

WOUND, OSTOMY AND CONTINENCE NURSES SOCIETY

• Mr. GORTON. Mr. President, I am pleased to welcome the Wound, Ostomy and Continence Nurses Society [WOCN] to Seattle, WA, June 15-19, for their 28th annual conference. The theme of the conference, "The Future Is Ours To Create," will focus on future opportunities and challenges relating to the changing and expanding role of enterostomal therapists [ET] nurses and other nurses specializing in wound, ostomy, and continence care.

Founded in 1968, the WOCN is the only national organization for nurses who specialize in the prevention of pressure ulcers and the management and rehabilitation of persons with ostomies, wounds, and incontinence. WOCN, an association of ET nurses, is a professional nursing society which supports its members by promoting educational, clinical, and research opportunities, to advance the practice and guide the delivery of expert health care to individuals with wounds, ostomies, and incontinence.

In this age of changing health care services and skyrocketing costs, the WOCN nurse plays an integral role in providing cost-effective care for their patients. This year's Seattle conference will provide a unique opportunity for WOCN participants to learn about the most current issues and trends related to their practice. I am honored that WOCN has chosen Seattle to host its conference and wish them every success. •

SEA-LAND CELEBRATES 30 YEARS OF SERVICE IN CHARLESTON

• Mr. HOLLINGS. Mr. President, I would like to pay tribute to the contribution of Sea-Land Services to the city of Charleston over the past 30 years. Not only my hometown, but the entire State of South Carolina has benefited from the services of this company.

Sea Land's founder, Malcolm McLean, is the father of modern containerization. It was his idea to use standardized boxes for shipping goods internationally by sea. By limiting the handling of a container's contents, this technique afforded rapid, safe, and inexpensive transportation of goods all over the world, thus having a profound impact on world trade and economic development. It is a simple concept, containerization of goods to be handled only at their origin and their destination, but it is one of the more important innovations in recent history.

Since its arrival in 1966, Sea-Land has enjoyed a prosperous relationship with the city of Charleston. It has expanded to meet the growing trade needs of South Carolinians, and now moves cargo to and from more than 35 countries. In 1966, Sea-Land's container ship, *Gateway City*, first sailed into Charleston harbor; 30 years later, Charleston's container cargo has grown

from 80,000 tons to over 8.2 million tons, with the value growing from \$512 million to more than \$20 billion.

Charleston's efficient inland links and close access to the open sea led other steamship companies to follow Sea-Land's lead and make the city their south Atlantic base of operations. The trading potential offered by these ocean carriers has opened markets around the world for U.S. products. Cargo ships provide many opportunities for economic development in the regions they serve.

Due to the relatively transparent movement of goods these days, few people realize that 95 percent of our international trade moves by ship. This is a tribute to the success of containerization and the transportation industry. The effects of Sea-Land's contribution to the shipping industry go beyond Charleston to the entire State and the Southeast. Manufacturers in 26 States use the extensive shipping services in Charleston. The trade relationships that Sea-Land makes possible bring countries together across the world.

The State of South Carolina has enjoyed tremendous economic growth recently, attracting interest and investments from all over the globe. Without the capital commitments of our ports and ocean carriers like Sea-Land, this would not be possible. We appreciate the continued commitment Sea-Land has made to our area and look forward to another 30 prosperous years. •

CONGRATULATIONS TO DR. MAHMOUD FAHMY

• Mr. ABRAHAM. Mr. President, I rise today to offer my warm congratulations to Dr. Mahmoud H. Fahmy of Dallas, PA who will be honored by his colleagues, friends, and family at a testimonial dinner this evening. Dr. Fahmy has recently retired from Wilkes University in Wilkes-Barre, PA where he spent 30 years of his professional life. Although formally retired from Wilkes University, Dr. Fahmy is currently the President of his own business, serves as chairman of the Luzerne County Community College Board of Trustees, and is a member of countless community service organizations.

I have had the pleasure of personally knowing Dr. Fahmy and appreciating his dedication, not only to domestic educational endeavors, but to international projects as well. Dr. Fahmy's exemplary duty and service to the community at large has earned him the great respect of his colleagues, friends, and family. I would like to join them in commending him for his dedication to his community and to his profession. Dedicating one's career to education is something very special and should be recognized by all of us who enjoy the fruits of this great country.

The State of Pennsylvania is very lucky to have Dr. Fahmy amongst its citizens, and should be very proud of

his accomplishments. I would like to conclude by extending to him my best wishes for a happy retirement and much success in his future endeavors. •

COMMEMORATION OF THE ARMENIAN VICTIMS

• Mr. FEINGOLD. Mr. President, I join my colleagues again this year in remembering today the 1.5 million Armenians who died in 1915 in the hands of the Ottoman Empire. These Armenians were victims of a policy explicitly intended to isolate, exile, and even extinguish the Armenian population. As we look at world events today—in Bosnia, Rwanda, and elsewhere—we must remember the events of 1915, with the hope that with history as a guide, humanity will not engage in such brutality again.

We will also learn from history that America served as a haven for those Armenians fleeing persecution. At the time of the atrocities, America spoke out in defense of a defenseless people, and provided massive amounts of humanitarian assistance to the Armenian people. Today, America still leads the world in championing human rights, and our shores offer refuge to those fleeing persecution throughout the world. On days like today, we must remember what we stand for, and ensure that the U.S. continues to be a beacon of strength and hope for the heroes that stand up and survive such atrocities.

I compliment President Clinton on his commitment to the Armenian cause, and I am proud to join him and my colleagues today in commemorating this important occasion. •

Mr. BIDEN. Mr. President, the city of Washington, DC, is blessed this week with the presence of some of the most dedicated people in America—its teachers. Each state's Teacher of the Year is visiting Washington to be honored for their top notch work in educating our children.

As a husband of a teacher, I know how some people view the teaching profession. I have heard all of the jokes. And, I have read the articles—including some recent ones—deriding the Nation's teaching force and claiming that teachers are the root of our educational problems.

Well, Mr. President, the Teachers of the Year that are here this week should dispel those myths. These teachers are simply among the best and the brightest our Nation has to offer.

For most of us, there was at least one teacher along the way who touched us, who motivated us, who inspired us. A teacher who was more than just a body at the blackboard. For students in the Indian River School District in my State of Delaware, one of those teachers is Darryl Hudson. He is Delaware's Teacher of the Year, and I want to congratulate him and take just few minutes to honor him.

Mr. Hudson—named the top teacher among over 6,000 public school teachers

in Delaware—teaches seventh grade science at Sussex Central Middle School in Millsboro, DE. And, although I have never experienced his teaching first hand, I think the biggest testament about what he does in the classroom comes from what his fellow teachers say about him. They talk admiringly of the energy he brings to school each day, of his dedication to educating all children, and of the uplifting inspiration he provides to staff, parents, and most importantly, the students.

But, as is the case with many teachers, Mr. Hudson's involvement in and dedication to education go beyond the classroom. He is a cooperative teacher for Salisbury State University students, a member of the New Directions Educator Corps, and a Mentor for a Wilmington College student.

I should also note that we in Delaware are proud that Mr. Hudson is a product of our own higher education system. In fact, he and I are both Fightin' Blue Hens. For my colleagues who do not know, that means we are both graduates of the University of Delaware. He received his masters degree from Wilmington College. And, at the same time he is teaching seventh graders—a daunting task in and of itself, in my view—he continues to pursue his own education at Salisbury State University just across the Delaware border in Maryland.

Mr. President, a moment ago, I mentioned the way in which a teacher has inspired almost every one of us. And, to give you a perfect illustration of the power of a teacher to mold a mind and build a citizen, Mr. Hudson—a teacher—was himself inspired by a teacher. He says that his sixth grade teacher had more influence on him than anyone else outside his immediate family. And, now, he is having that same influence on countless others.

Again, I want to congratulate Darryl Hudson on his selection as Delaware Teacher of the Year.

PREPARING STUDENTS FOR THE COMING CENTURY

• Mr. SIMON. Mr. President, every study that is made suggests that the United States has to do a better job in the field of education.

No one disputes it.

And yet at the congressional level and candidly also at the State level we are going along blissfully ignoring this reality, mouthing pious statements about education, but not really doing much.

One of many economists who has been telling us that we have to do better in the field of education is Lester Thurow of the Massachusetts Institute of Technology and probably the most widely read economist in the country.

He is also one of the most thoughtful.

Recently in the Washington Post he had an article titled "Preparing Students for the Coming Century," which I asked to be printed in the RECORD after my remarks.

I am sure some of my colleagues read it, but since it was in the Education Section of the Sunday edition of the Washington Post, some of you may not have read it.

It is worth reading for Senators, for House Members, for staffers, and for anyone who may pick up a CONGRESSIONAL RECORD and go through it. The article follows:

[From the Washington Post, Apr. 7, 1996]

PREPARING STUDENTS FOR THE COMING CENTURY

(By Lester C. Thurow)

Consider an alphabetical list of the 12 largest companies in America at the turn of the 20th century: the American Cotton Oil Company, American Steel, American Sugar Refining Company, Continental Tobacco, Federal Steel, General Electric, National Lead, Pacific Mail, People's Gas, Tennessee Coal and Iron, U.S. Leather and U.S. Rubber. Ten of the 12 were natural resource companies. The economy then was a natural resource economy, and wherever the most highly needed resources were to be found, employment opportunities would follow.

In contrast consider the list made 90 years later by the Japanese Ministry of International Trade and Industry, enumerating what it projected to be the most rapidly growing industries of the 1990s: microelectronics, biotech, the new material-science industries, telecommunications, civilian aircraft manufacturing, machine tools and robots, and computers (hardware and software). All are brainpower industries that could be located anywhere on the face of the earth. Where they will take root and flourish depends upon who organizes the brainpower to capture them. And who organizes the power most efficiently will depend on who educates toward that objective best.

But back to the industries for the moment: Think of the video camera and recorder (invented by Americans), the fax (invented by Americans), and the CD player (invented by the Dutch). When it comes to sales, employment and profits, all have become Japanese products despite the fact that the Japanese did not invent any of them. Product invention, if one is also not the world's low-cost producer, gives a country very little economic advantage. Being the low-cost producer is partly a matter of wages, but to a much greater extent it is a matter of having the skills necessary to put new things together.

Wages don't depend on an individual's skill and productivity alone. To a great extent they reflect team skills and team productivities. The value of any single person's knowledge depends upon the smartness with which that knowledge is used in the overall economic system—the abilities of buyers and suppliers to absorb that individual's skills.

In an era of brainpower industries, however, the picture is even more complicated: The economy is a dynamic economy always in transition—the companies that do best are those able to move from product to product within technological families so quickly that they can always keep one generation ahead. Keeping one jump ahead in software, for instance, Bill Gates's Microsoft had a net income running at 24 percent of sales in 1995.

If a country wants to stay at the leading edge of technology and continue to generate high wages and profits, it must be a participant in the evolutionary progress of brainpower industries so that it is in a position to take advantage of the technical and economic revolutions that occasionally arise. Knowledge has become the only source of

long-run sustainable competitive advantage. Recent studies show that rates of return for industries that invest in knowledge and skill are more than twice those of industries that concentrate on plant and equipment. In the past, First World citizens with Third World skills could earn premium wages simply because they lived in the First World. They had more equipment, better technology and more skilled co-workers than those who lived in the Third World. But that premium is gone. Today's transportation and communications technologies have become so sophisticated that high-wage skilled workers in the First World can work together effectively with low-wage unskilled workers in the Third World. America's unskilled now get paid based on their own abilities and not on those of their better-trained co-workers.

Industrial components that require highly skilled manufacturers can be made in the First World and then shipped to the Third World to be assembled with "low skill" components. Research and design skills can be electronically brought in from the First World. Sales results can be quickly communicated to the Third World factory, and retailers know that the speed of delivery won't be significantly affected by where production occurs. Instant communications and rapid transportation allow markets to be served effectively from production points on the other side of the globe.

Multinational companies are central in this process: Where they develop and keep technological leadership will determine where most of the high-level jobs will be located. If these firms decide to locate their top-wage leadership skills in the United States, it will not be because they happen to be American firms but because America offers them the lowest cost of developing these skills. The decisions will be purely economic. If America is not competitive in this regard, the market will move on. The countries that offer companies the lowest costs of developing technological leadership will be the countries that invest the most in research and development, education and infrastructure (telecommunications systems, etc.).

If the person on a loading dock runs a computerized inventory-control system in which he logs delivered materials right into his hand-held computer and the computer instantly prints out a check that is given to the truck driver to be taken back to his firm (eliminating the need for large white-collar accounting offices that process purchases), the person on the loading dock ceases to be someone who just moves boxes. He or she has to have a very different skill set.

Factory operatives and laborers used to be high school graduates or even high school dropouts. Today 16 percent of them have some college education and 5 percent have graduated from college. Among precision production and craft workers, 32 percent have been to or graduated from college. Among new hires those percentages are much higher. In the last two decades, the linkage between math abilities and wages has tripled for men and doubled for women.

The skill sets required in the economy of the future will be radically different from those required in the past. And the people who acquire those skill sets may not be the unskilled workers who currently live in the first world. With the ability to make anything anywhere in the world and sell it anywhere else in the world, business firms can "cherry pick" the skilled or those easy (i.e., cheap) to teach wherever they live. American firms don't have to hire an American high school graduate if that graduate is not world-class. His or her educational defects are not their problem. Investing to give the necessary market skills to a well-educated Chinese high school graduate may well end