Mr. FIELDS of Louisiana. I thank the gentleman. While we are on the subject of Illinois, I had an opportunity during the convention to visit your State and your district. The most impressive thing that I saw during that convention, during my week stay in Illinois, was the fact that young people came together. The refurbished a school in Chicago, Area Academy, which as a matter of fact you had a lot to do with that.

Because of your insistence and because of your commitment to schools, we were able to get young people together to go, as the gentleman knows, and paint and clean and scrub bathrooms and just refurbish the Area Academy. Now that school is open to first through third graders. I think they started school today or yesterday. And that was because of the work, the sweat of young people.

Now, but for that effort, that community effort, with young people actually going into that school, and they felt good about it. Just to see young people doing that, and feeling good about it as a project, and you see the little kids in first through third grades just sitting there coloring, making nice little signs because administrator Carol Browner, for example, was one of the persons who went in and actually scrubbed and cleaned and painted. It was just an amazing thing.

Mr. Speaker, if more people across America just took the time to take a little time to go into schools and refurbish them, repaint them, you just should have seen the smiles on those kids' faces. I enjoyed it.

Mr. FIELDS of Louisiana. I yield to the gentleman.

Ms. JACKSON-LEE of Texas. Before you leave that point, there is such a joy in your comments about that, and that was a very fine example, because you hit home with what happened in our community. I did not in any way

intend to suggest that there were not the good folk across the community who care about children. But obviously they can be guided in another direction when they hear maybe a small core of individuals focusing only on one aspect, which is the cost, recognizing that a vast number of people are dealing with stagnant income.

In fact, some of our seniors had been hearing the stories of cuts in Medicare and cuts in Medicaid for our children. So they were kind of really concerned listing to the debate on the House floor by the Republican majority of cutting their Medicare. With that in mind, all of that impacts of decisions how you expend dollars. Obviously a bond election means an increase in taxes.

Let me compliment the districts for sucking it in, if you will. With the meager funds they had, they got themselves together to fix those schools that needed to be fixed. But in fact the example that you cited out of Chicago, and this initiative in cooperation with our President and the education caucus advocacy, that includes funding for schools in terms of renovation, but also the value of the community coming together with young people to say we love our schools too. This is our school and we love it too.

Mr. Speaker, we have had examples of our young people eliminating the graffiti, for example, and painting the walls. So it is important for America to know the value of youngsters who themselves value education. How can we do less for these youngsters by letting them down, by having them attend schools in rural and urban areas where the roof will fall in? What is \$1.7 million, not with any disregard for the cost, but in terms of an investment in your child's future?

And what can we take from the history of America, where public schools have been the mainstay, if you will, of educating most of America? Any orator that you want to call, any scientist that you want to call, any educator that you want to call, you can find them tracing their roots at some point to an early education by the public schools.

□ 1930

I think that we have a lot of way to go, but it is important that we focus on education for our children.

Mr. FIELDS of Louisiana. It is like the unique bumper sticker that we have all seen in our travels, if you can read this, thank a teacher. You cannot put it any more pointedly than that. If you can read this, thank a teacher.

Mr. JACKSON of Illinois. Mr. Speaker, if the gentleman will continue to yield, I know that the distinguished gentleman from Texas spent a considerable amount of time engaging in the debate that took place on the floor of this Congress. I know she was very active in the committee. I think we have to move now, though, to the meat and the potatoes of this initiative.

It is easy for this initiative, in 1996, during this particular period, to be

called campaign rhetoric and empty promises, unless we move our discourse to how are we going to pay for this. Can this be paid for. I know that not long ago we passed an appropriations measure in this Congress that increased the military budget by \$7 billion more than the President requested. I know that we are talking about balancing the budget in 7 years using CBO numbers. The President has made that commitment. We have heard those numbers mentioned on both sides of the aisle. Whether or not it is actually doable in 7 years is another issue. But I do not want this proposal, and I think the gentleman from Louisiana and other members on both sides of the aisle, they do not want this proposal to get lost in pork barrel election year rhetoric. Can we afford this proposal?

Ms. JACKSON-LEE of Texas. Mr. Speaker, absolutely. Primarily because already we have gotten a commitment, and many of us have, as the gentlemen here on the floor, have engaged vigorously in debate on the balanced budget amendment. It is interesting, for those of us who come from urban and rural America, to say to Americans, we are not afraid of a balanced budget. I think it is a question of priorities. And when you get some \$7-8 billion more than not only the President but the Defense Department wanted, then we have a problem.

Yes, we can. And education can be comfortably funded without an excess burden on taxpayers in America, with reasoned tax cuts that have been offered, such as the mortgage tax deduction. As we are well aware, the education tax benefits that may come. It can be funded. We should realize that and the President has both that program and both that structure that can allow us to enhance education and also balance the budget.

Mr. JACKSON of Illinois. Is this another big government program that is coming from Washington, DC, another big bureaucracy that we are trying to create? I am sure we will be hearing a lot of that.

Ms. JACKSON-LEE of Texas. What I like about this program is that it partnerships with local government. There is one thing about local government, it is under scrutiny. And, therefore, when you say moneys are designated for renovation, repair, rehab, internet, or computers or books, you can be assured those parents, those teachers, those librarians, those students will be there with an eagle eye making sure those funds are expended well. I do not think this is pork barrel. We have a way of paying for it. These are not empty promises. How can we make empty promises to our children just 4 years away from the 21st century?

Mr. FIELDS of Louisiana. Mr. Speaker, as the gentleman knows, if he is speaking of the \$5 billion program, under the President's proposal, it would be paid for by the selling of the spectrums. So the \$5 billion program is in fact paid for or will be paid for. An

expanded program, I do not know if the gentleman was speaking of an expanded program, a serious problem in terms of the number of dollars we need to improve all of the American schools. It was in the billions, I forgot the exact number. But we have to focus on it. I think it has to be a partnership between local, State, and Federal government.

Mr. JACKSON of Illinois. Mr. Speaker, I think that the leveraging, I might add, of the \$5 billion, the GAO has also suggested that it could be upwards of \$20 billion when you consider local and State and even private funds that would go into such an initiative.

Mr. FIELDS of Louisiana. These dollars are the dollars for the interest subsidy. You have to spend money on the construction first in order to benefit from the dollars, the \$5 billion, because the \$5 billion is not, they are not construction dollars per se. They are the interest, 50 percent of the interest of construction dollars. That is why we have come up with the figure of about \$20 billion over a course of 4 years, \$20 billion a year, actually.

Let me add a couple other things just to shed some light on how serious this problem is across the Nation.

I am about to read from the GAO report, page 16. They did an extensive report, and I think the gentlewoman, Senator MOSELEY-BRAUN, ought to be commended for requesting such information. About a third of all, about a third of the students in America, which is about 14 million, attend schools with one inadequate building. About 60 percent of the students in America, which is about 25 million, attend schools with at least one inadequate building feature. The same number, about 25 million, attend schools in buildings with at least one unsatisfactory environmental condition which means asbestos problems are still a real problem within our school systems. About 12 million students, 30 percent, attend schools with both problems, at least one inadequate building, one inadequate building feature and some problems with the environmental aspects. So it is a real problem that affects schools all across this Nation.

Looking at this report, there is not one State in this country that is not affected. Every State in the United States of America is affected by this school infrastructure problem.

Mr. Speaker, I have about 5 more minutes. I yield to the gentlewoman from Texas, Ms. JACKSON-LEE.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I thank the gentleman very much. As I conclude my remarks, let me challenge those in my local community and the State of Texas to secure a copy. We would be happy to help them secure a copy of that GAO report. I do want to acknowledge Senator CAROL MOSELEY-BRAUN, for that is a both devastating but a very vital report on the Nation's children.

Might I add another aspect of the needs of schools and that is overcrowd-

ing. How many of us faced this school year the fact that we did not have enough space in some of our schools that might have been in good repair to even come to the school and sit in classrooms or enough teachers to teach these children?

I think the more that Americans hear about the needs of our children, I think they will discard the rhetoric of big government. Because what we are talking about is getting right back home, not big government and large offices here in Washington. It is information that we need to assist our local school districts, our parents, our teachers at home. I think the leveraging of those dollars will be vital but we face both overcrowding and disrepair. And we also face the lack of resources for high technology.

So I thank the gentleman for this time and will recommit myself as a member of the Education Caucus to translate a fiscally responsible budget back to the children in our community.

Mr. FIELDS of Louisiana. Mr. Speaker, I yield to the gentleman from Illinois [Mr. JACKSON].

Mr. JACKSON of Illinois. Mr. Speaker, I thank the distinguished gentleman from Louisiana for his outstanding work in this area and also join him as well as the distinguished gentlewoman from Texas in congratulating the senior Senator from the State of Illinois, CAROL MOSELEY-BRAUN, for her outstanding work in this area.

Why do we have this problem? We have this problem in part because of irresponsible supply side tax policies of the seventies and the eighties that really put our Nation and our Government into a deep hole. The past 15 years we have seen incomes stagnate for most Americans, particularly middle-class Americans, while their Federal taxes have unfortunately risen. But the reality is that the only way we are going to be able to repair our Nation's schools and put our children back on track is not to make any more proposals, any more voodoo tax proposals.

These buildings, this infrastructure that needs to be fixed is going to cost and we are going to have to pay for it. We either pay for it in the form of rebuilding the infrastructure of our schools, putting legible and good books in the hands of our young people. Some students are reading books where Nixon is still the President. That is no longer obviously the case.

So I want to take this opportunity to thank the distinguished gentleman from Louisiana for this opportunity, thank SHEILA JACKSON-LEE, the distinguished gentlewoman from Texas, for joining us and thank the Speaker for his indulgence.

Mr. FIELDS of Louisiana. Mr. Speaker, I want to thank both the gentleman from Illinois and the gentlewoman from Texas for first of all serving on the Education Caucus, and I want to thank Members from both sides of the

aisle who serve on the Education Caucus. We must make education a priority.

Mr. Speaker, I include for the RECORD speeches and articles on the Education Caucus.

I thank the Speaker.

SPEECH FOR CONGRESSMAN CLEO FIELDS'
EDUCATION CAUCUS

(Speaker: Audrey L. Easaw, Marketing Projects Manager/Project Manager, Apples for the Students PLUS, Giant Food Inc.)

Good morning (afternoon);

First of all, on behalf of Giant Food, I want to thank Congressman Fields for inviting me to talk to you about Giant's role as a corporate supporter of the elementary and secondary schools within our market area. We commend Congressman Fields for spearheading this much-needed education caucus and we appreciate his vision for involving both the private and public sectors to assist in improving our educational system.

I'd also like to introduce to you Donna Carter, senior coordinator for Giant's Apples for the Students PLUS Program. Donna and I have been with the program since its inception. Donna does a tremendous job of maintaining a sophisticated data base of over 3,200 public, private, and parochial schools throughout the Mid-Atlantic region. She's also responsible for overseeing the day-to-day operation of our Apples office.

Let me preface this talk by stating that I do not come to you as an expert on the educational system, but rather as a member of the corporate community who has witnessed first-hand, the magnificent impact that business can make on the education of our youth when both monetary and manpower commitments are made—and kept.

Giant Food is no stranger to the education system both inside and outside of the Beltway. Over 50 years ago, we saw the need to become more actively involved within the communities that we served and that had been consistently loyal to us.

I have had the extremely good fortune to work with an organization whose former CEO, the late Israel Cohen believed that assisting in the education of our youth was essential to becoming a successful member of the business community. Izzy believed that the support of education should not be tied to sales. He felt strongly that educational programs such as the 35 year-old "It's Academic," high school television quiz show and our eight year-old Apples for the Students PLUS are simply the right initiatives for Giant to support.

And there is no question in my mind that the children in over 3,200 schools that have been the beneficiaries of one or both of these educational programs will remember the Giant name for years to come. Whether they shop in our stores as they grow older or whether they mention to others in their communities that Giant provided scholarships or contributed computers that could not have otherwise been obtained by their schools, the children will remember. And that makes these sponsorships well worth every dime and minute spent by Giant.

Giant's commitment to education started in 1959 when our founder N.M. Cohen announced that Giant would grant five \$1,000 scholarships, a small beginning. Then in 1967, we began sponsoring the award-winning "It's Academic" a "college-bowl" formatted TV program which showcases the academic excellence of high school students. Giant has awarded in excess of \$2 million to participating schools in the Washington and Baltimore Metropolitan Areas. (These scholarships enable students to pursue higher education at some of the best schools in our Nation.)

Apples for the Students was first introduced to us in 1989 by Terry Gans, Giant's vice president of advertising and sales promotions. Terry saw the opportunity for Giant to begin placing computers and other technology in our schools during a time when school budgets were being cut to bare bones almost daily. Based on findings from a survey conducted by an outside marketing firm, we determined that elementary and secondary schools were the schools that faced the most extreme budgetary cuts. Today Giant maintain a staff of nine associates who are responsible for serving schools in Maryland, Virginia, the District of Columbia, Delaware, New Jersey and beginning this fall, Pennsylvania. That's how committed we are to making sure that every school in the areas we serve receives needed educational equipment.

For the benefit of those who are unfamiliar with Giant's Apples Plus, the program works quite simply: Schools are asked to save their special colored receipt tapes from Giant and super G stores, total them, and turn them in to Giant for free educational equipment. This equipment is paid 100 percent by Giant.

In fact, Giant is extremely proud of the fact that since October, 1989, we have spent over \$42 million for educational equipment alone. This figure does not include staffing and administrative costs, or advertising. It translates into over 135,000 computers, printers, software packages, CD-ROMs, telescopes, microscopes, math equipment, TVs and VCRs and other learning tools.

A major component of our Apples for the Students Plus program, is our Adopt-a-School plan. We sent invitations to over 10,000 businesses each year asking them to consider adopting an equipment-challenged school by setting up a tape collection box at their business for employees and customers to donate their tapes. We also ask businesses to consider matching their receipt tape collection with a cash gift made directly to their adopted school.

What we have found is that even this type of limited business commitment by our Adopt-A-School business partners, goes a long way toward effecting change in our schools and creating good-will not only for Giant, but for scores of other businesses in our community.

At Giant, we believe we've made a difference, especially when we hear that a school has built a new computer and science lab to accommodate equipment earned through Apples for the Students Plus. But we still believe there's so much more to be done. And we welcome your partnership to assist in opening up an exciting new world of educational opportunities for so many more children. Thank you.

REMARKS BY NORMAN MANASA, DIRECTOR, THE NATIONAL EDUCATION PROJECT, INC. BEFORE THE EDUCATION CAUCUS OF THE U.S. CONGRESS—JULY 31, 1996

REPRESENTATIVE FIELDS, SENATOR WELLSTONE, MEMBERS OF THE UNITED STATES HOUSE OF REPRESENTATIVES AND THE U.S. SENATE, HONORED GUESTS, LADIES AND GENTLEMEN: I am very honored and delighted to have been invited here today to discuss The National Education Project, Inc., and to describe the Project's 20-city initiative, which is designed to provide reliable, profoundly effective tutors on a massive scale to children in the elementary schools of 20 medium-size cities across the country, cities such as Dayton, Ohio; Richmond, Virginia; or San Diego, California, for example.

The tutoring is done by undergraduates as part of a three-credit college course, and each undergraduate is required to produce 60 hours of tutoring per semester. As a result, 20 programs in one city will provide a total of 126,000 hours of tutoring to children in

that city's elementary schools over a three-year period (that is, 20 programs x 105 undergraduates per program x 60 hours of tutoring produced by each undergraduate). The National Education Project's 20-city initiative will produce a total of 2,520,000 hours of tutoring (that is, 20 cities x 126,000 hours of tutoring produced in each city).

The purpose of this initiative is to transform the elementary school systems of 20 medium-size cities, and show to the nation the profoundly beneficial effect that reliable tutors on a massive scale can have on entire school systems. There would be a limit of one city per state, so that, when fully operational, a minimum of 20 states would be involved.

No government funds, Federal, state, or local, are required for this effort. Instead, as it has done in the past, the National Education Project will solicit funds in each city from corporations, foundations, law firms, and from the general public. The Project will use these funds for three purposes: [1] to provide 20 grants to colleges in each city in the amount of \$25,000 per grant (that is, 20 cities x 20 grants per city x \$25,000 per grant); [2] to contract with an independent third party to systematically evaluate the effectiveness of the tutors; and [3] to underwrite the cost of operating 20 programs in each of 20 cities across the country.

It should be pointed out that we do not actually need 20 different colleges in each city to participate, since one college can operate several programs at the same time. Five colleges in one city, for example, could operate four programs each. In that event, the National Education Project would provide each of the five colleges with four grants in the amount of \$25,000 per grant; that is, one \$25,000 grant for each of the departments participating.

Once 20 program are in operation in each of 20 cities, the National Education Project then will begin the second stage of this initiative, which will be to find another 20 medium-size cities across the country willing to mount 20 programs in each city. This will produce another 2,520,000 hours of tutoring (that is, 20 cities 126,000 hours of tutoring produced in each city). We will repeat this process until we have transformed the school systems of every city in America that wishes to participate.

The National Education Project, Inc. is a non-profit, 501(c)(3) tax-exempt corporation with two main purposes:

(1) To encourage colleges and universities across the country to offer courses in the Humanities and Social Sciences that combine experience and theory at the same time and provide undergraduates with a more realistic education than they can get through courses that provide only classroom theory. In a word, these courses are designed to inject experience into the search for Truth.

(2) To provide reliable and effective tutors on a massive scale to children who must have this help if they are to master the basic literacy skills that are required for employment in a technological economy.

The courses are taken as three-credit electives in various academic departments, such as Sociology, Economics, and Education. As a result, virtually all of the nation's 10,000,000 college students (and virtually all college in every city in America) are eligible to participate, since undergraduates, generally, must take elective courses to get a degree.

In these courses, undergraduates obtain real-world experience by working as tutors six hours each week of the semester in elementary schools that are selected for their ability to provide a graphic illustration of the academic discipline as it exists in the real world. The undergraduates also are required to meet in weekly seminars with their

supervising professor. In these seminars, the students' experience in the community is matched against the theories of the academic discipline.

In this way, the undergraduates get a mix of experience and theory at the same time, and a greater understanding of the academic discipline than they can get in the college classroom alone. (This, of course, is not very new. Courses that combine experience and theory at the same time have been considered to be the highest form of learning in Western culture since the time of Galileo.)

Here is an example of how this course works: Undergraduates who register for this course in Economics would tutor in an inner-city elementary school where they would see poverty firsthand. It is then the role of the Economics professor in the weekly seminars to examine poverty in modern society, and to describe, for example, how the major theories and authors in the field of Economics attempt to explain the existence of poverty in the richest nation in history, and why it is that poverty, against our best efforts continues to exist.

This was the reasoning behind the original program that I began in the fall of 1968, when I was an undergraduate at the University of Miami in Florida. That program, upon which the National Education Project is based, registered its first undergraduates in the fall of 1969 and remained in operation until 1973. During that time, over 1,000 undergraduates enrolled in these courses, which were offered by a number of academic departments, including the Department of Economics.

Academic credit served to acknowledge that the undergraduates were learning things about the various academic disciplines that they genuinely needed to know. In assessing the educational value that these courses had for the undergraduates, an Economics professor at the University of Miami wrote:

"The field experience brought a dimension to the [undergraduates'] education which would otherwise have been absent. The practical experience gave them insights into social realities which would have been nearly impossible to impart in a pure classroom environment, and this also made them think much more critically about many concepts which they had encountered on a purely intellectual level.

"Coming from an abstract discipline like Economics, I found this particularly gratifying."

In addition to their educational merit, however, these courses also have the following benefits for undergraduates:

(1) These courses provide undergraduates with work experience in the real world, the sort of experience that will help them to make a sensible choice of a college major, and a career.

(2) It is this same work experience that will help the undergraduates to get a job upon graduation, since they will be able to show employers a clear record of achievement at something genuinely important; that is, teaching someone to read.

(3) And, not least, these courses permit undergraduates to learn the "old virtues" of duty, obligation, and compassion.

THE FIVE COURSE REQUIREMENTS

These courses have five requirements, and, to receive credit for the course, the undergraduates are required to:

1. Tutor six hours each week of the semester. (Each undergraduate is required to produce a minimum of 60 hours of tutoring per semester; that is, six hours of tutoring per week x the 10 weeks in a semester.)

2. Attend a weekly seminar with their faculty supervisor.

3. Submit a one-page report each three weeks of the semester to their faculty supervisor.

4. Keep a private journal.

5. Submit a Final Report to their faculty supervisor at the end of the semester.

OPERATIONAL BENEFITS OF THE NATIONAL EDUCATION PROJECT

Although the National Education Project is primarily an academic program for undergraduates, it is also designed to transfer to the illiterate poor the power to create wealth in the technological age; that is to say, Reading, Writing, and Mathematics. For this reason, the undergraduates work as tutors, and only as tutors, for the entire semester. They are not permitted to engage in any other activity.

Moreover, it should be said that this Project is designed to use the resources that already exist in nearly every community in the nation; that is, undergraduates tutoring in established elementary schools under the direct supervision of classroom teachers. As a result, in terms of cost, simplicity of operation, and effectiveness, the National Education Project has the following advantages:

1. There are no expenditures for buildings or books. The undergraduates are permitted to work only in existing schools, and they use the books and instructional materials already in the classroom.

2. The undergraduates are required to work under the direct supervision of classroom teachers, who provide the undergraduates with the minimal on-the-job training they require. The classroom teachers volunteer to accept the tutors into their classrooms, and they provide this training to the tutors as a part of their normal classroom duties.

3. The classroom teachers decide which children will receive tutoring and the teachers also select the specific subject in which the children will be tutored. The tutors use the methodology of the classroom teacher, and work in the back of the classroom, while the classroom teacher conducts the larger class.

4. The undergraduates work as tutors in the old, classical sense of the term, and they are required to work on a 1:1 or 1:2 ratio, or in very small groups. The undergraduates are not permitted to work with the class as one large group. Moreover, the undergraduates do not grade papers for the classroom teacher, monitor the cafeteria at lunchtime, supervise recess, or do office work for the school principal.

5. Each undergraduate in this Project is required to produce a minimum of 60 hours of tutoring per semester; that is, six hours of tutoring per week x the 10 weeks in a semester.

6. The undergraduates are required to tutor on a regular schedule for the entire semester (for example, Monday, Wednesday, and Friday mornings, from 9:30 to 11:30), and they are required to sign-in and sign-out for each tutoring session in a book that is kept in the principal's office. There are no excused absences.

7. Because the tutoring is done as part of a college course, the undergraduates are reliable, accountable on a daily basis, and remarkably effective.

8. The classroom teachers provide the National Education Project with one-page, written evaluations at the end of each semester that measure the advances of the children in reading, writing, and mathematics.

9. There is no cost whatsoever to the children who are tutored by the undergraduates.

10. The undergraduates are not paid to do the tutoring.

11. The \$25,000 grants are provided by The National Education Project, Inc. to colleges and universities under a standard, three-year contract, and each \$25,000 grant is disbursed by the National Education Project to the

colleges in six payments over a three-year period. These grants are used mainly to cover college faculty costs during the three-year grant period. At the same time, undergraduates who enroll in the course pay to the college or university the standard tuition that is required for any three-credit course.

12. Since the undergraduates pay tuition to take these courses, each college, if it chooses to do so, will be able to offer the course after the Project's three-year, \$25,000 "start-up" grant ends, since the course in the fourth year would be funded by the tuition of the undergraduates who enroll in the fourth year, the course in the fifth year would be funded by the tuition of the undergraduates who enroll in the fifth year, and so forth.

13. As a practical matter, virtually all of the nation's 10,000,000 college students (and virtually all of the college students in the districts and states represented here this morning) are eligible to participate, since these courses are offered as "electives", and since undergraduates, generally, must take elective courses to get a degree.

HOW TO GET THIS COURSE STARTED AT ONE COLLEGE

To get the first semester started at one college, it is only necessary that one academic department agrees to offer the course, that one member of the full-time college faculty agrees to supervise the undergraduates, and that a minimum of five undergraduates enrolls in the course. (Institutions eligible to participate include public and private two-year colleges, four-year colleges, full universities, and community colleges.)

During the first semester, the five undergraduates would work in one elementary school, which would be selected by the college or university. The elementary school must have a demonstrated need for tutors, and should be located near the college or university. During each of the next five semesters, it is expected that 20 undergraduates would enroll in the course, for a total enrollment of 105 undergraduates over the three-year/six-semester grant period. The tutors would be evenly divided each semester between two elementary schools. The university, if it chooses to do so, may send the undergraduates to the same elementary schools each semester of the three-year grant.

THE PROJECT'S SEVEN BASIC OPERATIONAL DOCUMENTS

The National Education Project has developed seven basic operational documents, which, to a great extent, have been responsible for the success of our programs across the country. These documents are listed below:

- (1) The Project's Standard Three-Year Contract with the Colleges;
- (2) The College/School Agreement;
- (3) Guidelines for the Classroom Teacher;
- (4) Classroom Teacher's One-Page, End-of-Semester Evaluation Form;
- (5) Midterm Report of Hours of Tutoring Produced;
- (6) Outline for the End-of-Semester Report by the College Faculty Member; and
- (7) Final Report of Hours of Tutoring Produced.

HOURS OF TUTORING PRODUCED BY THE UNDERGRADUATES IN ONE PROGRAM

Each undergraduate enrolled in these courses is required to produce a minimum of 60 hours of tutoring per semester; that is, six hours of tutoring per week x the 10 weeks in a semester. During the life of the three-year grant, undergraduates from one university would produce a minimum of 6,300 hours of tutoring; that is, 105 undergraduates x 60 hours of tutoring produced by each undergraduate.

Here is a breakdown of the number of hours of tutoring produced by undergraduates from one program during each semester of the three-year grant:

(1) 1st Semester: 5 undergraduates x 60 hours of tutoring produced by each undergraduate = 300 hours of tutoring

(2) 2nd Semester: 20 undergraduates x 60 hours of tutoring produced by each undergraduate = 1,200 hours of tutoring

(3) 3rd Semester: 20 undergraduates x 60 hours of tutoring produced by each undergraduate = 1,200 hours of tutoring

(4) 4th Semester: 20 undergraduates x 60 hours of tutoring produced by each undergraduate = 1,200 hours of tutoring

(5) 5th Semester: 20 undergraduates x 60 hours of tutoring produced by each undergraduate = 1,200 hours of tutoring

(6) 6th Semester: 20 undergraduates x 60 hours of tutoring produced by each undergraduate = 1,200 hours of tutoring

Total number of hours of tutoring produced by 105 undergraduates from one college over three years = 6,300

HOURS OF TUTORING PRODUCED BY 20 PROGRAMS IN ONE CITY

Undergraduates from 20 programs in one city will provide a minimum of 126,000 hours of tutoring over three years to children in that city's elementary schools; that is, 105 undergraduates per program x 20 programs x 60 hours of tutoring produced by each undergraduate. Each program would send tutors to work in two elementary schools; 20 programs in one city, therefore, would send tutors to a total of 40 elementary schools.

(1) 1st Semester:

5 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 6,000 hours of tutoring.

(2) 2nd Semester:

20 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 24,000 hours of tutoring.

(3) 3rd Semester:

20 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 24,000 hours of tutoring.

(4) 4th Semester:

20 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 24,000 hours of tutoring.

(5) 5th Semester:

20 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 24,000 hours of tutoring.

(6) 6th Semester:

20 undergraduates per program 60 hours of tutoring produced by each undergraduate 20 programs = 24,000 hours of tutoring.

Total number of hours of tutoring produced by 105 undergraduates per program 20 programs over three years = 126,000.

END-OF-SEMESTER REPORTS TO CORPORATE AND FOUNDATION SPONSORS

At the end of each semester, the National Education Project prepares an End-of-Semester Report for its corporate and foundation sponsors; this report has two main parts:

(1) The precise number of hours of tutoring produced by the undergraduates during the previous semester.

(2) Evaluations written by the classroom teachers that measure the advances of the children in reading and mathematics during the previous semester. (Please see the Project's standard Classroom Teacher's One-Page End-of-Semester Evaluation Form.)

In 1985, the National Education Project began a national campaign designed to demonstrate that these programs could be made to work anywhere in the country. The Project was successful in this effort, and had programs in operation several years ago at 12 colleges and universities in six states across the country, including New York, California, Mississippi, Illinois, Massachusetts, and New Jersey.

The National Education Project also had considerable success raising funds from pri-

vate sources for this effort, and a total of 19 corporations, law firms, and foundations provided support for these programs, including The Xerox Foundation, Hughes Aircraft Corporation, the Los Angeles Times, the New York Daily News, Houghton Mifflin Company, Exxon Education Foundation, Manufacturers Hanover Trust Company Digital Equipment Corporation, Taconic Foundation, Latham & Watkins, and Bank of Boston. In addition, a number of publications have written about the Project over the years, including The Washington Post, the Miami Herald, the Richmond Times-Dispatch, the Baltimore Sun, the Beaufort Gazette, Parade Magazine, and U.S. News & World Report.

Most important, however, are the Project's results, and a two-page Summary of Results from the program that we had in operation in Chicago is attached. The undergraduates in this program tutored at Manierre Elementary, which drew its children from the Cabrini-Green Public Housing Project. The remarkable results at Manierre were produced in one semester, after just 302 hours of tutoring, and give a clear indication of what 2,520,000 hours of tutoring over the next several years will do for children in the elementary schools of the 20 cities we now seek.

The purpose of the National Education Project's 20-city initiative is to provide reliable and effective tutors on a massive scale to children who are in great difficulty, and, in doing so, to raise reading and math scores across entire cities. It should be said, however, that the technological age is coming not just for the United States, but for every nation on earth, and, as a result, every nation must have a literate work force to create the nation's wealth. In light of this, it is certainly possible to begin programs at colleges and universities in other countries, and, to date, the following countries have indicated an interest in the work of the National Education Project: Brazil, India, Ireland, and South Africa.

I would like to thank Representative Fields, Senator Wellstone, and all of you once again for your very kind invitation to join you today, and I will be happy to answer any questions you may have.

RESULTS: COLUMBIA COLLEGE OF CHICAGO—SPRING SEMESTER, 1988

At the end of each semester, the faculty member at each college prepares a Final Report, which evaluates the effectiveness of the undergraduates during the previous semester. This is the Final Report for the Spring semester of 1988, prepared by the faculty member responsible for the course at Columbia College of Chicago. During this semester, five undergraduates produced 302 hours of tutoring:

"All five of the undergraduates tutored at the Manierre Elementary School, which is located at 1426 N. Hudson Street on Chicago's Near North Side. The school serves mainly children from the Cabrini-Green Public Housing Projects. These Projects are home to nearly 10,000 children, 76% of whom live in female, single-parented households. These Projects are predominately black, and have one of the highest concentrations of poverty in Chicago.

"Manierre Elementary School has all the challenges of an inner-city school, from truancy to family transiency and instability, but has the advantage of an efficient principal, Marlene Syzmanski, and some good dedicated teachers, like Carolyn Driver-McGee, our 2nd Grade classroom teacher.

"Ms. Syzmanski assigned all of our tutors to Ms. McGee's class of 2nd Graders, because the Reading the Math skills of the children were so low. In essence, all 13 children in the class were non-readers and most had difficul-

ties in Math. Two of the children moved during the term, and several others were not present for testing, thereby eliminating data about their progress."

At the end of the Spring semester of 1988, Ms. Carolyn Driver-McGee, the 2nd Grade classroom teacher at Manierre Elementary, provided written evaluations of the effectiveness of the tutors from Columbia College, and her evaluations follows. It should be said that the undergraduates produced these results in just one semester of tutoring.

"Bill [the undergraduate] was a very positive force in both Gregory's and Bernard's school year. He motivated the boys with stories, guided activities, and games. The boys felt very special because they had Bill as their tutor.

"Gregory gained 1 Year and 8 Months in Reading, Bernard gained 1 Year and 1 Month in Math."

"Connie [the undergraduate] worked diligently with Orlando and Shadeed. Each boy is a very unique student by all standards, but Connie was always there to motivate and interest the boys in different areas.

"Orlando gained 1 Year and 5 Months in Math, and Shadeed gained 6 Months in Math."

"Tammie [the undergraduate] was very positive for the children. . . . She reinforced class activities when needed. Her students were always begging to be tutored first, because each section was meaningful.

"Latoya gained 9 Months in Math. Akil gained 1 Year and 3 Months in Math."

"Nicole [the undergraduate] was very warm and caring for Michael, Stanley and Artrice. She motivated them in all subject areas when possible by reading stories, guiding activities, and with games.

"Stanley gained 1 Year and 6 Months in Math, and Artrice gained 9 Months in Math. No data was available for Michael. Nicole was a very good tutor for the students."

"Kristen [the undergraduate] worked very closely with her students. One of her students transferred and she had to start with a new tutee. She motivated him the same way she motivated the other students. She was very positive and it showed on the students' faces each time after sections.

"Lawrence gained 7 Months in Reading, and Terrance gained self-confidence. No [test] data was available for Terrance, but the self-confidence was even more valued."

All of these evaluations were written by Mr. Carolyn Driver-McGee 2nd Grade Classroom Teacher, Manierre Elementary School, Chicago, Illinois—June 1, 1988.

THE PROJECT'S PRESS CLIPS

(1) Baltimore Evening Sun; (2) Baltimore Sun; (3) Beaufort Gazette; (4) Houston Chronicle; (5) The Miami Herald; (6) Parade Magazine; (7) presstime—The American Newspaper Publishers Association; (8) Reader's Digest; (9) Richmond Times-Dispatch; (10) The Rochester Democrat & Chronicle; (11) San Antonio Express-News; (12) U.S. News & World Report; and (13) The Washington Post.

GRANTS FROM CORPORATIONS AND FOUNDATIONS—1985 TO 1996

In 1985, The National Education Project, Inc. (formerly known as The Washington Education Project, Inc.) began a national fund-raising campaign designed to provide \$25,000 "start-up" grants to colleges all across the country. To receive these funds, the colleges agreed to establish special three-credit courses in the Humanities and Social Sciences in which undergraduates would be required to work as tutors in various community agencies, mainly elementary schools.

Since 1985 the Project has received support for this effort from the following corporations, foundations, and law firms:

(1) Bank of Boston; (2) Boston Gas Company; (3) Corina Higginson Trust; (4) Correction Connection, Inc.; (5) Digital Equipment Corporation; (6) Exxon Education Foundation; (7) Federal Communications Bar Association Foundation; (8) Goodwin, Procter & Hoar; (9) Houghton Mifflin Company; (10) Hughes Aircraft Company; (11) Latham & Watkins; (12) Los Angeles Times; (13) The John D. and Catherine T. MacArthur Foundation; (14) Manufacturers Hanover Trust Company; (15) New York Daily News; (16) Pinkerton's, Inc.; (17) Primerica Foundation; (18) Taconic Foundation; and (19) The Xerox Foundation.

STATEMENT BY DECKER ANSTROM PRESIDENT OF NCTA BEFORE THE EDUCATION CAUCUS WASHINGTON D.C., JULY 31, 1996

Good morning. My name is Decker Anstrom, and I am President of the National Cable Television Association (NCTA), which represents more than 100 cable programming networks and most of the cable operators serving our nation's 63.7 million subscribers. Thank you for inviting me to participate in this morning's discussion on education.

Cable operators and program networks understand that we have both a responsibility and an opportunity to help our nation's schools and teachers. Our industry has a long-standing commitment to education, and we have been acting on that commitment—not just talking about it.

I would like to highlight two of the cable industry's major education initiatives for you today.

CABLE IN THE CLASSROOM

Cable's commitment to education is built on the foundation of Cable in the Classroom. Starting in 1989, cable companies have worked with school districts to make available high quality, educational, commercial-free television to schools and teachers. To date, 8,400 local cable operators have connected 75,000 schools nationwide to their cable systems—for free (roughly 75 percent of all K-12 schools in the country). And 35 program networks provide 540 hours each month of quality, commercial-free programming—again, free of charge.

Cable in the Classroom companies also supply teachers with instructional materials, curriculum supplements, and a monthly guide which identifies programs available for use in the classroom. All of the programming available through Cable in the Classroom is copyright-cleared and may be freely used, taped, and replayed by teachers in their classroom.

CABLE'S HIGH SPEED EDUCATION CONNECTION

Just three weeks ago, on July 9, the cable industry announced its latest education initiative, "Cable's High Speed Education Connection." Beginning this year, cable companies will introduce high-speed digital services to communities across the country. As these services are introduced, cable companies will equip at least one site in every consenting elementary and secondary school passed by cable in that community with a cable modem providing basic high-speed access to the Internet—free of charge.

In many instances, individual cable operators may go beyond the industry's commitment and offer additional training, inside wiring of classrooms, enhanced information services, and extra equipment.

Cable's new high-speed services will make a real difference—because teachers don't always have the time to wait for information to be downloaded through existing telephone lines. Cable modems are faster—they allow students and teachers to retrieve material from the Internet at a rate of 10,000 kilobits a second, hundreds of times faster than conventional telephone modems. Even the tele-

phone companies' most advanced lines, ISDN, move data at only 128 kilobits a second. The speed of cable modems enables teachers to use Internet material in their classrooms, and reduces the "fidget factor" since kids don't have to wait for information to be retrieved.

The power of cable modems was demonstrated here in Washington on July 9 at the launch of "Cable's High Speed Education Connection." In the following video, Brian Roberts, President of Comcast, and several local school children experience first-hand the benefits of using high-speed cable modems to access the Internet.

CONCLUSION

Mr. Chairman Cable in the Classroom and cable's new initiative, the "High-Speed Education Connection," won't solve our nation's educational problems. But it is a contribution we can make. Deployment of cable modems won't happen overnight—we're in the process of inventing this new high-speed business as we speak—but the cable industry has made a start. And we will finish the job.

Thank you for your interest in the cable industry's education initiatives. I would be pleased to answer any questions you might have.

THE FUTURE IS ON CABLE

Cable Television's Contributions to America's Children and Families, July, 1996

INTRODUCTION

The cable industry remains the clear leader in bringing a wide variety of quality children's programming to families and children. In addition to popular cable networks whose programming is completely devoted to children (Nickelodeon, Cartoon Network, WAM! America's Kidz Network), more cable networks are responding to the call for quality children's programming by increasing their commitment to include extended programming blocks just for kids (The Disney Channel, The Learning Channel, The Family Channel); other networks continue to consistently offer educational and enriching programs for children as part of their regular programming format (Discovery Channel, The History Channel, C-SPAN).

Specifically:

Cable television provides 65 percent of all television programs available to children.*

Cable television provides more children's programming—more than four times as much as all other programming sources combined—averaging 385 hours per week on cable, compared to all other sources combined airing an average of 85.8 hours per week.**

Cable television networks offer more than 80 percent of all television hours that are devoted to children.**

More than 75 percent of children's programming viewed by children in cable households is viewed on cable television.**

Cable television provides 59% of all high quality children's programs available on television.*

Cable's leadership role in serving the needs of children and families is carried out in a number of other ways, as well:

Since 1989, over 8,400 cable operators and 35 cable programmers have invested over \$420 million in Cable in the Classroom, the industry's educational centerpiece, providing cable connections and commercial-free educational programming to more than 75,000 schools and 38 million students nationwide—all at no cost to schools or students. Cable

programmers provide schools 540 hours each month of this quality, commercial-free programming.

In October 1994, the cable industry and the National PTA formed an educational partnership. The Family and Community Critical Viewing Project, which empowers families nationwide with the information and tools to become better and wiser television viewers. To date, more than 1,500 cable leaders and PTA members have been trained and are presenting critical viewing workshops around the country.

Earlier this month the cable industry publicly committed to provide America's elementary and secondary schools with high-speed access to the Internet using cable's advanced technology and new high-speed cable modems—again, at no cost to schools.

Cable operators, too, use local programming to provide children in their communities with entertaining and educational programming.

Additionally, cable operators and networks have instituted community-based public affairs and educational initiatives to speak to children on a host of different issues, including violence, community service, diversity, the environment, and more.

The attached materials provide you more information about what the cable television industry is already doing to enhance television and education for children. Should you have any comments, questions or require additional information, please call the NCTA's Public Affairs department at (202) 775-3629.

CABLE TV NETWORK PROGRAMMING: A GROWING COMMITMENT TO CHILDREN AND FAMILIES

Cable television networks provide more children's programming—more than four times as much as all other programming sources combined—averaging 358 hours per week, compared to all other sources airing 85.8 hours per week.

Cable networks offer more than 80% of all television hours devoted to children.—Cabletelevision Advertising Bureau, 1996 Cable TV Facts.

CHILDREN'S PROGRAMMING ON CABLE TV

The following is a summary guide of cable networks that provide educational children's programming. Intended to illustrate the breadth and diversity of children's programming on cable, this summary is comprehensive; however, it does not include every children's program available.

A&E Television Network—A&E features original biography series, dramas, documentaries and performing arts specials. A&E Classroom is designed specifically for kids. It is a commercial-free Cable in the Classroom programming block of selected A&E programs airing weekday mornings. Program examples include *Pride & Prejudice*, *Pocahontas*, *Frederick Douglass* and *Elizabeth Custer*. Each fall and spring A&E Classroom Kits are distributed to educators, and beginning this month, the network publishes a new magazine, *The Idea Book for Educators*, offering new classroom materials. Contact: Libby O'Connell (212/210-1402).

American Movie Classics—AMC features Kids' Classics, a weekly series showcasing classic films that have educational or historical value to children. Among the films featured are *Young Mr. Lincoln*, *Phantom of the Opera* and *A Tree Grows in Brooklyn*, in addition to films adapted from literacy classics, including *The Secret Garden*, *Journey to the Center of the Earth*, and many more. AMC also features Family Classics, a weekly series showcasing Hollywood's best-loved family-oriented movies. Contact: Dina White (516/364-2222).

Black Entertainment Television.—Storyporch is a weekly, award-winning half-

*Source: Study released by the Annenberg Public Policy Center of the University of Pennsylvania on June 17, 1996.

**Source: 1996 Cable TV Facts, Cabletelevision Advertising Bureau.

hour children's program featuring stories written exclusively for BET that are told by celebrity guests to children ages 4 to 9. BET also participates in Cable in the Classroom under the BET on Learning umbrella, providing teachers with an assortment of support materials, including YSB and Emerge magazines. BET's Teen Summit is a weekly, live one-hour talk/entertainment show where the focus is solely on African American teens. Contact: Rosalyn Doaks (202/608-2058).

Bravo.—Bravo in the Classroom combines programming and resource materials that provide teachers and students with weekly tools to enhance arts and humanities studies and appreciation at the secondary level. Programs include literary and historical adaptations, the performing and visual arts, plus a profile series featuring well-known writers, musicians and artists. Contact: Theresa Britto (516/364-2222).

Cartoon Network.—A 24-hour network offering animated entertainment from the world's largest cartoon library, Cartoon Network recently introduced Big Bag, instructional and educational programming produced exclusively for pre-school children ages 2 to 6. Developed in conjunction with the Children's Television Workshop (producers of Sesame Street), Big Bag consists of live studio hosts, Jim Henson-created animated "shorties" and music designed to nurture a disposition toward investigation, creative thinking and pro-social behaviors among its young audience. Es Incredible! is a commercial-free Spanish language instructional program that airs once a month, and Small World brings animation from the U.K., Sweden and France to American audiences for the first time. Contact: Shirley Powell (404/885-4205).

CNBC.—CNBC in the Classroom, airing weekly, is designed to provide America's youth with a basic understanding of business news, stock market coverage and personal finances. Teacher/student support materials, including vocabulary and reading lists, are available in print and via Ingenius. Programming is closed-captioned for the hearing impaired, and specific educational programs are available on videotape on request. Contact: Mark Hotz (201/585-6463).

CNN/Turner Adventure.—CNN Newsroom/CNN Newsroom's WorldView are two daily fifteen-minute, commercial-free telecasts that air as part of Cable in the Classroom. The programs focus on historical and cultural background of world events. A daily teacher's guide accompanies each program, and Turner MultiMedia—a compilation of low-cost videotapes and CD-ROM products with printed support material—is available to teachers interested in applying world events, science and technology, and literary classics to their curriculum. Contact: Jacque Evans (404/827-3072).

Turner Adventure Learning is a series of live, interactive "electronic field trips" for students of all ages to visit a variety of places all over the world. These live educational telecasts are ideal for student screenings and include on-line Internet activities, real-time questions-and-answers with experts on site in the field and a host of educational support materials. Upcoming field trips include Election '96: Behind the Scenes, Protecting Endangered Species: In the Shadow of the Shuttle; The Science and Mathematics of Baseball; Virus Encounters: Microorganisms and the Human Body; and The Ancient World: Where it All Begins. Contact: Libby Davis (404/827-3175).

Court TV.—Earlier this spring, Court TV launched a three-hour programming block, Teen Court TV, aimed at kids ages 12 to 18, airing on Saturday mornings. The programming block explores the justice system from a teen's point of view and allows interactive

participation. Three programs air during the block: Justice Factory, going on site to locations as varied as teen courts and gang hangouts; What's the Verdict?, a recap of real trials from a teen's perspective; Your Turn, an issue-oriented talk show featuring a participatory format with a panel of teens and a studio audience of teenagers. Court TV also regularly airs specials geared towards young people, including: Earth, Getting Physical and AIDS: Its Side Effects on America. Contact: Susan Abbey (212/973-3379).

C-SPAN.—A public service of the cable industry, C-SPAN offers gavel-to-gavel coverage of the House of Representatives, Senate and other public policy events. During the 1996 campaign season, nearly 2,000 hours of campaign coverage will air under the umbrella of Campaign '96. The C-SPAN School Bus brings this extensive coverage directly to students across the country, introducing new voters to politics. All C-SPAN produced programming is copyright cleared for classroom taping and use, thus giving educators and students an up-close-and-personal view of the election process as its never been seen before. Contact: Joanne Wheeler (202/626-4846).

Discovery Channel.—Discovery Channel provides educational programming for all ages and features many documentaries. Selected programs particularly designed for young viewers include: Assignment Discovery, a daily, one-hour commercial-free program that highlights a different subject each day, including science and technology, social studies and history, natural science, arts and humanities, and contemporary issues—all especially created for children ages 6 to 12; The Know Zone, a program which explores a scientific subject, idea or invention by looking at its past and present, and speculating about its future; and Discovery Magazine, a televised version of the popular monthly magazine. Recent specials include: Harlem Diary: Nine Voices of Resilience; On Jupiter and The Ultimate Guide to the T-Rex. Contact Jennifer Iris (301/986-0444, ex 5917).

The Disney Channel.—The Disney Channel features quality programming for people of all ages. The Network's primetime programming is designed to appeal to every member of the family, while its daytime hours are devoted to a wide variety of educational fare for children. Beginning this August, The Disney Channel will feature a family-oriented film for all ages every night of the week at 7:00 pm EDT.

ESPN/ESPN 2.—Scholastic Sports America is a weekly program devoted solely to the achievements of high school athletes, both on and off the field. Sports-Figures is a weekly commercial-free program geared toward high school students, incorporating famous professional athletes and high school student athletes to teach math and physics through sports. The Scripps Howard Spelling Bee aired live on ESPN in May, featuring the final rounds of the nationwide competition for children. Contact: Marie Kennedy (860/586-2357).

Faith & Values Channel.—All programming featured on the Faith & Values Channel is educational, and is suitable for every member of the family, featuring programming that celebrates diversity, awareness and social responsibility. The network's contribution to Cable in the Classroom, Today's Life Choices, airs commercial-free on Fridays. This half-hour series is designed to promote discussion on ethics, values, and social issues. Several series are offered especially for children, including: Davy & Goliath; The Nature Connection; Just Kids; and Sunshine Factory. Contact: Michelle Racik (212/964-1663).

The Family Channel.—All Family Channel programming is positive family entertain-

ment television, offering children's shows, original series and movies, plus health and exercise programming. Educational programming is aired commercial-free and is made available to teachers through Cable in the Classroom. Samples of programming include: Captains Courageous, adaptation of Rudyard Kipling's novel; Race to Freedom: The Underground Railroad; Tad; Young Indiana Jones; and The Holocaust. Contact: Kathleen Gordon (804/459-6165).

fX.—fX offers several programs for children and the entire family. Personal fX: The Collectibles Show features special "Kids' Day" episodes which highlights special collections and hobbies of children across the country. Home fX: Family Business is a practical guides to raising kids in the '90s. For pet lovers. The Pet Department covers pet health and care, and training. Contact: Dina Ligorski (212/802-4000).

The History Channel.—The History Channel in the Classroom is a commercial-free Cable in the Classroom programming block that airs twice a day, bringing the past alive for students and educators. Programming includes: the Lincoln Assassination, Women at War, America's Most Endangered Sites and Freedom's Road. In addition, History for Kids and Teens Too airs once a week and features programming geared to this audience. Beginning this year, new classroom support materials will be available to teachers through the network's new magazine, The Idea Book for Educators. Contact: Libby O'Connell (212/210-1402).

Home Box Office.—HBO has produced several programs designed to appeal to young children and their families, including: Shakespeare: The Animated Tales; Happily Ever After: Fairy Tales for Every Child; The Composers' Specials; and the animated Wizard of Oz. HBO also has educational programming geared towards teenagers in middle and high school. These programs are often reality-based and address current issues facing young adults in today's society; they often have advice and educational messages for viewers, including a recent focus on youth violence: Six American Youths, Six American Handguns. Other series include Lifestories, Families in Crisis and Family Video Diaries.

Home & Garden Television.—For the entire family, Home & Garden Television features programs on pets and community goodwill projects. Company of Animals and Dog Days of Summer portray the loving relationship people have with their pets, and offer tips on pet care. Building a Future: Habitat for Humanity profiles young people who built homes in the Watts section of Los Angeles, while The Story of Cabrini Greens shows how a community garden program in Chicago's public housing project has planted the seeds of hope for children in the community. Contact: Carol Hicks (423/694-2700).

INSP: The Inspirational Network.—INSP features a special block of adventure programs every Saturday morning just for kids, ages 5 to 11. The Kids at Home block includes The Forest Rangers, an action-adventure series features kids tackling fires, floods, wild animals and other adventures in the Canadian wilderness. Contact:

Jones Computer Network.—A weekly computer and new media information program for kids and their parents, Computer Kids is a fun and interesting introduction to computing. Regular segments include "Mr. Fixits" (children troubleshooting and fixing a computer problem) and "Gamebusters" (reviews of the latest children's software). Contact: Jeff Baumgartner (303/784-8715).

Kaleidoscope.—Kaleidoscope offers a host of children's programs focusing on family, social skills, language skills and pets. Davey & Goliath, Sunshine Factory and Gerbert

teach youngsters values, life's lessons and to be comfortable with themselves. Festival is an instructional program geared toward young children, teaching grammar and sign language. Motivated by Helen Keller, Kim's World features deaf/blind actress Kim Powers showing children the joys and values of experiencing life in her unique manner. For the entire family, Hear Kitty, Kitty focuses on pets and their care. All of the network's programs are open-captioned. Contact: Joe Cayton (210/824-7446).

The Learning Channel.—The Learning Channel offers educational family-oriented programming for people of all ages. The network's programming brings a multicultural, cross-curricular approach to subjects, and are divided into shorter segments varying in length. Ready, Set Learn is a weekday, six-hour commercial-free programming block designed specifically for pre-schoolers that helps children learn reading and social skills. Programs included in this block, as well as other educational programming for children, include: Iris, The Happy Professor; The Magic Box, which teaches reading with the whole language approach; Chicken Minute; Rory's Place; Little Star; and Kitty Kats. For educators, the network offers Teacher TV and TLC Elementary School, featuring segments in science, social studies, language arts and math. Contact: Jennifer Iris (301/986-0444, ext. 5917).

Lifetime Television.—Lifetime offers a regular assortment of programs for young people throughout the school year relating to the achievements of women, young and old. Programs scheduled for this year include: Intimate Portrait, featuring profiles of Maya Angelou, Gloria Estefan, Natalie Wood, The Virgin Mary, among many others, and Hidden in Silence, based on the true story of a young girl who saved Jews from the Nazis. A collection of special programs for Women's History Month in March included: Rocking the Boat, a special spotlighting the women's America's Cup team, and Daughters at Work, in conjunction with Lifetime's support of the national Take Your Daughter to Work Day. In addition, Perspectives on Lifetime, a series of editorials, commentaries and shorts, airs throughout the Cable in the Classroom program schedule. Contact: Terry Pologianis (212/424-7127).

Mind Extension University (ME/U).—ME/U Knowledge TV offers several educational programs geared towards families and children, in addition to its degree-qualifying education programs, including Achievement TV, an interactive educational teleconference for people of all ages featuring the individuals who have shaped the history of the 20th Century, including scientists, explorers, entrepreneurs and authors; and Computer Kids, a weekly computer and new media information program for youngsters and their parents. Contact: Jeff Baumgartner (303/784-8715).

MTV: Music Television.—MTV is a primary source of information, music, style and sports unique to youths and young adults. MTV's Community of the Future classroom series presents weekly thought-provoking programming on relevant social issues that concern today's youth. Designed to educate and inspire kids to be a part of the political process, the network will continue its Choose or Lose campaign/programming efforts this year for Campaign '96. The effort follows the activities of the Choose or Lose Bus, which travels to cities across the nation to promote political awareness among youngsters. The network also regularly offers Cable in the Classroom programs that stress the dangers of violence and drug abuse, including: Enough is Enough, a Generation Under the Gun and Straight Dope. Contact: Mary Corigliano (212/846-4798).

NewsTalk Television.—A Cable in the Classroom program, Weekly Teen Segment is an interactive panel discussion covering topics that impact today's young people, such as education, conflict resolution, career planning, the environment and violence. Daily Teen Segments air live weekdays. The benefit of this dual program schedule enables both students and teachers to participate in a live interactive program in the afternoon and to tape the edited program on a weekly basis. Each program is interactive via telephone, fax and electronic mail. Also, this September News Talk premiers its week-long discussion of critical issues facing American education, Education in America: Pass, Fail or Incomplete, with the U.S. Chamber of Commerce. Contact: Lee Tenebruso (212/502-1545).

Nickelodeon.—Nickelodeon, one of the largest producers of children's television programming in the world, was developed exclusively for kids. A small sampling of programs includes: Rugrats, Clarissa Explains It All, You Can't Do That on Television, Allegra's Window and Roundhouse. The network also produces special features geared to inform and educate, including Nick News Special Edition: Stranger Danger, a look at child abduction, and Clearing the Air: Kids Talk to the President About Smoking, featuring host Linda Ellerbee and President Clinton talking about the dangers of tobacco. Nickelodeon also is committed to providing commercial-free blocks of Cable in the Classroom programming under its programming umbrella, Nick Elementary, featuring Teacher to Teacher with Mr. Wizard and Launch Box. Contact: Debra Clemente (212/258-7706).

Ovation.—Ovation offers students a front-row seat, taking children behind the scenes and around the globe to discover and experience the world's culture. Dedicated to the visual and performing arts, the network will be initiating its participation with Cable in the Classroom later this year, and support materials are being developed to include lesson plans, suggested related activities and advance program schedules. Programming planned for the September premier includes Yo-Yo Ma and the Kalahari Bushmen, a one-hour special depicting the celebrated cellist Yo-Yo Ma, and travels to southwest Africa to compare music with that of the Kalahari Bushmen, one of the oldest indigenous music societies in the world. Contact: Patricia MacEwan (1-800/OVATION).

Sci-Fi Channel.—The Sci-Fi Channel features original and classic movies and series from the worlds of science fiction, science fact, horror and fantasy. Sci-Fi has developed the Inside Space series under its Cable in the Classroom participation to showcase the adventures of science, technology and space exploration. The program, which airs commercial-free weekly on Mondays, is designed to not only educate, but stimulate children's imaginations. Contact: Kira Copperman (212/408-9178).

Showtime.—Committed to family and children's programming, Showtime has recently increased its production of original movies for children under the banner, Showtime Original Pictures for Kids. Recent features have included: Tin Soldier, The Legend of Gator Face and Robin of Locksley. Upcoming features include: Sabrina the Teenage Witch and The Halfback of Notre Dame. The Showtime KidsHour airs seven days a week and features programs geared exclusively to children ages 2-8, including Shelley Duvall's Bedtime Stories and The Busy World of Richard Scarry. Contact: Jocelyn Brandeis (212/708-1579).

The Travel Channel.—The Travel Channel's Cable in the Classroom programming is under development, and likely will include

strong educational links to geography, math and history. Current programming available includes Famous Footsteps, featuring special guests retracing historical routes and the paths of famous people in this information-packed series. From the life of Thomas Edison to the trail of the Pony Express, each Wednesday evening episode follows these paths as they exist today. Contact: Stephanie Clark (770/801-2424).

Turner Network Television/TBS.—Coming this fall, Turner Broadcasting, with Hanna-Barbera Cartoons, will present The New Adventures of Jonny Quest, a modern day version of the animated adventure hit of the 1960s. TNT Toons features a line-up of America's favorite cartoon characters five days a week, and Rudy and GOGO World Famous Cartoon Show airs on Saturday afternoons. The Return of The Borrowers is a TNT Original special family presentation that premiered in June. Feed Your Mind is a half-hour weekly series geared to kids ages 6 to 12, using real life situation and subjects of interest to children to teach math, science, language and the arts. National Geographic Explorer is a weekly, award-winning natural history series whose subject matter and topics often appeal to children.

TV Food Network.—TV Food Network welcomes all food lovers to experience the delicious world of food as only the TV Food Network can deliver, including appetites of all ages. Cable in the Classroom programming is under development, and likely will include cooking for and with children, adding excitement to family meals, nutrition, health news, the culinary cultures of the world and geography, as well as a historical look at foods and cooking techniques. Contact: Kiva Flaster (212/997-8835).

USA Network.—USA Network's Cartoon Express animated series is a popular choice among younger children, while offering a broad range of entertainment programming designed to appeal to members of the entire family, including original movies, series, specials, sports and children's fare. Among the most critically-acclaimed programs offered is Heal the Hate hosted by popular "TV cop" Dennis Franz. Heal the Hate is part of USA Network's on-going public affairs initiative directed at today's youth to educate and inform about the consequences of youth violence. Contact: Kira Copperman (212/408-9178).

UPTV/WGN.—One of UPTV's satellite services, WGN offers a host of commercial-free Cable in the Classroom programming focusing on weather phenomena and scenic beauty. Programs include: Tom Skilling's Alaska; Hurricane: The Greatest Storm on Earth; Chasing the Wind Ten Inches of Partly Sunny; When Lightning Strikes and It Sounded Like a Freight Train.

WAM! America's Kidz Network.—WAM! is the first and only commercial-free network created entirely for young people ages 8 to 16. It has the largest block of educational programming, Reel Learning, with 12 hours of daily educational enrichment designed for classroom use. Programming is delivered 3:00 am-3:00 pm, including six hours of "real time" usage and six hours pre-feed for overnight taping targeted to students in grades 3 to 10. Curriculum-specific strips include current events, social studies, language arts, literature, teen issues, sportsmanship and fitness. Programming includes: Global Family, stressing the interrelationship of the environment, animals and human beings, and conservation; F.R.O.G., featuring computer use by kids to explore a variety of subjects; Space Journals; WAM! CAMS, profiling artists, film-makers, pilots and other extraordinary young people, and providing a forum for real kids to speak out on homework, siblings, stress and more. Contact: Midge Pierce (303/771-7700).

The Weather Channel.—The Weather Classroom is an ongoing series that expands on a particular topic such as lightning, tornadoes and hurricanes, and features meteorologists who connect the topic to actual events. This is a commercial-free, Cable in the Classroom program. In addition, the Weather Channel produces several educational documentaries of value to children, such as: *The Power of Weather* and *Target Tornado*. A variety of educational support materials are available, including *Everything Weather*, the essential guide to the whys and wonders of weather, and *Project Weather Outlook*, a newsletter full of the latest educational news from The Weather Channel. Contact: Carolyn Jones (770/801-2140).

CABLE IN THE CLASSROOM: PROVIDING COMMERCIAL-FREE EDUCATIONAL PROGRAMMING TO AMERICA'S STUDENTS AND TEACHERS

"I have seen the power of cable television as a teaching tool in the hands of skilled, creative educators. I wish I could count the number of teachers who have enthused over a success story: an unmotivated high school student who suddenly comes alive; a class full of elementary school students begging to go to the library to do research on a topic they've just learned about on TV; or stunned parents who report dinner-table conversations about politics and global issues instead of the usual 'uh-huh' and 'nah.'"—Al Race, Editor, *Better Viewing Magazine*.

CABLE IN THE CLASSROOM

Founded in 1989, Cable in the Classroom is the cable TV industry's educational centerpiece, providing commercial-free programming to students and teachers in classrooms across the country. Local cable companies have wired, connected and provided programming to schools in all 50 states—free of charge.

Highlights

Nearly 75,000 schools in the United States currently receive Cable in the Classroom programming—or roughly 75 percent of all K-12 schools.

Cable in the Classroom programming reaches more than 82 percent of all U.S. students—or more than 39 million students nationwide—giving 4 out of 5 students access to Cable in the Classroom services.

Cable networks participating in Cable in the Classroom provide more than 540 hours per month of educational, commercial-free programming for classrooms. Programming covers all disciplines and issues.

Teachers are able to use the programming any way they choose—there are no viewing requirements, and in most cases, programming is copyright-cleared for taping and playback at a later date.

Cable in the Classroom represents an investment of well over \$420 million by the cable television industry to enhance the educational resources available toward improving education. This figure represents the cumulative value of the production, copyright and clearances, installation, services, and staffing to support Cable in the Classroom in local schools.

Cable in the Classroom provides curriculum-related support materials and helps expand and improve teacher resources.

Cable in the Classroom provides the platform and gives students access to many of the electronic services on the Information Superhighway.

Cable in the Classroom publishes *Cable in the Classroom* magazine, a monthly resource, programming and planning guide for teachers to use as they incorporate cable programming into their lesson plans.

Cable in the Classroom publishes *Better Viewing: Your Family Guide to Television Worth Watching*, a monthly tool and pro-

gramming guide for parents to use to better scrutinize their television viewing choices.

Thousands of free teacher training workshops have been offered by local cable companies and the national Cable in the Classroom office to help teachers make the most use of cable's resources.

More than 8,400 cable systems and 35 cable networks participate in the project.

THE FAMILY AND COMMUNITY CRITICAL VIEWING PROJECT—A CABLE INDUSTRY PARTNERSHIP WITH THE NATIONAL PTA BENEFITING AMERICA'S FAMILIES

"A publication entitled *Taking Charge of Your TV: A Guide to Critical Viewing for Parents and Children* is available from the Family and Community Critical Viewing Project, an initiative sponsored by The National PTA and the cable industry to teach television viewing skills to parents, teachers, and children. It suggests ways parents can talk to kids about what they are watching, which not only makes television a less passive pastime but transforms it into a learning tool."—First Lady Hillary Rodham Clinton, from her book *It Takes A Village*.

The Family and Community Critical Viewing Project

Program Overview

What is the Family and Community Critical Viewing Project? The Family and Community Critical Viewing Project is a first-of-its-kind partnership of the cable television industry and the National PTA, launched in 1994 to address concerns about television and control the impact of television violence and commercialism on children.

The project trains cable and PTA leaders nationwide in the key elements of critical viewing, also known as media literacy, and how to present *Taking Charge of Your TV* workshops for parents, educators, and organizations in their communities. The goal is to help families make informed choices in the TV programs they watch and to improve the way they watch those programs.

The critical viewing workshops teach techniques to: Set rules for television viewing and how to stick to those rules, recognize the ways in which television can be used to manipulate viewers, talk to children about violence on television, and turn what we see on television into positive and educational family discussions.

Using these techniques and strategies parents open an important family dialogue, determine the strategies that make sense in their family settings, and teach their children to watch television carefully and critically.

Why is the Family and Community Critical Viewing Project important and successful? Because parents are concerned about television and are searching for solutions. The Family and Community Critical Viewing Project provides simple and effective strategies that parents can use in their homes and with their children. Thousands of parents have attended critical viewing workshops, hundreds of communities have been reached, and requested for project materials and workshops continues to grow.

Since the project's launch in October of 1994, workshops have taken place in 55 cities in 35 states. Over 1,500 PTA and cable leaders have been trained and as a result, hundreds of workshops have been held in communities nationwide.

National Awards and Recognition

The Partnership has been awarded the National Parents' Day Clarion Award for effective use of television to promote responsible parenting. The partnership received the award earlier in July at an awards ceremony at the National Press Club in Washington, D.C.

Facts and Figures

Congressional and Government official participation—Senator Bond (MO); Rep. Burton (IN); State Attorney General Humphrey (MN); Deputy Secretary of Education Kunin; Rep. Moran (VA); Senator Simon (IL); and Rep. Whitfield (KY).

Mrs. Clinton praised the project in her book, *It Takes a Village*, and discussed the critical viewing project during her appearance on the KQED special, *The Smart Parent's Guide to TV Violence*.

TV programs highlighting the Project—Lifetime Television, Kids These Days; KQED, The Smart Parent's Guide to TV Violence; Cox Communications, No Holds Barred, Forum on TV Violence; CNBC, America's Talking; and Continental Cablevision, Parent Power.

Workshop presentations—American Bar Association National Convention; American School Health Association Conference; Florida—Head Start principals and counselors; Kentucky—Community workshop; Illinois—Facing Challenges of Growing Up Today Conference; Oklahoma—Oklahoma City Public School Administrators; California—Workshop held in conjunction with C-SPAN School Bus visit; New Jersey—Barnes and Noble Bookstore; Illinois Board of Education; Maryland—County commissioners, school superintendents, principals and counselors; Virginia—Alexandria Public Schools Conference; Minnesota—Attorney General's "Family Forum" media literacy working group; Ohio Strategies Against Violence Everywhere (SAVE); New York—Comsewogue High School; Utah—United Way, Success by 6; Utah State Office of Education; Michigan—East Lansing Public Schools; South Carolina—Area School Media Specialists; and Kentucky Education Technology Conference.

Material Distribution—Requests for more than 100,000 *Taking Charge of Your TV—A Guide to Critical Viewing for Parents and Children* guides have been filled.

What People are Saying about the Family and Community Critical Viewing Project
Joan Dykstra, President, National PTA—"The Family and Community Critical Viewing Project is probably the most critical project that the National PTA has had in the past 10 years."

Thomas P. Southwick, Publisher, *Cable World*—"That's what makes the Critical Viewing Project so refreshing. Instead of offering invective or quick fixes, it focuses on educating parents on how to make their own decisions on what they and their children should watch. It offers suggestions on how to set rules for TV viewing; how to recognize when TV shows try to manipulate viewers; how to talk to children about violence on TV; and how to use TV in a positive way."

U.S. Senator Paul Simon (D-IL)—"Now, this is not the kind of a thing that is going to make headlines, but it is the kind of solid effort that can really make a difference in the lives of people. And I commend you."

U.S. Senator Joseph Lieberman (D-CT)—"[The Taking Charge of Your TV workshop] is an important opportunity for educators, parents, and television programmers to come together and share ideas about critical viewing habits. The single most important tool in protecting children from negative images in the media is education."

U.S. Senator Kit Bond (R-MO)—"I commend the NCTA and the National PTA for their commitment to improving the quality of TV viewing by developing the Family and Community Critical Viewing Project."

Angela Thompson, Community Education Coordinator, TKR, Louisville, KY—"The workshop training offered me an excellent opportunity to connect with a reputable organization in the local community, heightening awareness of television viewing and

showing how we are responding to the customers' concerns about TV programming."

Marty Murphy, Public Relations Manager, Continental Cablevision, Fresno, CA—"We already had a meaningful partnership with our local PTA. However, these workshops bring us closer together for a significant purpose. Endorsing the benefits of critical viewing certainly demonstrates 'cable being part of your life.' Well thought-out training guidelines allow you to concentrate on the audience dynamics and generate thought-provoking interaction."

David Batten, Principal of Donley Elementary School, East Lansing, MI—"We all are aware television is a significant medium in the lives of our children. I'm glad we have this opportunity to involve the community in a healthy discussion of the role of television and share strategies for making good family decisions."

Jeanne Stefanac, PTA President of Pennsylvania—"We've known for a long time that parents have been complaining about violence on television. I don't know if that will ever go away. I also do not know where else you can learn so much in so little time at such a low cost. So it (Taking Charge of Your TV workshop) is of value to us."

Pat Whitten, Ohio PTA State President—"We're trying to make parents understand that they can control the TV sets in their homes."

CABLE'S HIGH SPEED EDUCATION CONNECTION—PUTTING AMERICA'S STUDENTS ON THE FASTLANE OF THE INFORMATION SUPER-HIGHWAY

"In my State of the Union address this year, I challenged the private sector to help connect every classroom to the information superhighway by the year 2000. Today, I am pleased to announce that the cable television industry is launching a new initiative that will help America meet this goal. The cable industry has committed to provide free high-speed Internet access to elementary and secondary schools across the country. I want to thank the industry for making this commitment. I urge other industries to join in this important national endeavor."—President Bill Clinton, July 9, 1996.

The Cable TV Industry Commitment¹

Cable's High Speed Education Connection Putting America's students on the fastlane of the Information Superhighway

Beginning in 1996, the cable television industry will introduce high-speed digital services to communities across the country. Using cable's high-capacity networks, compressed digital technology and new cable modems, America's businesses, families and schools will be offered new products and services with capabilities and values unmatched by any other telecommunications provider or technology.

As these high-speed digital services are introduced into a community, cable companies will equip at least one site in every consenting elementary and secondary school passed by cable in that community² with a cable modem providing basic high-speed access to the Internet—free of charge.

Beginning in July 1996, and over the next year, the industry will begin to deliver on its new commitment to America's students. In the first year alone, more than 60 communities and over 3,000 schools will begin to benefit from Cable's High Speed Education Connection.

In many instances, individual companies and systems may go beyond the industry commitment and offer training, additional inside wiring of classrooms, enhanced information services or additional equipment.

Cable's High Speed Education Connection Factsheet

What: The cable industry announces its latest contribution to the American educational system and America's children—Cable's High Speed Education Connection—a powerful new commitment to enhance the learning experience for millions of students. As high-speed data services are introduced into communities, cable companies will equip at least one site in every consenting elementary and secondary school passed by cable with a cable modem providing basic high speed Internet access, free of charge.

How: Building on the foundation established by Cable in the Classroom, with the cable industry providing wiring, connection and commercial-free educational programming for more than 74,000 schools nationwide, the cable industry once again will deploy state-of-the-art technology to benefit America's students. Cable modems provide lightning-fast, digital access to the Internet at a rate of 10,000 kilobits per second—hundreds of times faster than conventional telephone modems. Even ISDN (advanced telephone technology) moves data at only 128 kilobits per second. For instance, downloading a picture of the Mona Lisa, or data that could take 1.4 hours to transfer over typical phone lines and 22 minutes over ISDN, takes only 18 seconds to download via cable modem.

Where: Cable's High Speed Education Connection will benefit elementary and secondary schools and students across the country. As high speed digital products and services are introduced into communities, cable companies will equip at least one site in every consenting elementary and secondary school passed by cable in the community with a cable modem providing high speed Internet access, free of charge.

Who: In the first year alone, as part of the initial rollout of high-speed data services via cable modems, Cable's High Speed Education Connection will impact more than 65 communities and 3,500 schools nationwide.

When: Cable's High Speed Education Connection rolls out this year, beginning July 9, and continues as cable companies introduce advanced cable services throughout the next year and beyond.

Why: Cable's High Speed Education Connection is the latest step in the cable industry's long-standing and on-going commitment to education. Through other valuable initiatives, such as Cable in the Classroom, The Family and Community Critical Viewing Project, Cable in Focus educational screenings, distance learning and "electronic field trips," the cable TV industry has invested hundreds of millions of dollars to help teachers enhance the quality of education for millions of America's children.

LOCAL PROGRAMMING FOR CHILDREN—CABLE SYSTEMS PRODUCE AND AIR QUALITY SHOWS FOR KIDS

Cable operators across the country provide exclusive local origination programming designed specifically for children.

Each year, the National Academy of Cable Programming recognizes outstanding local programming efforts with the Local CableACE Award; likewise, the Cable Television Public Affairs Association each year recognizes local public affairs initiatives launched by cable systems, featuring many programs involving children and family programming.

Among the cable operators and local programmers honored or nominated over the

past year for their children's programming and public affairs initiatives are:

Local CableACE Awards—Time Warner Cable, Clearwater, FL—Clubhouse #16 and Check it Out; Paragon Cable of Irving, TX—Nature Kids and Think Smart; TCI of Denver, CO—Earth Cafe; Continental Cablevision, Metro Detroit, MI—Kid Stuff; Cox Communications, San Diego, CA—Outlook on the Physically Challenged; Media General Cable, Fairfax Co., VA—Parks Plus; Century Cable, Santa Monica, CA—The American West; Maryland Cable, Landover, MD—Scientific Expression; Continental Cablevision, Lawrence, MA—Suiting Up for the Space Shuttle; and City of Los Angeles "Cityview 35"—Jeopardy.

Beacon Awards—Time Warner Cable, Milwaukee, WI—Kidz Biz/WCKB-TV; Cox Communications, Oklahoma City, OK—Celebrate the Magic; Continental Cablevision, Andover, MA—Stop, Think, Listen, Score!; Time Warner Cable of San Diego, CA—Find Yourself in a Book; TCI Cablevision of Bellingham, WA—No More Secrets; Falcon Cable TV (all systems)—Don't Trash Your Brain; SportsChannel Pacific—Little League Memories; TCI Cablevision of New England—What About AIDS; Cablevision of Long Island—Video Greeting Card; TCI Cablevision of Utah—Earthquake Preparation Week; and Cablevision of Boston—Extra Help.

CABLE IN FOCUS EDUCATIONAL SCREENINGS TO ENLIGHTEN AND ENTERTAIN

"It's a partnership between the education community, the cable operators and cable programmers . . . the cable industry needs to give something back to the communities we serve, and what better way to do so than with cable's quality programming."—R.E. "Ted" Turner, Chairman & CEO, Turner Entertainment Group, Inc.; Chairman, National Cable Television Association.

Cable in Focus

What is Cable in Focus? It's a Future Is On Cable public affairs initiative that demonstrates cable's ongoing commitment to education through its programming. *Cable in Focus* teams cable operators and cable networks to conduct screenings that promote the abundance and diversity of high-quality, original and educational programming available on cable TV. The screenings often include special guests and speakers from co-sponsoring organizations who lead interactive discussions.

What topics or themes does Cable in Focus address? Diversity; The Environment; Literacy; Education; Politics; and Violence.

In addition, cable operators and networks have the flexibility to tailor their screenings to feature programming addressing other issues that may be important and appropriate for their local communities.

What are some examples of the cable programming being screened? Already this year, the NCTA Conference Center has hosted seven *Cable in Focus* screenings, with more than 300 screenings held nationwide. NCTA's 77-seat, state-of-the-art theater continues to provide an ideal and intimate setting to showcase exclusive cable programming for both educational screenings for students, or for more formal cable industry VIP receptions, such as: Gardens of the World—(Home & Garden Television); Harlem Diary: Nine Voices of Resilience—(Discovery Channel); Healing the Hate—(USA Network); Science in the Rainforest—(Turner Adventure Learning/TESEI); Survivors of the Holocaust—(TBS); The Black Caricature—(Black Entertainment Television); and The View from Moccasin Bend—(The Ecology Channel).

Among the many other cable programs being screened by local operators are the following: Biography—(A&E Television Network); Journey of the African American Athlete—(HBO); Keepers of Our Environment—

¹Adopted by the NCTA Board of Directors, June 1996.

²The industry commitment to provide cable modems to elementary and secondary schools is consistent with the criteria used to deploy Cable in the Classroom: consenting public and state-accredited private schools passed by cable.

(NewsTalk Television); People—(The Disney Channel); The Busy World of Richard Scarry—(Showtime); and Wild Discovery—(Discovery Channel).

Who are some of the cosponsors with which cable has partnered? All American Heritage Foundation; Black Liberation Arts Coalition; NAACP/NAMIC/Urban League; National Hurricane Center; National Wildlife Federation; Reading is Fundamental; The Literacy Network; The Reading Connection; U.S. Holocaust Memorial Museum; and United Negro College Fund.

Cable in Focus is about

Providing Educational Resources—"Cable in Focus allows us to take some really wonderful, high-quality and exciting programming and go out there and help teachers teach."—Angela Von Ruden, Public Relations Mgr., Falcon Cable, Los Angeles, CA.

Opening Dialogue—"The National Cable Television Association was the scene of an eye-opening and provocative documentary, *The Black Caricature*, produced by Black Entertainment Television. Following the documentary, the audience and invited panelists interacted, discussing strategies and alternatives regarding what we must do in counteracting negative imagery that continues to denigrate and demean our people nationally and internationally."—Cynthia Nevels, Columnist, *The Capitol Spotlight*, Washington, D.C.

Making a Difference—"Talk about making an impact. Time Warner Cable and Home Box Office did just that with the *Cable in Focus* 'sneak preview' of *Letting Go: A Hospice Journey*. We've received calls from supervisors of the employees who came to the event, remarking about the positive feedback they received when their employees came back to work after viewing the documentary."—Bill Evans, Dir. of Community Relations, Hospice at Greensboro, Inc., Greensboro, NC.

Building Community Relations—"I made more friends for the cable company during our *Cable in Focus* event than anything I've done in a long time. It was 100 percent beneficial from a marketing point of view. People had a face to talk to, and they really appreciated that."—Gloria Pollack, Education Coordinator, Cablevision Industries, Chatsworth, CA.

COMMUNITY RELATIONS AND PUBLIC AFFAIRS—LOCAL CABLE OPERATORS AND NETWORK PROGRAMMERS CONTRIBUTE TO THE COMMUNITIES AND FAMILIES THEY SERVE

"The importance of cable public affairs—demonstrated in a variety of ways, from internal communications to the messages and programming cable sends to its subscribers and communities—continues to grow in this new era of telecommunications reform, convergence and competition."—Lawrence W. Oliver, Publisher, Cablevision Magazine, 1996 Beacon Awards Special Supplement.

Community Relations and Public Affairs

The following is a representative summary of the wide range of community relations and public affairs efforts made by local cable operators and network programmers—initiatives that have had a direct and positive impact on the lives of children and students across the country. The following examples of these efforts illustrate the breadth and diversity of cable's contributions—but do not include every cable system or cable network initiative.

Continental Cablevision, Boston/Discovery Channel—The core of this collaborative project was a promotional contest for elementary school students and teachers, which coincided with Discovery's Space Shuttle documentary. Rather than having students passively receiving information about space,

Space Camp designed a two-week curriculum in which students were instructed to build a space suit. Nearly 4,000 students and teachers from 100 schools participated, with more than 800 space suits designed. Winners received a trip to Space Camp in Huntsville, Ala. The contest was implemented in most Continental systems, reached nearly 600 communities and more than 1,500 public officials—including a congratulatory call from President Clinton.

Time Warner Cable, Milwaukee, WI/E! Entertainment Television—Warner Cable Kidz Biz/WCKB-TV is a 15-minute news/information show written and produced by students from 22 schools in Time Warner's service area. The series, in its second year, features a mix of news reports and celebrity/local personality interviews. Time Warner worked with E! Entertainment Television last year to send two Kidz Biz reporters to Los Angeles to cover the Academy Awards. Also, the program staged its own awards outreach, CAMY (Cable and Media for Youth), recognizing excellence among Kidz Biz talent. Time Warner's program continues to receive kudos from schools and media—nationally, statewide and locally—as a one-of-a-kind media literacy tool.

UVTW/WGN—Winner of the 1996 Golden Beacon Award for outstanding public affairs achievement, UVTW created the Find Yourself in a Book project to help youths discover literacy for themselves in a natural, contemporary way. The central element of the campaign is a series of video messages that describe the plots of popular literature in every day language. More than 1,300 cable systems nationwide offered the campaign, making it available to nearly 23 million cable homes. More than 1,100 educators have contacted UVTW directly to enlist its help in implementing the campaign and airing spots in their communities.

Bravo Cable Network—With Bravo's Arts for Change advocacy campaign, Bravo seeks to teach at-risk kids how arts can make a difference in their lives. In the process, Bravo donated more than \$360,000 of its airtime to promote the campaign through public service spots. Also, a \$10,000 grant program was created to recognize local arts groups that are most effective in reaching kids. For this portion of the program, Bravo joined with the National Assembly of Local Arts Agencies, American Library Association, The Boys/Girls Clubs of America and the National Foundation for Advancement in the Arts. From more than 365 entries received, Bravo selected four \$2,500 grant winners. The grant program will continue this year.

MediaOne, Atlanta, GAC-SPAN—MediaOne organized a series of system activities to help students understand local, state and national government procedures. Throughout one week, MediaOne and Hapeville Elementary School coordinated a C-SPAN sponsored essay contest and discussions about how members of Congress respond to issues, mock student elections and classroom presentations by a Georgia state senator and representative.

Continental Cablevision—The TV Tool Kit is a package of instructional and entertaining guides and videos that children, parents and teachers can use to view television with a more discerning eye. The TV Tool Kit has been distributed to over 3,000 schools, libraries, and community organizations throughout the country with the help of such organizations as the PTA, the 4-H Club, the YMCA and Cable in the Classroom.

Cox Communications, Warwick, RI/WROB—Maryann Artesani, a fourth grade teacher at E.G. Robertson Elementary School, started a student-produced news show in her classroom back in 1990. Since

then, her 10-year-old students have had the opportunity to interview Secretary of Education Richard Riley, three Rhode Island governors, the Rhode Island Commissioner of Education, several children's book authors and local celebrities, all thanks to financial and in-kind support resources and equipment supplied by Cox Communications.

Tele-Communications, Inc., Houston, TX—When Texas initiated a campaign to publicize the alarming lack of immunizations among children, TCI responded by significantly expanding its annual Health Fair. TCI arranged to have a cross-section of health care agencies, public service organizations and entertainers at various locations throughout Houston to present free health care screenings and preventive information. The fair was an opportunity for children to have their shot records updated, and it also provided pre-school and infant immunizations. Cholesterol, blood pressure and dental screenings were also offered, along with information on other medical conditions. TCI's fair provided more than five times as many fee immunizations as other Houston area health fairs.

Comcast Cable, Mercer County, NJ—MercerNet is an interactive wide-area fiber-optic network being developed by Comcast Cable and an educational consortium. The network will link all Mercer County public school districts, the local community college and a local science center with one another and with each of the county's public libraries, community and state colleges and special service centers. Fourteen interactive video classrooms with multi-data channels will be connected to MercerNet, supported by a \$700,000 grant from the National Telecommunications and Information Administration. The network will provide: interactive TV for distance learning and community programs; high speed cable access to the Internet; and high speed data connectivity via cable, interfaced with multimedia video libraries in and out of the county. The project will serve as a model for cost-effective delivery of educational and other community services.

Media General Cable, Fairfax, VA—Students at Stenwood Elementary and Rocky Run Middle Schools in Fairfax County, VA can type or talk via the Internet to students and professionals from around the world, while watching them on live, two-way video. Launched in 1993 by the National Science Foundation, Global Schoolhouse has expanded from four pilot schools (three in the U.S.) to over 20 schools in the U.S. and overseas. Media General supplied participating schools with a connection to the Internet, while other corporations provided computer equipment. Students at Stenwood were able to teleconference with NASA in Houston, talking face-to-face with staff about propulsion systems for an imaginary space station they were designing. Their project culminated with an overnight, 12-hour "space mission" when sixth graders decorated the gym to resemble a space station, ate meals they custom-designed for space travel, and conducted experiments on-line, sharing their experiences with other children around the world.

Falcon Cable TV, Los Angeles/MTV Networks/VH1/Comedy Central—With substance abuse among young people on the rise, Falcon partnered with MTV Networks, VH1 and Comedy Central on a prevention-minded project. The campaign was designed to reach teens and parents through a T-shirt design contest, plus a resource sheet that suggests ways parents can communicate with their kids about drugs. Falcon enlisted 42 participating systems and received widespread promotion and local recognition from leading public officials.

Adelphia Cable, West Seneca, NY/The Family Channel—Partnered with the NAACP, Adelphia Cable of West Seneca organized a screening of The Family Channel's original production of *Tad* for students of Holland Middle School during Black History Month. *Tad* depicts the story of life in the White House during the Civil War, as seen through the eyes of Abraham Lincoln's young son. During the week prior to the screening, Holland Middle School teachers organized a comprehensive, interdisciplinary education plan that linked the students' classes and contemporary education with those of the era of the Civil War and the *Tad* film. Art students produced calligraphic works of Lincoln's speeches, and music students researched Civil War music, which was played while guests were being seated for the screening. To enhance the learning experience, Daniel Acker, president of the Buffalo chapter of NAACP, led a discussion with students after the screening.

Time Warner Cable, Houston, TX—*Be An Angel Fund* is a local charity that provides recreation and communication devices to physically challenged children in the Houston area, and is headquartered in the T.H. Rogers School, the first school in the nation to mainstream deaf, gifted and multiply-handicapped children. Time Warner has been involved with the fund for 10 years, providing financial and in-kind support. Time Warner produced a *Be An Angel* video, worked with former President George Bush on the dedication of a \$1.2 million hydrotherapy complex and raised a record \$36,000 for the fund during an annual charity golf tournament.

REMARKS BY WILLIAM A. OLIVER, CORPORATE & EXTERNAL AFFAIRS VICE PRESIDENT, BELLSOUTH TELECOMMUNICATIONS; PANEL DISCUSSION—HOUSE EDUCATION CAUCUS

Let me thank you for inviting me to be a part of this panel discussion today that the new House Education Caucus is sponsoring. The formation of this caucus is long overdue, and I commend those of you who will be a part of it for your willingness to make a place in your busy schedules to participate in such a group. It will surely be time well spent, however, as there are few areas of daily life that will have as big an impact on the long-term future economic health—and general societal well being—of our country as the type and quality of education our coming generations of children and young adults will receive.

Certainly, as a company, BellSouth feels that way—we are very involved in many, many community activities, but none are more important than our support of efforts to improve educational systems throughout the areas in the southeast where we are the local phone company. Our motives are not entirely benevolent; it's a matter of survival. We are absolutely dependent on an educated populace as prospective employees, to develop the new technology that will allow us to grow and expand, and as consumers to buy and use all of this new technology.

We are not, of course, alone with regard to the work force issue. American business in general is caught in a painful paradox today. Frequently, when openings are announced, applicants line up by the hundreds. Yet, managers say they can't find people to fill jobs.

What employers need is people with the right skills—men and women with the ability to read with understanding; the ability to communicate clearly with other people, both by the spoken and the written word; the ability to think through a problem or situation; the ability to calculate with at least a rudimentary understanding of algebra and geometry; the ability to analyze; and the ability to get along with other people and work productively in teams.

Even when the line of applicants stretches around the block, only a few may be able to handle such assignments. An information Age economy and its high-tech jobs are creating a new calculus of economic growth for nations and new job opportunities for individuals. And job today are far different than when a strong back and a willingness to sweat got you a job.

As a corporation, in one of the highest tech industries, we've been acutely aware of this for some time and our Chairman, John Clendinin, has been a national leader in school-to-work initiatives and similar efforts. The overall goal of improving education is so important to us, in fact, that over the past 5 years, we've provided almost a quarter of billion dollars in direct and indirect support to education. And, this is increasing on an annual basis.

This work force preparedness issue is a critical one for everyone, and I know that a lot of other participants here today will address it in their remarks—probably much better than I could ever hope to. I will therefore defer to them and limit my comments to two areas that I am more familiar with—they both concern the availability of new technology—telecommunication, cable, satellite, etc.—as tools for improving our education systems. BellSouth has found itself become more and more deeply involved with this issue as information services are increasingly becoming fundamental tools for student learning.

The first question that I would therefore like to address is, "Who should provide the national leadership and direction in deploying the wonderful new information age technology that is becoming available for education purposes?"

Fundamentally, both we, and our nation's schools, are in the communications business. Schools communicate and pass down through the generations—and throughout the population—the knowledge, values, ethical standards that a society needs to survive and prosper. BellSouth provides communications channels.

We're just the latest in the series of knowledge pipelines that educators have used to funnel knowledge—a series that started with face-to-face teaching and evolved into using books, films, closed-circuit TV, and now—distance learning. We are, however, a big part of the largest, most widespread, and most far-reaching knowledge pipeline that the world has ever seen.

The challenge to both us, and to educators, is to determine how to use this pipeline most effectively. We've always known that the technology in our networks represented a potentially enormous asset for the education community. In years past, we've been trying to force feed this message to them from the outside.

The problem is that we're not educators. It would be a whole lot better if, instead of us telling educators what to do with our technology, they would tell us what should be done. The use of this valuable new tool should be directed from within the education community, not from the outside. Just as we should be providing them information on what kind of worker skills we need as school-to-work programs are developed, they should be guiding us on the use of technology in the classroom.

This requires, of course, that educators have a good understanding of the technology involved and its capabilities. This expertise is developing, but unfortunately it is not yet as widespread as it needs to be. We need to reach that critical mass of knowledgeable educators who will provide the leadership in deploying current and future telecommunications technology for your use. We are committed to working with them to reach that point.

That's one area where we—BellSouth and others in our industry—can take the lead in hastening the dawn of the Information Age throughout the nation's educational infrastructure. I think this is going to happen in the relatively near future. I believe we're developing an industry-educator dialog on this. Frankly, I wish all our concerns were as simple as this.

The other question involving telecommunications and education that I want to address in these brief opening comments is a lot tougher—and I feel that it is one that only Congress can finally resolve in the country's overall best interests.

As you well know, not only is telecommunications technology changing, our whole industry is changing. This is going to make the next few years a time of great opportunity . . . and some risk in so far as the future availability and affordability of the wonderful new knowledge pipelines I mentioned previously.

The rules that U.S. telecommunications companies were playing by until very recently were written in 1934—over 60 years ago—before computers, before television, before satellites. In recent years, this technology, and the competition it fostered, had made the rules regulating our industry unworkable. Obviously, something had to be done, and you did it. Last February, Congress passed sweeping changes in telecommunications law, that I believe you thought once-and-for-all effectively unlocked the door to the "information age."

Its passage should potentially affect every American who turns on a television set, listens to radio, uses a telephone, or surfs in cyberspace. The industrial revolution profoundly changed America; this information revolution should have an equally profound change—Distance learning is a great example that will be of particular interest to this caucus; telemedicine is another example; electronic commerce is another application; teleconferencing; telecommuting; the list goes on and on.

Yet, these applications are just brief glimpses of the future in the information age. We are not talking about evolutionary change in one industry. We are talking about a revolution in society—something that will significantly affect the daily life of everyone. In the 21st century America will be a better educated, healthier, safer, more productive and more competitive country.

This is good news, and it is very good indeed. By and large, and in the long run, the changes in our industry are going to be good for the country. However, the real challenge will be to make sure that everyone shares in the benefits of this new information age. Telephone service must remain affordable to everyone—poor, handicapped, rural, urban, etc. We have to find ways to keep all of this wonderful new technology readily available and readily affordable for schools so that everyone can learn to use it and reap the educational benefits it makes possible. We cannot risk dividing society into information age "haves" and "have nots."

This is a critical issue for the education community in particular because the rates currently charged schools are generally very heavily subsidized. That's why maintaining the "universal service" philosophy that served our nation so well for so long as a foundation for telecommunications policy is so important.

We have to find a way to replace the old system of subsidies with a new system that will work in the competitive world—a system that will take a small amount from those who are profiting mightily from the more lucrative telecommunications market and use that money to make access to the information age available to everyone. Congress recognized this and made it clear in

their passage of the Telecommunications Act of 1996 that universal service was to be preserved no matter what else happened in the newly competitive telephone industry.

Universal service and subsidies are the big societal issues that regulators and legislators—and the telephone companies themselves—have left before them.

The legislation you passed in February said that universal service must be preserved—you were very clear about that, but you weren't exactly precise about how to do it. You left the details of implementing the legislation to those most familiar with our industry—the FCC, state regulators, and the many old and new competitors in the game.

Apparently, enacting good telecommunications law is turning out to be a lot easier than implementing it. Frankly, some of the discussions being heard about this are extraordinarily troubling. In the course of the FCC's ongoing proceedings, things are being said that would lead one to believe some either did not hear, did not understand, or did not want to understand what I feel Congress clearly intended to do in the legislation passed last February. Some of the actions that are being proposed would greatly endanger universal service.

I believe as an information services industry that we must all commit to the preservation of universal service and that government agencies must assure that we do. We have the most affordable, widely available communications system in the world now and we must all make sure that the new rules of the game do not change this.

I can assure you that BellSouth is committed to universal service. That's why we agreed to a Louisiana Public Service Commission order last March that makes us the service provider of last resort in the areas where we operate; it's why we have capped our basic residential service rates for five years so that consumers are protected during the period of change to competition in our industry; it's why we and the Public Service Commission have made our fastest data circuits available to schools and libraries at greatly reduced rates—we want to make sure no one gets left behind as telephone service providers have an economic incentive to focus on big, profitable customers.

In closing, I would urge members of this caucus to stay attuned to the debate on the universal service issue in the FCC's current proceedings to assure the rules developed will produce the kind of future for our industry that Congress envisioned last February. This is critical for the future of education, and I believe also for the overall well being of the national economy. Thank you again for having me here today and giving me an opportunity to share my thoughts with you.

THE POLITICS OF ORGANIZED LABOR

The SPEAKER pro tempore (Mr. HAYWORTH). Under the Speaker's announced policy of May 12, 1995, the gentleman from Pennsylvania [Mr. WELDON] is recognized for 60 minutes.

Mr. WELDON of Pennsylvania. Mr. Speaker, I appreciate your indulgence and the staff's indulgence. I will try not to take the entire 60 minutes, but I have something that I have to say to you and hopefully through you, Mr. Speaker, to the workers of this country. The workers of this country I want to speak to tonight, partly because this past Monday was Labor Day. As you know, the Congress was out of session. We were not here in Washington. But

there were a lot of speeches given, a lot of rhetoric was passed. And I think many of the Washington labor leaders laid the foundation for what they hope will be a very successful political campaign totally in concert with the Democratic Party, both from the standpoint of the presidency and congressional and senatorial races across the country.

I want to talk about that for a moment, Mr. Speaker and, through you, I want to talk to those rank and file union workers across the country who I think have been sold a bad bill of goods or, in fact, I would say have not even been sold the case. They have been had.

What do I mean by that, because that is a very serious charge? The basis of my outrage and my concern is that last spring when the AFL-CIO leadership met in Washington, they had a vote to require every AFL-CIO member in the country, whether they agreed or not, to put up a dollar of their dues over a period of 3 years that would raise a total of \$35 million. This \$35 million that is being taken from the paychecks of workers in the Teamsters, in the building trades, in all the major unions across this Nation, is not going to elect just labor-sensitive Members of Congress. It is going to support one political party and one political party only. To me, Mr. Speaker, that is an outrage.

Is it an outrage to me because I am a Republican or because I hate labor unions? I do not think it is the case, Mr. Speaker, because I am one of those labor-sensitive Republicans who during my 10 years in Congress been out front supporting many of the issues important to working men and women and in many cases the leaders of my local labor unions back in Pennsylvania. So I am not someone who has been against many of labor's top priorities. But what outrages me is what a few leaders in this city have been able to force upon the millions of rank and file workers across the country and it is to their workers, those workers that I want to speak tonight, because I do not think they really understand the facts.

We would think if labor was going to assess every member of its rank and file across the country and every local labor union, that in fact that money would go to defeat those Members of Congress who do not support the priorities of organized labor. That is not the case. Because in fact, Mr. Speaker, of the \$35 million that is being used to run ads, for instance, in the district of my neighbor, JON FOX in Montgomery County, even though JON FOX has supported many of labor's top priorities, that half a million dollars being used against JON FOX and being used against PHIL ENGLISH and against JACK QUINN and against a number of Republican Members across the country who have been supportive of labor's priorities is not being used against Democrats who have zero voting records on labor issues.

Now, one would wonder why the Federal Election Commission, Mr. Speak-

er, would not do an inquiry, if we have an organized group in this country forcibly assessing \$35 million from rank and file workers and yet only targeting that money against incumbent freshman Republicans and yet that is exactly what is happening. In fact, Mr. Speaker, my office has done a study and we have looked at the voting records as determined by the AFL-CIO, and we have found that no incumbent freshman Democrats, even those from right-to-work States, even those who have zero or 5 or 10 percent AFL-CIO voting records, are being targeted. None of them. All of the money that is being forcibly collected from organized labor is being used to only support Democrats and to defeat incumbent Republican Members of Congress.

Now, why would this happen? Would it be because the national leaders and the rank and file workers across America are so unhappy with the agenda of the past several years and all of the Republicans? I would think not, Mr. Speaker. Let me go through some items point by point.

First of all, Mr. Speaker, I can tell you that when Bill Clinton was first running for office and the Democrat Party controlled the Congress, both houses, I was the Republican who offered the compromise Family and Medical Leave Act that is now law. Do you know something, Mr. Speaker? That bill passed the House and the Senate a year before the final conference was brought before us for a final vote. Why was that done?

It was because the Democrat leadership was not concerned about rank and file workers who wanted family and medical leave. Rather, they waited an entire year because they wanted to have George Bush veto the bill in the middle of the Clinton-Bush election. Were they concerned about rank and file workers? No, they were concerned about scoring political points. Then maybe it is because the President has been so supportive of labor's agenda over the previous 3 years.

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Well, let us look at the President's agenda in line with the rank-and-file labor movement's agenda over the past several years. Organized labor, Mr. Speaker, in this country, the first 2 years of the Clinton administration, had two top priorities. Their two top priorities were defeating NAFTA, the North American Free Trade zone legislation, and passing the anti-strike-breaker legislation.

Now let us look at each of those pieces of legislation and see what this President did to help enact each of those.

The President was not with labor on NAFTA, Mr. Speaker. The President lobbied hard to pass it. He passed NAFTA in the House, largely with Democrat and Republican votes, he passed it in the Senate, and he signed it into law.

I have introduced legislation in this session, Mr. Speaker, that says that