

But U.S. military spending did not change accordingly. Outlays have fallen, but only from the 1985 peak caused by the Reagan defense buildup. Adjusted for inflation, expenditures today remain above those of 1980. President Clinton is spending more now than Richard Nixon did in 1975 and almost as much as Lyndon Johnson did in 1965. The U.S. spends more than three times as much as Moscow, and nearly twice as much as Britain, France, Germany, and Japan combined.

Although the world remains a dangerous place, it is not particularly dangerous for the U.S. observed Colin Powell when he was chairman of the Joint Chiefs of Staff. "I'm running out of demons . . . I'm down to Castro and Kim Il Sung."

The bulk of the Pentagon budget continues to fund Washington's Cold War alliances. For example, through the North Atlantic Treaty Organization (NATO), 100,000 U.S. soldiers stand guard lest phantom Soviet Divisions invade Europe. It's not as if the Western Europeans, with a combined population of 414 million GDP of \$7.4 trillion, couldn't defend themselves against Russia, with 149 million people and a \$1.1 trillion GDP. Britain, France, and Germany together spend 25% more on the military than Russia, which just announced a further cut in defense outlays. It is time for the Europeans to take over NATO. There is *certainly* no need to expand NATO into Central and Eastern Europe. The old Eastern Bloc needs access to Western markets, not Western soldiers. And America has no vital interest that warrants guaranteeing the borders of Poland, say, or Hungary.

The case for maintaining 100,000 soldiers in East Asia is equally dubious. South Korea has 20 times the GDP and twice the population of North Korea, U.S. citizens spend more than the South Koreans to defend South Korea.

No new threats loom on the horizon. Germany and Japan remain feared by some alleged friends, but neither is likely to declare war on one of its powerful neighbors—many of whom now possess nuclear weapons. China is growing but seems assertive rather than aggressive. Its military expansion has been measured. Brazil, India, and other nations may eventually evolve into regional military powers, but the U.S. has no quarrels with them and can adjust its policies over time if necessary. Outlaw states like Iraq and North Korea pose diminishing conventional threats that should be contained by their neighbors, not by America.

The final refuge of those who support big military budgets is "leadership." As Newt Gingrich puts it, "You do not need today's defense budget to defend the United States. You need today's defense budget to lead the world."

But do you, really? The U.S., after all, has the largest and most productive economy. It is the leading trading nation. Its constitutional system has proved to be one of the world's most durable. Its culture permeates the globe. Perhaps an outsized military isn't required for "leadership." Indeed, even significant budget cuts would still leave Washington with the world's biggest and best military.

No one wants America to be weak, which is why spending on training and technology should remain priorities. But we're ready for a radical restructuring—from, for instance, 1.5 million to 900,000 servicemen, 12 to six aircraft-carrier battle groups, and 20 to ten tactical Air Force wings. The military budget could be cut to some \$170 billion from today's nearly \$270 billion.

TRIBUTE TO ROBERT DOYLE

HON. ALLEN BOYD

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. BOYD. Mr. Speaker, I rise to celebrate the 28th birthday of Robert Doyle, a loyal member of my staff. As a lifelong, faithful Democrat, Bob has served the party with tireless dedication.

Bob's interest in politics began at a young age. His 3-year service as his high school's class president began a noteworthy career in politics. Bob has also worked on several political campaigns including Leader GEPHARDT's Presidential campaign and the Maryland gubernatorial election. In his most recent venture, Bob managed my own successful congressional campaign this past November. He has worked for the office of the majority leader in the Florida State House of Representatives, and as vice president of the Windsor Group, a political consulting firm in Tallahassee.

Bob and I quickly became friends during my time in the Florida Legislature and while working together on the campaign trail. He is like family to me and I am proud to rise today to wish him all the best on his 28th birthday.

STATEMENTS BY JULIE LUDLUM, EMMA STANLEY, JAMIN WHITEHEAD, AND RACHEL REPSTEAD, ENOSBURG HIGH SCHOOL, REGARDING SCHOOL CHOICE

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 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 Enosburg High School in Vermont, who were speaking at my recent town meeting on issues facing young people.

Ms. LUDLUM: Good afternoon, Congressman Sanders. It is generally acknowledged that an educated citizenry is a desired thing for the United States. It is needless to say that it is imperative in this age of globalization. Through it the skills, knowledge and value of our democratic capitalistic system are imparted to the next generation, thus enabling us to better compete globally. However, many American public schools are not adequately preparing their students. Too many graduates of American high schools are ill prepared to compete in the global marketplace. The question is how best to fix this?

Ms. STANLEY: There are many educational models, theories and philosophies to make public schools more effective. While educational theorists, politicians and practitioners are locked into a constant tug of war over the most effective practices to follow. Students needs and wants are not being met. Without a school choice most students are simply along for the ride. Those who wish to get a education which meets their needs and wants must wait until they graduate from high school. At that point they can, within the limits of their financial needs, attend the school of their choice. But why wait until then? why not extend school choice to all high school students or for that matter to all students?

Mr. WHITEHEAD: To an extent we in Vermont are afforded school choice. The current

practice of some communities of paying tuition for their students to attend middle and high schools elsewhere is defacto school choice. Unfortunately, that is only available for students who do not have a middle or high school in their own communities.

We know that for many of these communities it was originally a decision driven by economics. However, some of these communities have since grown, yet have chosen not to build their own middle and high schools. Why not? To do so would mean giving up school choice. So now the question is how could making school choice available to all students help public schools better accomplish their missions? What else would be needed to make it work?

Ms. REPSTEAD: Enosburg Junior and Senior High School benefits from this kind of school choice. Our high school is a small, rural middle and high school which serves 475 students from six nearby communities. Approximately one-fourth of the student body is in the middle school and the remainder of the student body is almost evenly split between resident and tuition students.

We recently conducted a random study on the question of school choice. We asked 64 students in grade 6 through 12 to rank how they felt about school choice and in what grade or grades that should be an option and what form it should take. The results were overwhelmingly in favor of school choice by a margin of 95 percent to 5 percent. When we exclude the middle grades from the survey the approval rate was even higher, 98 percent to two percent. The few students who did not favor school choice were from the community of Enosburg. The most obvious explanation is loyalty. Tuitioned students unanimously supported school choice. When considering responses concerning the grade level in which school choice would be an option we noted that most students felt it should be available beginning the year they were in.

Ms. LUDLUM: We feel that a voucher program is the only choice to makes school possible, affordable and effective. We should extend to all Vermont the option of school choice. Families can make the types of educational choices they need and want. It would force public schools to be more competitive as well as stimulate the development of magnet and charter schools. Each of the latter two makes it possible through a variety of educational models to be tested in the marketplace. They would essentially function as working models that public schools could emulate.

The people that are supporting it would have to say that the public schools would have to get better, individual public schools would have to get better because if they didn't nobody would attend the schools that weren't up to the higher standards. Some people say that if public money is going to private schools then the private schools would lose control and the government would be able to issue mandates on them.

In support of school choice people say the competition will make public schools improve because if they do not improve they wouldn't get any money from those students who attend, but in opposition, some people say that private schools receiving governmental funds would not be a good thing because the government might then issue mandates and then would lose what makes them private schools.

Mr. WHITEHEAD: A student who chooses not to go to Enosburg whether they are from Enosburg or not, if they are from a different town from Enosburg their town would pay for it and they would pay as much or roughly as much as they would pay for a public education to Enosburg.

TRIBUTE TO AMBASSADOR DICK
CARLSON

HON. HENRY BONILLA

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. BONILLA. Mr. Speaker, I rise today to pay tribute to Ambassador Dick Carlson, the former president of the Corporation for Public Broadcasting [CPB]. Ambassador Carlson's strong leadership and commitment guided the CPB during its most turbulent years.

Ambassador Carlson brought his broad experience as a journalist and former news anchor in Los Angeles and as a public servant under the Reagan and Bush administrations to the CPB. He served in the Reagan and Bush administrations as director of the Voice of America and was appointed as Ambassador to the Seychelle Islands by President Bush. The unique combination of diplomatic skills, knowledge of journalism, and broadcasting, and wideranging contacts proved to be a powerful attribute for successfully leading CPB for the last 5 years.

Ambassador Carlson leaves a legacy of commonsense reform at CPB at a time when Congress is moving to balance the budget. Under his leadership CPB moved in the direction of becoming a system of greater efficiency. He helped bring improved ideological balance to the CPB.

CPB should continue in the direction Ambassador Carlson has set out. Following in Ambassador Carlson's footsteps to bring modernization to the CPB as we encounter the 21st century will protect the future of public broadcasting. We salute him and thank him for a job well-done.

TRIBUTE TO IRMO ELEMENTARY
SCHOOL

HON. FLOYD SPENCE

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. SPENCE. Mr. Speaker, as the 1996-97 school year comes to a close, I would like to take this opportunity to bring to the attention of my colleagues the achievements of Irmo Elementary School, in Irmo, SC. This outstanding school was one of only two South Carolina elementary schools to receive the Carolina First Palmetto's Finest Award for 1996-97.

The students at Irmo Elementary School consistently score above the State average on standardized tests, and, each school year, since the 1988-89 school year, the school has received either the Education Incentive Award or an Honorable Mention from the South Carolina Department of Education. Irmo Elementary School is guided by its mission statement, which is: "The mission of our school, where excellence is tradition and learning has no boundaries, is to ensure that each child is motivated to achieve his or her full potential through diverse and challenging educational programs that demand superior achievement, provide a foundation for lifelong learning, and instill the desire to become a productive member of society."

Mr. Speaker, I would like to take this opportunity to commend the faculty, administration,

and students of Irmo Elementary School, as well as the parents of the students, a dedicated school board, and a strongly supportive community, on the environment of excellence that they have established. It is clear that the students at this fine school are being prepared to meet the challenges of the 21st century.

HONORING LAWRENCE WILLIAM
WALSH

HON. WILLIAM F. GOODLING

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. GOODLING. Mr. Speaker, I rise today to honor one of my constituents, Mr. Lawrence William Walsh, who will retire on July 3, 1997, after nearly 40 years of distinguished public service in the Federal Government.

Mr. Walsh began his career in 1958 with the Civil Aeronautics Administration and most recently served as manager of the Federal Aviation Administration's [FAA] Airports District Office in Harrisburg, where he directed the development of public airports in Pennsylvania and Delaware. He administered a total of 1,262 grants representing \$970 million in Federal funds for airports in Pennsylvania and Delaware.

Mr. Walsh has been recognized for his superior performance and has received many commendations during his tenure with the FAA. These awards include: the Airports Division Employee of the Year, Regional Administrators Human Relations Award, Aviation Council of Pennsylvania Achievement Award, and the Regional Administrator's STAR Award.

Mr. Speaker, I am pleased to have the opportunity to honor Mr. Walsh's long record of service and excellence. His dedication to his career and his country is most worthy of special recognition. On behalf of the residents of Pennsylvania's 19th Congressional District, I wish him the very best on his retirement.

TRIBUTE TO PAUL CRONIN

HON. MARTIN T. MEEHAN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. MEEHAN. Mr. Speaker, at just 12 years of age, Paul Cronin knew he wanted to serve the Commonwealth of Massachusetts. Through hard work and dedication, Paul was able to achieve his dream. He served his hometown, Andover, MA, first as a Selectman and then at age 24 as a State Representative, making him the youngest elected official in the State at the time. His career in public service culminated when he was elected to represent the Massachusetts Fifth District in the U.S. House of Representatives, the seat I now hold.

Paul Cronin passed away on April 5, 1997, at just 59 years old, after a lengthy battle with cancer. It was an especially sad day because just 4 months earlier another great man from the fifth district was taken from us, Paul Tsongas.

Like Tsongas, politics did not consume Cronin's life. Paul Cronin gave unselfishly of

himself to his community. He was particularly proud of his long association with the Lawrence Boys and Girls Club, which named its new girls' gym for his mother, Anna Marie Cronin, only after Paul declined the honor for himself.

His career and personal life were marked by optimism and achievement and he faced death as he faced life, with dignity, courage, and perseverance.

PORTER MAGNET SCHOOL DESIGNATED TITLE I DISTINGUISHED SCHOOL

HON. JAMES T. WALSH

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. WALSH. Mr. Speaker, I want to bring to my colleagues' attention today the significant accomplishment of the Porter Magnet School of Technology and Career Exploration in Syracuse, NY. Porter was recently designated by the Federal Government as a distinguished school.

This elementary school is 1 of 100 schools nationally and five statewide to be commended for the high performance of the students and the innovation of instruction. Porter is the only school in the Syracuse area to receive the commendation.

Many of the programs at Porter are innovative. They involve parents in creative ways, such as communication through audio and visual tapes in instances where literacy at home is a question. The faculty, led by Principal Octavia Wilcox, has worked hard to produce a learning environment which challenges the students. Using tax dollars wisely in pursuit of high standards in education is a top priority.

Every student at Porter takes music, and any student can take piano lessons during school time. They have a pottery wheel in the art class. They have sophisticated computers and their own news team which videotaped a recent visit I made.

But more importantly than the hardware, Porter prides itself in a philosophy. Every child can learn. Parents must be involved. Excellence is worth pursuing.

Principal Wilcox says the faculty tries to compete with other forces, negative forces, for students' time. The curriculum stresses the future and the students are taught to think about what comes next—the next level of education and then careers.

I am very proud to congratulate the Syracuse School District in general for its support of programs like the one at Porter School.

IF NATO IS EXPANDED, OUR ALLIES MUST PAY MORE OF THE COSTS

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 10, 1997

Mr. SANDERS. Mr. Speaker, I would like to make a few observations today about the European Security Act (H.R. 1758), which authorizes United States taxpayer dollars to prepare the Baltic States for NATO expansion.