

them with an educational environment that is conducive for productive learning. Among their scholastic accomplishments, this past year Key Largo School scored above average on the Stanford Achievement Test in Reading and Math, scored an average of 3.9 on the Florida Writes Exam with 96 percent of the eighth grade students scoring three or above, and, since 1972, has received consecutive accreditation by the Southern Association of Colleges and Schools. In addition, the school has written and received many large and small grants including a Customer Focused School Grant, Retrofit Grant, Home School Connection Grant, and Learn and Serve Grant. The grants have helped to make the school a model technology school for the district and the State; initiate the research, development and implementation of a block scheduling program; develop a theme based alternative education program for at risk students from grade 4 through 8; and service more than 300 exceptional students ranging with disabilities from pre-school handicapped to severely emotionally disturbed to gifted. The support of the community, business partners, teachers, and parents has been instrumental to the successful learning behaviors of the students at Key Largo Elementary and Middle School.

I commend Key Largo Elementary and Middle School on receiving the distinguished 1996-97 Blue Ribbon School Award. I know that the students and faculty will continue to exceed beyond their scholastic abilities and continue to be a model for schools throughout the country.

IN MEMORY OF HENRIETTA LACKS

HON. ROBERT L. EHRlich, JR.

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 1997

Mr. EHRlich. Mr. Speaker, I rise today to pay tribute to Henrietta Lacks, a woman whose contributions to medical science and research have gone relatively unnoticed for the past 46 years. Ms. Lacks provided a crucial sample of cells that has furthered our knowledge of medical science and disease prevention, and for this contribution, we are all grateful.

Henrietta Lacks was born in 1920 in Clover, VA. At the age of 23 she moved to Turner's Station, near Baltimore, MD, joining her husband David. She had five children, four of whom—Deborah, David Jr., Lawrence, and Zakariyya—still survive. Ms. Lacks was known as pleasant and smiling, and always willing to lend a helping hand.

After the birth of her fifth child, Ms. Lacks was admitted to the hospital at Johns Hopkins University where she was found to have cervical cancer. Before her death, she donated a tumor biopsy section which became the first human cell line to survive outside the body. This cell line has proven instrumental to medical research.

Due to traditional patient confidentiality requirements, Ms. Lacks was not acknowledged as the donor of the cells. Instead, the donor remained anonymous, and the cell line was known only as the HeLa cells. Under the care of Dr. George O. Gey, the cells flourished due to his innovative methods of preserving them. Dr. Gey went on to cultivate more cells which

could be used for a variety of medical research. These cells proved instrumental in polio research, and they helped establish the fields of molecular biology and virology. Henrietta Lacks' cells are still used in research today, more than four decades after her death.

Henrietta Lacks' selfless contribution to the field of medicine has gone without acknowledgment for too long. Her cells made her immortal: through her death, countless others have been saved by the research that was made possible through her cell line. It is for this reason that I extend my deepest thanks to Henrietta Lacks and her family. I sincerely hope her name will also be immortalized as one of courage, hope, and strength, and that due recognition will be given to her role in medicine and science.

THE CELEBRATION OF THE 50TH ANNIVERSARY OF THE PILOT CLUB OF YORK, INC.

HON. WILLIAM F. GOODLING

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 1997

Mr. GOODLING. Mr. Speaker, I would like to congratulate the Pilot Club of York on their 50th anniversary. This international organization, comprised of executive, business, and professional leaders, has worked for many years to improve the quality of life in local communities.

I am proud to say that the York Chapter, chartered on May 2, 1947, has one of the largest memberships. Since 1947, it has truly upheld its motto of "Friendship and Service" through extraordinary service to the York community. The organization has received many local and national awards for their volunteer activities which include sponsoring highway rest stops during the holiday season, financial contributions to the York Hospital, the York County Historical Society, Access York, the Moul Home and the Atkins Halfway House, and the establishment of a scholarship program. Their financial support and commitment to education has enabled 35 young people to attend college and pursue their dreams in fields such as medicine, engineering, and teaching.

On behalf of the residents of the 19th Congressional District, I want to thank each member of the Pilot Club for their years of service toward improving our community and enabling so many individuals access to the American dream. I hope the next 50 years are as fruitful as the past 50.

STATEMENTS BY TOM DOUTHAT AND KEVIN BELANGER, MONTPELIER HIGH SCHOOL REGARDING INTERNATIONAL RELATIONS.

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 1997

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

Mr. DOUTHAT. I would like to thank you for coming to our school, Congressman Sanders, and we are going to be talking about some of the U.S. drug policies in South America.

Clinton proposed to spend \$16 billion this year on the War on Drugs. This figure is up from \$10 billion spent during the 1980s over the entire decade. 70 percent of the money spent on drugs is spent on actual prevention and keeping it out of the country, whether that be through South American programs or Border Patrol and 30 percent is spent on drug rehabilitation.

During the Bush Administration he proposed a five-year, \$2.2 billion program for Bolivia, Colombia, Ecuador and Peru, and in 1993 he granted \$716 million to the South American nations and Mexico as long as they committed themselves to reducing their product production and respect for human rights.

The U.S. also helped to train local police forces in these countries, to dispute drug trafficking and the destroying of cocoa. Also we sponsored their rates in any of these countries.

Although this policy has been in effect for a long time it really hasn't worked in curbing the influx of drugs into this country or the use of them once they are in here, and during this period of time spending has ballooned and the amount of drugs hasn't gone down. Basically, the only thing that this has affected now is there are 400,000 Americans in the jail on drug possession charges and trafficking charges.

Our question is do you think this policy could be used more effectively in the zero tolerance policy or do you think there is a better philosophy in and attacks at curbing drug production and use in the United States if you think that is a significant problem?

Mr. BELANGER. Well we basically got together and when we were talking, actually it was a little bit ago, we were thinking of proposals in which in order to cut the spending that the government could possibly use, so we thought of—we think it might be actually in the process the government is considering this, but we are thinking like what happens, instead of spending like the \$16 billion—billion I mean, fighting like the so-called War on Drugs and like cutting off the supply from the drugs coming up, maybe the government controlled as in they would—how would you say?

Mr. DOUTHAT. They would sell—the government would be sort of the handler of drugs, sort like methadone clinics but modified more than that, not quite suppliers but something near to that. And we think that is a good idea because really the only thing that our drug policy has affected in the last ten years, it is really gotten a lot of South American drug dealers and drug producers and drug traffickers in this country quite wealthy.

Mr. BELANGER. What we were thinking is if the government was basically like the pharmacist, like if you had any addiction whatsoever, you would go to them and like the government could actually make—I do not know if they would make money off this, so that is one aspect, but they also would lower the street value so that the drug dealers couldn't make a business.

Mr. DOUTHAT. It wouldn't be quite like methadone clinics and it wouldn't be completely medical. If they did also supply drugs to non-addicts it would virtually—for one thing, it would take away the AIDS threat from IV drug users and also it would make it—drugs have been in cultures for as long as humanity has existed, so I really do not think it is realistic to completely curb recreational drug use and it has been shown through prohibition of alcohol and marijuana and other drugs that it just doesn't work.

So I think that the government sponsoring it would make it clean, would make the drugs safer and it would make people who are occasional users, they wouldn't have to be criminals, they would be living much more normal lives.

Mr. BELANGER. Legalize drugs in the form where the government would be your supplier, so it is in a more controlled area, cleaner drugs.

Mr. DOUTHAT. And I think some drugs would have to be treated differently and I think cocaine and crack and heroine especially are the ones that are really addictive would have to be treated differently than the drugs like marijuana.

Mr. BELANGER. And maybe as a suggestion to you and the people you work with, treat like the U.K. and I think it is Denmark hashish bars, stuff like that and Holland has basically testers and like as examples like to see how things have gone over there, and if things have worked well.

EDUCATION STANDARDS

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 1997

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, June 4, 1997, into the CONGRESSIONAL RECORD.

NATIONAL EDUCATION STANDARDS

Contrary to the grim portrait often painted of American education, I believe we do a reasonably good job of educating our students and preparing them for work. But I also believe we can do better, and so I have had an interest in the debate now building in the country as to whether there should be national education standards for U.S. schoolchildren. Central to this debate is the desire to ensure that our children have the base of knowledge they need to lead productive lives in a competitive workplace.

NATURE OF STANDARDS

Education standards set out what students should be expected to know at certain grade levels. For example, standards for math might say that by the 4th grade students should know how to work with fractions and decimals and by the 8th grade they should know how to apply algebra and geometry to real-world situations.

Most industrialized nations have stringent national academic standards and tests for core academic subjects. The U.S. does not. The U.S. has created some voluntary national education standards, most notably in math. Some states have used them as guidance for setting their own standards. Some 46 states have developed or are in the process of developing challenging standards in the core academic areas. In Indiana, for example, Hoosier students in grades 3, 6, and 10 must take tests measuring their mastery of essential math and English skills. But the standards and testing vary considerably across the country.

CONTROVERSY

To be sure, national standards are a controversial topic. Supporters see them as a way of giving content to national education goals and holding students and teachers accountable. They believe national standards provide a benchmark against which state and local curricula may be judged. They stress that students in every state need to know the same math and English and develop strong reading and problem-solving

skills. They point out that U.S. students often score lower on achievement tests than students in other countries, and see standards as a way of encouraging equal opportunity and excellence in education.

Opponents think the national standards would do more harm than good. They think the likely result would not be better schools, but a shallow national curriculum and too large a federal presence in what has been an area of state and local control. They worry about what happens when students or schools fail to meet the standards, and think the states and localities can do a good job in determining what their students should know.

Most of the experts have endorsed the idea of national standards generally, pointing out that the new math standards have shown that standards can be done at the national level without federalizing the educational system. At the same time, the experts are cautious, saying that the standards should steer clear of too many specifics.

My view is that it would probably be useful to have more national standards of what students should be expected to know at given points along the educational path. Student advancement ought to be more or less the same thing in California or Indiana or Mississippi. It is difficult for me to see how we achieve both equity and excellence in education without high standards.

PROCESS

Yet I also realize that the prospect of national education standards makes a lot of people nervous, even if they are voluntary standards. That is why it is critically important that the standards be developed through a credible public process, one that relies heavily on consensus-building.

The standards should be national standards, not standards developed by the federal government. Developing credible national standards is going to take some time. The formulation of the standards should involve not just teachers and educators but members of the public. These standards should be reasonably precise and not too lengthy. They should cover both content and performance, and focus on what students should know so that they are well prepared for subsequent education and careers. They should be scrutinized in public forums and be widely distributed for comment. They will clearly have to be tested and revised as experience with them grows. The success or failure of national standards, quite simply, depends on how they are developed.

In addition, whatever is done, I think state and local officials should be free to adopt these standards as they please, as they set concrete, rigorous standards of what students must learn in basic areas such as math, science, and English. In addition, teachers and schools must remain free to use their own educational methods and their own judgment on how best to achieve the standards. That's the way it ought to be in a country as large and diverse as ours.

LINGERING QUESTIONS

Setting the standards does not by any means resolve all the tough questions, such as whether high standards alone will really increase achievement or whether high standards alone will really increase achievement or whether in the end states and communities will be committed to sanctions such as holding students back. One question that lingers in any discussion of national standards is how to measure whether the students are meeting the standards. Assessment is a very complex topic, posing questions of cost, equity, and political control. These questions have not all been worked out. But they should not deter us from proceeding with national standards, and I do think the debate

over what we expect from our schools is healthy.

CONCLUSION

It will certainly take some time before voluntary national standards are available in every subject area, and it will also take some time before the standards are broadly accepted by school officials, teachers, and parents. But we must push ahead. Such standards clearly have the potential to improve the quality and equity of American education. They can represent a vision of what can be accomplished and can challenge a community or state to create circumstances in every classroom to achieve those standards. They should not be a national curriculum, nor should they imply a standardized education. They should be a goal that permits local administrators and teachers to find ways to achieve the standards. Excellence in education and equal opportunity will not be achieved without high standards.

TRIBUTE TO ARTHUR SOHIKIAN

HON. JULIAN C. DIXON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 1997

Mr. DIXON. Mr. Speaker, I rise today to extend my congratulations and best wishes to Arthur Sohikian, assistant director for government relations for the Los Angeles County Metropolitan Transportation Authority, as he prepares to leave his position to enter the private sector. Many of my colleagues in the House and Senate have had the opportunity to work with Arthur, and know of his intelligence, commitment, and effectiveness.

Arthur has contributed over 10 years of public service to the citizens of Los Angeles County. After working for California Assembly Speaker pro tempore Mike Roos from 1987 through 1991 in both Los Angeles and Sacramento, he began his career in transportation policy with the Southern California Rapid Transit District in Los Angeles. Since 1993, he has been the primary Los Angeles County MTA contact with the administration and Congress, developing legislative strategies and overseeing one of the most ambitious transportation policy and funding programs in the country.

It has been a pleasure to work with Arthur over the past 4 years as he has used his talent, energy, and persistence in advocating for the LACMTA and the residents of Los Angeles County. His knowledge of transportation policy, the political intricacies of transportation decisionmaking, and his commitment in pursuing short-term and long-range legislative objectives in Washington have served the MTA very well. Even in the most difficult circumstances, he has sought to keep Washington informed with an attention to detail and candor that is deeply appreciated. I have no doubt that the qualities that have served Arthur and the MTA so well, will lead to great success.

As he begins this next stage of his professional life, I want to extend my warmest wishes to Arthur, his wife Annee, and his daughter Audrey, as well as my congratulations on last week's birth of their son, Andrew Charles. In recognition of his service to Los Angeles County, I ask my colleagues to join me in commending him for his role in moving the region's transportation priorities forward and wishing him the best in his future endeavors.