

EXTENSIONS OF REMARKS

TOPLINE SUMMARY OF RESULTS: CLASSLINK SURVEY

HON. NEWT GINGRICH

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Mr. GINGRICH. Mr. Speaker, when Americans talk about uses of technology in the classroom, they usually are referring to computers and Internet access. A recent survey found that teachers believe one of the most useful new technologies is a simple cellular phone. I enter the results of this survey into the CONGRESSIONAL RECORD.

TOPLINE SUMMARY OF RESULTS: CLASSLINK SURVEY

BACKGROUND

Surveys were conducted by telephone with teachers, principals, and assistant principals in schools using ClassLink for at least six months. A total of 229 interviews were conducted with teachers; 14 with principals/assistant principals*.

*Due to this small base size, caution should be used in interpreting results of principals.

SUMMARY

Teachers and principals alike feel that ClassLink is very valuable to them. On a ten-point scale, 82% of teachers and 79% of principals rate ClassLink as an 8, 9 or 10.

Furthermore, 48% of teachers and 65% of principals gave it the highest rating of "10—extremely valuable."

In particular, ClassLink is considered to enhance communication between parents and teachers; to be a valuable tool in case of emergency; to enhance teacher-to-teacher communication and to save time.

Teachers estimate that ClassLink saves them 113 minutes a day. This would translate to 339 hours per year, an annual savings estimated to be worth \$8,814 per teacher.

RATING VALUE OF CLASSLINK PHONE

(In percent)

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
10—Extremely Valuable	48	65
9	16	7
8	18	7
Top Three Box	82	79
7	5	—
6	4	—
5	5	—
4	1	—
3	1	—
2	1	—
1—Not Valuable At All	1	7
Total	100	100

*Caution: Small Base Size

Question: "Considering the reasons you use the phone, how would you rate the value of ClassLink to you. Please use a scale from 1 to 10, where '1' means not valuable at all, and '10' means extremely valuable. Of course, you may choose any number between 1 and 10."

Source: Statistical Table 5

AGREEMENT RATING OF CLASSLINK PHONE

(In percent)

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Enhances communication between teachers and parents	99	100
Is a valuable tool in case of emergency	98	100
Saves time while at school	97	100

AGREEMENT RATING OF CLASSLINK PHONE—Continued

(In percent)

	Teachers	Principals
Enhances communication between teachers and other teachers	96	100
Makes information more accessible	93	100
Decreases the isolation of the classroom	91	100
Enhances communication between teachers and administrators	90	93
Makes me feel safer at school	87	93
Increases my ability to be an effective teacher	82	79
Improves the learning environment	76	93

*Caution: Small Base Size

Question: "Now, I would like to read you a list of statements and ask you to give your opinions based on your experience with ClassLink. Please evaluate ClassLink by telling me whether you agree or disagree with each statement. The (first/next) statement is . Would you strongly agree, agree, disagree, or strongly disagree?"

Source: Statistical Table 18

ESTIMATED SAVINGS IN TIME AND DOLLARS

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Average time saved per day	113 minutes	286 minutes
Estimated yearly time savings	339 hours	**
Average annual salary	\$37,436.00 ¹	**
Estimated hourly cost	\$26.00 ²	**
Estimated value of time saved annually	\$8,814.00	**

¹National Center for Education Statistics (NCES), Condition of Education Report, 1995, Indicator 55.

²Assumes a 40-hour week, 9 months per year.

*Caution: Small Size.

**Data for principals is not annualized and projected, due to the small base size.

Source: Hand Tabulated.

CLASSLINK USAGE

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Daily average of calls made using ClassLink	5.07	11.42
Daily average of calls received using ClassLink	3.86	9.16

*Caution: Small Base Size

TRIBUTE TO THE EXPLORAVISION AWARDS PROGRAM

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Mr. BROWN of California. Mr. Speaker, I rise today to bring the ExploraVision awards program to the attention of my colleagues. This program, sponsored by Toshiba and administered by the National Science Teachers Association [NSTA], is the largest K–12 student science competition in the world. Working in teams of 3 or 4 with a teacher-adviser, students use their imaginations to envision a form of technology 20 years from now, and compete by sharing their vision through written descriptions and story boards.

On June 20 to 21, more than 40 students will come to our Nation's Capital to receive top honors in the 1997 ExploraVision awards and they will exhibit their winning prototypes of future technologies at the special Science Showcase to be held on Capitol Hill.

I have supported this competition since its launch in 1992. As a longstanding member of the House Science Committee, science education has always been one of the top priorities

in my legislative activities. The ExploraVision awards program is one great example of a successful business-education partnership that encourages students to pursue careers in science.

I am pleased to see the role this competition takes in developing students' science skills to meet the challenges of the future. I applaud the efforts NSTA and Toshiba put into making the competition meaningful and beneficial to the students.

Mr. Speaker, I ask my colleagues to join me in recognizing this outstanding program and the high quality of scientific work produced by the student winners. Congratulations and best wishes to all for a special Science Showcase and successful awards weekend events.

TRIBUTE TO SPECIAL STUDENTS FROM WILLIAMSBURG BROOKLYN OF NEW YORK'S 12TH CONGRESSIONAL DISTRICT

HON. NYDIA M. VELÁZQUEZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Ms. VELÁZQUEZ. Mr. Speaker, It is with great honor that I congratulate some very special students from the 12th Congressional District of New York. I am certain that this day marks the culmination of much hard work and many valiant efforts for these students whose work and efforts have had and will continue to lead them to success. Many have overcome the obstacles of overcrowded and dilapidated classrooms, antiquated and insufficient instructional material. While others have overcome the all too frequent distractions of random violence and pervasive drug activity. However, these students have proudly persevered despite the odds. Their success is a tribute not only to their own strength, but also to the supportive parents and teachers who have encouraged them to succeed.

These students have learned that education is priceless. They know that education will provide them with the tools and opportunities to be successful in any endeavor they pursue. In many respects, this is the most important lesson they will carry with them for the rest of their lives.

In closing, I would like to say that the best and brightest youths in America must be encouraged to stay on course so they can pave the way for a better future of this Nation. Mr. Speaker, I ask my colleagues in the U.S. House of Representatives to join me in congratulating the following academic achievers who have triumphed despite adversity.

Congratulations to: Victor De Jesus—P.S. 16, Anita Rendon, Edwin Hernandez—P.S. 18, Juan Guandique, Robert Gil, Jr., Michelle Detres, James Roman—I.S. 49, Yasmine Grossebacker, Milagros Sanchez—J.H.S. 50, Ivan Villar, Marisa Rodriguez—I.S. 71, Cristian Campoverde, Vanessa Colon—P.S. 84, Zeila Herrera, Evelyn Olivieri—P.S. 147, Eliezer de

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

Leon, Celina Garcia—P.S. 106, Antonio Romero, Amir Hairston—P.S. 250, Jasmine Sepulveda, Jorge Melendez—P.S. 257, Anthony Tejera, Wister Dorta—I.S. 318, Marlene Alvarado, Christina Pagan—P.S. 380, Juan Carmona, Claudia Gusman—E.D. Senior Acadamey, Amzad D. Hosein, Thomas R. Napolitano—Holy Trinity School, Jose Enrique Sequi, Jr., Jessica Martinez—St. Peter & Paul School, Brian Paris, Gladys Alvarado—All Saints R.C. School, Francine Hodgson, Cesarina Paula—Transfiguration School, Iris Trinidad, Amanda Zolon—St. Nicholas Elementary School.

FOREIGN RELATIONS AUTHORIZATION ACT, FISCAL YEARS 1998 AND 1999

SPEECH OF

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 11, 1997

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1757) to consolidate international affairs agencies, to authorize appropriations for the Department of State and related agencies for fiscal years 1998 and 1999, and for other purposes:

Mrs. MALONEY of New York. Mr. Chairman, I rise today in opposition to the Stearns amendment to H.R. 1757; the Foreign Relations Authorization Act.

This amendment urges the United Nations to act as a part-time body with a revolving headquarters. It is bad policy and it is a bad idea.

The United Nations has been instrumental in the promotion of peace and security, economic and social development and human rights around the world. It is not a part-time job.

I'm proud to represent the United Nations and the U.N. community on the upper east side of Manhattan. I am also proud that the United States has had such a tremendous impact on the United Nations. With the new Secretary General in place at the United Nations, we have an outstanding opportunity to continue the United States' influence at the United Nations.

Mr. Speaker, clearly there is room for meaningful reform within the United Nations. But I believe that the only way for the United States to play a major role in this reform effort is to first develop a real package to fulfill our financial obligation to the United Nations.

Currently, the United States owes \$1.3 billion in back dues. The prompt payment of the United States arrears owed to the United Nations must remain our priority. I recently learned that failure to pay our dues has forced the United Nations to borrow from its peacekeeping budget to pay its operating expenses. This is outrageous and we must not allow it to continue.

The United Nations has already carried out many critical reforms. It has reduced the number of employees at its headquarters by more than 10 percent, and has maintained a no-growth operating budget for the last 2 years. That amounts to serious reform in a relatively short period of time. And I expect that these and other reforms will continue.

I was pleased to send a letter to the chairman of the Appropriations Committees asking that the United States fulfill its financial obligation to the United Nations. I have also cosponsored a bill to authorize appropriations for the payment of past arrearage and assessed contributions for peacekeeping operations in the future.

I am proud to call the U.N. community my constituents, and I will continue to support any measures aimed at ensuring full U.S. payment of its dues and arrears to the United Nations.

THE STUDENT WINNERS OF THE 1997 EXPLORAVISION AWARDS

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Mr. BROWN of California. Mr. Speaker, for the recognition of their achievement, I am inserting into the RECORD the names of the student winners of the 1997 ExploraVision awards:

1997 FIRST PLACE FINALIST WINNERS

Sacred Heart Academy, Mt. Pleasant, MI; Grade Level: K-3; Project: *Kid Watch*; Students: Ashton Bowlby, Cristianna Caleca, Alisa Cwiek, Lawrence Gross; Community Adviser: Gail L. Caleca; Teacher Adviser: Marla A. Schneider.

Cross Street Elementary School, Williston Park, NY; Grade Level: 4-6; Project: *The Trash Tummy-Digesting Garbage for a Healthy Planet*; Students: Michele Guido, Robert Lupfer, Shannon Murphy, Jessica Napolitano; Teacher Adviser: Sidney W. Burgreen.

Central School of Science, Anchorage, AK; Grade Level: 7-9; Project: *ORACLE: Optical Revolution and Contact Lens Enhancement*; Students: Katie Cueva, Karoline Enzenberger, Christopher Cueva, Nick Shepherd; Community Adviser: Karl A. Augestad; Teacher Adviser: Gail D. Coray.

University Laboratory High School, Urbana, IL; Grade Level: 10-12; Project: *The Artificial Vision Restoration System (AVReS)—Eye of the Future*; Students: Ranjit Bhagwat, Asad Husain, Anand Sarwate; Teacher Adviser: David M. Stone.

1997 SECOND PLACE FINALIST WINNERS

Mandeville Elementary School, Mandeville, LA; Grade Level: K-3; Project: *Meal-O-Meter: The Future Food Reader*; Students: Michael Kelly, Wade Kreider, Kristen Murphy; Community Adviser: Ginny Kelly; Teacher Adviser: Laura K. Fischer.

Read-Turrentine Elementary School, Silsbee, TX; Grade Level: K-3; Project: *Microwave Lunch Kit*; Students: Jason Helton, Jordan Deaver, Shea Sapp; Community Adviser: Andy Haidusek; Teacher Adviser: Nelda Doyen.

Homes Elementary School, San Diego, CA; Grade Level: 4-6; Project: *Robo Buoy*; Students: Melissa Hopkins, Michael Hrenko, Valerie Jaffee, Rebecca Shadwick; Community Adviser: Steve L. Celle; Teacher Adviser: Diana L. Celle.

Clara Byrd Elementary School, Williamsburg, VA; Grade Level: 4-6; Project: *Mission Impossible*; Students: Meghan Antol, Claire Heidt, Kyle Ellis, Chris Wahl; Community Adviser: Jeffery J. Antol; Teacher Adviser: Jennifer E. Kim.

Vancouver Talmud Torah School, Vancouver, BC, Canada; Grade Level: 7-9; Project: *M&M's: Magnetic Medicines Buckyball Therapy in the 21st Century*; Stu-

dents: Isaac Elias, Carly Glanzberg, Robyn Massel, Barry Wohl; Community Adviser: Sanford M. Wohl; Teacher Adviser: Elazar Reshef.

John Burroughs School, St. Louis, MO; Grade Level: 7-9; Project: *RST-Rapid Salmonella Tester*; Students: Pafi Nemes, Alex Permutt, LeRoy J. Stromberg III, Everett Stuckey; Community Adviser: Dr. Scott S. Heinzl; Teacher Adviser: Mary E. Harris.

University of Detroit Jesuit High School, Detroit, MI; Grade Level: 10-12; Project: *Magnetorheological Fluids in Automotive Applications*; Students: James Kirt, Brett Lee, Bill Schlotter, Daniel Tremitiere; Teacher Adviser: Father James R. Kurtz, SJ.

Lowell High School, San Francisco, CA; Grade Level: 10-12; Project: *New Arms and Legs*; Students: Holly Deng, Wilson Mok, Eric Wong, Jimmy Yam; Teacher Adviser: Ray A. Hill.

A SALUTE TO THE 106TH RESCUE GROUP

HON. MICHAEL P. FORBES

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 19, 1997

Mr. FORBES. Mr. Speaker, I rise today to salute the 106th Rescue Group, the oldest flying unit in the Air National Guard. The group has an exceptional history which parallels the greatest U.S. military efforts of the 20th century, and its proud members have proven to be a source of outstanding service and dedication to their Long Island neighbors.

In the years immediately following World War I—when aviation first became a powerful force of warfare—Long Island aviators returned from Europe to organize the 102d Observation Squadron. In the following years, they flew observation missions for New York's 27th Division, and then were called to fight in the European and Pacific theaters during World War II, which they did with honor and determination. The valor that American aviators demonstrated in the war, along with the great technological advancements in warfare aviation that had been made since World War I, inspired the creation of the Air National Guard in 1946. Having fought so courageously over the war-torn cities of Germany and the aerial minefields of the Pacific, the 102d Squadron became part of the Air National Guard, and they were assigned to the 106th Bomb Wing in Brooklyn. The 106th became equipped with the era's finest aircraft as the Korean war exploded, and its members piloted the B-29 Superfortress—a great American innovation in the realm of bombers—as they aided in the effort to stave off North Korea.

Returning to Brooklyn after their service to the United States, the 106th Bomb Wing members turned in their bombers for the chance to fly medical airlift missions. Later, the 106th would fly heavy transport missions throughout the world for the Air Force, and then, as conflict arose in Southeast Asia, they were asked to fly regular missions in support of the American forces fighting in Vietnam. While flying refueling missions to support Air Force fighters in Europe in 1970, the 106th moved to its current location at the Suffolk County Airport in Westhampton Beach. Since 1975, the 106th has taken on search and rescue missions, where they have shown true human dedication, perseverance, and the will