

Our Nation, his wife Barbara, and his son Tom, can be immensely proud of the Admiral's long and distinguished career and his service to our country. I wish Admiral Hall and his family best wishes in his retirement.●

#### TRIBUTE TO JEROME R. VANMETER

● Mr. ROCKEFELLER. Mr. President, I want to pay tribute to a special West Virginian, Jerome R. "Coach" VanMeter. For more than 50 years, he was a high school football and basketball coach from Beckley. He is known throughout southern West Virginia as a man who not only has won many high school sporting events, but also as someone who has touched the lives of many young people. It is in this month of August that Mr. VanMeter celebrates his 96th birthday.

Mr. VanMeter received numerous awards during his long tenure as a coach. He was named Coach of the Year from 1948 until 1951 and was later selected to the West Virginia Sports Hall of Fame in 1963. Being one of the founders of the West Virginia High School Coaches Association is another one of Mr. VanMeter's crowning achievements. He was also proud to serve on many State selections committees responsible for choosing outstanding basketball and football players throughout the State.

Coach VanMeter has achieved much more than just personal awards. He has coached many of his teams to great success. His football teams won three state championships while his basketball teams won six. Four of those six State basketball championships were won consecutively, still a State record for the longest consecutive State basketball tournament wins.

Mr. VanMeter has not only contributed on the field and court, but has also been deeply involved in community endeavors. While living in Beckley, he served as president of the local Kiwanis Club later becoming lieutenant governor of the West Virginia District. In addition, Mr. VanMeter has also contributed some of his precious skills to the Raleigh County Education Association and the Heber Street Methodist Church as chairman of the board of trustees. Furthermore, he volunteered his time to serve on the junior and senior chamber of commerce for several years.

Jerome "Coach" VanMeter's numerous accomplishments merit notice and praise. His enthusiasm and concern for the many athletes he coached and his commitment to his community provide a model we should all strive to attain.●

#### THE MINNESOTA PARALYMPIANS

● Mr. WELLSTONE. Mr. President, I rise today to pay tribute to the Minnesota athletes who competed in the 1996 Paralympic Games in Atlanta. Over 3,500 athletes from more than 100 nations competed in the games, mak-

ing it one of the world's largest sporting events. Overall the United States won 157 medals, including 46 Gold Medals. I salute each and every one of America's athletes, but I would like to mention a few of the 10 Minnesotans who participated in these important games.

The U.S. Paralympic cycling team won 13 medals in the road and track races during this year's games. Christopher Pyrkosz of Livonia, MN, was among those receiving a team medal for his efforts on the U.S. team.

Susan Hagel of Minneapolis and Josie Johnson of Gary also took home Bronze Medals, as part of the U.S. Paralympic women's basketball team.

The U.S. Paralympic judo team surprised the crowds in Atlanta with their strong showing in this year's competition. Jim Mastro of Fridley earned a Bronze Medal for his individual efforts.

Mitch Siedenfeld of Minneapolis also took home a Bronze Medal for his performance of the U.S. Paralympic table tennis team.

The 1996 Paralympic Games in Atlanta demonstrated the independence and empowerment of individuals with disabilities. Dozens of records were broken at this year's games, and the competition received considerable media attention around the world. The strength and determination of the Paralympic athletes is amazing, and I am sure that my colleagues join me in celebrating the United States' excellent overall showing during this year's games.●

#### ELIOT H. BANK

● Mr. LEVIN. Mr. President, it is with great pleasure that I recognize and honor Eliot H. Bank for his selection to receive the Association of Reconditioner's [ACR] Morris Hershson Award of Merit.

Eliot H. Bank was born in Chicago, IL, on March 13, 1935, to Sam & Mollie Bank. The family moved to Detroit in 1937. Like me, Eliot still considers himself incredibly lucky to have grown up in Detroit. Through his parents he gained an appreciation for many of the finer things in Michigan, including Hank Greenberg and the Detroit Tigers, fishing in the many lakes with his father—and later his son, Coney Island hot dogs, the Detroit Lions, and Belle Isle. From his parents he also learned the importance of public service and political activism. He was active in the early years of Detroit's public television station channel 56, and remains very active in many charitable organizations. He also ran for local public office in 1972.

Eliot's career in the drum reconditioning business has been long and varied. For the past 15 years, he has been executive vice president of Columbus Steel Drum Co. which operates one of the largest reconditioning plants in the world, and one which many consider to be the standard of the industry.

A member of ACR since 1960, Eliot has held almost every post in the asso-

ciation, including 3 years as chairman, 20 years on the board of directors, 8 years on the executive board, and the chairmanship of nearly every committee. Eliot is proudest of two of his accomplishments during his ACR chairmanship: Establishing new generation and finishing the work of his predecessors in establishing the ACR code of operating practices. New generation was initiated when Eliot decided to improve ACR's educational efforts toward the younger generation working in the industry. He recognized that within this younger generation were the future industry leaders.

In 1981, Eliot established drum management programs at 35 major automotive plants in the Midwest. This program, which continues today, provides the proper disposal and recycling of empty industrial containers that contain residues of hazardous materials.

In 1991, Eliot was part of a team put together by the International Confederation of Drum Reconditioners [ICDR]. They attended the United Nations meeting in Geneva and were successful in implementing the rules and regulations governing reconditioned steel drums in chapter 9 of the U.N. Code. From 1993 to 1996, Eliot served as chairman of the ICDR.

He is very proud of his family—wife, Elizabeth, an art and antiques dealer; daughter, Cindy Bank, Federal relations officer in Washington, DC, for the University of Michigan; son, Michael Bank, general manager of Columbus Steel Drum Co. in Columbus, OH; daughter, Katherine Garland, a designer in Chicago; daughter, Amy Katz, head of human resources, Somerset Collection, in Troy, MI; daughter-in-law, Patty Bank; son-in-law, Larry Garland; four terrific grandchildren—Brock and Shelby Bank and Addie and Ellery Garland; his sister and brother-in-law, Iris and Arnold Kaufman; and soon to be son-in-law, Todd Franklin.

I know that my Senate colleagues will join me in congratulating Eliot H. Bank on being awarded the Morris Hershson Award of Merit.●

#### HIGHER TUITION, MORE GRADE INFLATION

● Mr. SIMON. Mr. President, recently, Lawrence Gladieux and Robert Reischauer had an op-ed piece in the Washington Post that is a thoughtful and careful analysis of what we ought to be doing in the field of education.

President Clinton deserves praise for being a genuine education President. He was a genuine education Governor, as Governor of Arkansas, also.

President Clinton's support of direct lending in the face of strong opposition from the banks and the guaranty agencies marks him as no flash-in-the-pan gladiator who gives up easily.

But the wisdom of having any kind of tax cuts at this point in our Nation's fiscal history is extremely doubtful.

If we want to put more money into education, as I do, we can do it much

more wisely and prudently than through the proposals that have been announced by the President, popular as they are.

I ask that the Gladieux and Reischauer item be printed in the RECORD.

The material follows:

[From the Washington Post]

HIGHER TUITION, MORE GRADE INFLATION  
(By Lawrence E. Gladieux and Robert D. Reischauer)

More than any president since Lyndon Johnson, Bill Clinton has linked his presidency to strengthening and broadening American education. He has argued persuasively that the nation needs to increase its investment in education to spur economic growth, expand opportunity and reduce growing income disparities. He has certainly earned the right to try to make education work for him as an issue in his reelection campaign, and that's clearly what he plans to do.

Unfortunately, one way the president has chosen to pursue his goals for education is by competing with the GOP on tax cuts. The centerpiece of his education agenda—tax breaks for families paying college tuition—would be bad tax policy and worse education policy. While tuition tax relief may be wildly popular with voters and leave Republicans speechless, it won't achieve the president's worthy objectives for education, won't help those most in need and will create more problems than it solves.

Under the president's plan, families could choose to deduct up to \$10,000 in tuition from their taxable income or take a tax credit (a direct offset against federal income tax) of \$1,500 for the first year of undergraduate education or training. The credit would be available for a second year if the student maintains a B average.

The vast majority of taxpayers who incur tuition expenses—joint filers with incomes up to \$100,000 and single filers up to \$70,000—would be eligible for these tax breaks. But before the nation invests the \$43 billion that the administration says this plan will cost over the next six years, the public should demand that policy makers answer these questions:

Will tuition tax credit and deductions boost postsecondary enrollment? Not significantly. Most of the benefits would go to families of students who would have attended college anyway. For them, it will be a windfall. That won't lift the country's net investment in education or widen opportunities for higher education. For families who don't have quite enough to send their child to college, the tax relief may come too late to make a difference. While those families could adjust their payroll withholding, most won't. Thus any relief would be realized in year-end tax refunds, long after families needed the money to pay the tuition.

Will they help moderate- and low-income students who have the most difficulty meeting tuition costs? A tax deduction would be of no use to those without taxable income. On the other hand, the proposed \$1,500 tax credit—because it would be "refundable"—would benefit even students and families that owe no taxes. But nearly 4 million low-income students would largely be excluded from the tax credit because they receive Pell Grants which, under the Clinton plan, would be subtracted from their tax-credit eligibility.

Will the plan lead to greater federal intrusion into higher education? The Internal Revenue Service would have to certify the amount of tuition students actually paid, the size of their Pell Grants and whether they maintained B averages. This could impose complex regulatory burdens on universities and further complicate the tax code.

It's no wonder the Treasury Department has long resisted proposals for tuition tax breaks.

Will the program encourage still higher tuition levels and more grade inflation? While the tuition spiral may be moderating slightly, college price increases have averaged more than twice the rate of inflation during the 1990s. With the vast majority of students receiving tax relief, colleges might have less incentive to hold down their tuition increases. Grades, which have been rising almost as rapidly as tuition, might get an extra boost too if professors hesitate to deny their students the B needed to renew the tax credit.

If more than \$40 billion in new resources really can be found to expand access to higher education, is this the best way to invest it? A far better alternative to tuition tax schemes is need-based student financial aid. The existing aid program, imperfect as they may be, are a much more effective way to equalize educational opportunity and increase enrollment rates. More than \$40 billion could go a long way toward restoring the purchasing power of Pell Grants and other proven programs, whose benefits inflation has eroded by as much as 50 percent during the past 15 years. Unlike tuition tax cuts, expanded need-based aid would not drag the IRS into the process of delivering educational benefits. Need-based aid also is less likely to increase inflationary pressure on college prices, because such aid goes to only a portion of the college-going population.

Economists have long argued that the tax code shouldn't be used if the same objective can be met through a direct-expenditure program. Tax incentives for college savings might make sense; parents seem to need more encouragement to put money away for their children's education. But tax relief for current tuition expenditures fails the test.

Maybe Clinton's tuition tax-relief plan, like the Republican across-the-board tax-cut proposals, can be chalked up to election-year pandering that will be forgotten after November. But oft-repeated campaign themes sometimes make it into the policy stream. That was the case in 1992, when candidate Clinton promised student-loan reform and community service that, as president, he turned into constructive initiatives. If re-elected, Clinton again may stick with his campaign mantra. This time, it's tuition tax breaks. This time, he shouldn't. ●

#### HAD IT NOT BEEN FOR THE VILLAGE . . .

● Mr. SIMON. Mr. President, we are hearing a great deal of talk about whether a family should save a child or whether a village should save a child. Obviously, we all should be doing what we can to save children.

The morning after the Democratic convention, I picked up the Chicago Tribune and read one person's moving story. Her name is Bunnie Reidel. I have never met her, but sometime I hope to have the honor of meeting her.

She tells a story that is important for all Americans to hear.

I ask that her story be printed in the CONGRESSIONAL RECORD.

The article follows:

HAD IT NOT BEEN FOR THE VILLAGE . . .

(By Bunnie Reidel)

These days the word "village" makes Republicans hiss and sneer and makes Democrats cheer wildly. Maybe it's because *village* has become the rallying cry for Republican-backed "parental rights" laws. Or maybe because the word is Afrocentric, as is the context from which "It takes a village to raise

a child" is lifted. I don't know. I am sure, however, that parental rights proposals send chills down my spine and if it hadn't been for that much-maligned village, I would not be who I am today. In fact, I'd most likely be dead.

My youth was a living hell at best. I have the distinction of having had not one, but two mothers who were total failures.

My first mother was my biological mother. She became an itinerant farm worker, alcoholic, and finally, murder victim. I was her 12th child and there were three more to follow me. She left the Ozarks of Missouri while she was pregnant with me, with my older sister at her side, stopping just long enough in Tulsa to have me and then move on to California. There she worked the fields, lived off the kindness of loser men and drank her once attractive self into complete ruin. When I was two, she became pregnant again and decided to give me (not my sister or the new baby) up for adoption to her two landlords. I didn't see my older sister, Debra, for another 20 years and I met the original 10 children (left behind in Missouri) 10 years after that.

My second mother, Naomi, thought of herself as being completely antithetical to the first and in many ways she was. She provided a home, clothes, great cooking and regular church attendance. I can count the number of times she hugged me on one hand and count even fewer times she told me she loved me. Our home looked fine from without but was a nightmare within. My father died when I was 8 and Naomi conveniently forgot his admonition that she was not to hit me. So hit me she did. With belts, coat hangers, kicks, hair and ear-pulling, Naomi was determined to beat the hell out of me.

But more than the beatings, I'll never forget the things she said: "You'll never amount to anything," "You're so stupid," "Sometimes I would like to kill you." These verbal tirades were almost worse than the physical beatings because they would last for hours. I'll never forget the time I had a girlfriend spending the night and my mother woke me up at 4 a.m. and railed on me until 7. My friend will never forget it either. Even now, after 25 years, my old friend mentions that episode every time we see each other.

For me, and for so many children like me, the village became our lifesaver. I would leave the house in the morning with swollen, red eyes (from crying myself to sleep the night before) and find haven for a few hours a day with adults who were actually kind, helpful and praised my accomplishments. School was my salvation. It was the teachers I encountered at public school who gave me a glimpse of what life could actually be like. In that glimpse, I saw a world beyond my mother's house, full of wonder and unafraid of inquiry. It was a world where discipline was administered with dignity and self-esteem was valued. Mrs. Nyberg, Mr. Woody, Mrs. Papadakis, Mr. Pessano, Mr. McDonald and Mrs. Edwards were people who broadened my horizons with ideas and information that were unattainable at home. They were people who gave me something to hold onto throughout those dark, ugly days and none of them knew that.

In my neighborhood, there were other examples of caring adults. My Girl Scout leader thought I had a keen, interesting mind and she told me so. The German woman down the street (with the six kids) taught me how to do the twist and offered me graham crackers and hot chocolate. My friend's aunt spent hours with me as I entered my teen years, talking to me like I was really a human being.

I used every excuse I could to go out into the village. I was active in after-school activities and clubs. I began working at 13. I