

black law students by providing scholarships and job opportunities.

Capitol Hill has also witnessed the spirit and dedication of the organization. Just last fall, during the Congressional Black Caucus' Legislative Weekend, NBLSA's national chair spoke on a panel I sponsored entitled: "Literacy: The Cornerstone of African-American Achievement." Mr. Speaker, please join me in congratulating the National Black Law Students Association on their 29th annual convention.

REPUBLIC TIGERS AND THE RITZVILLE BRONCOS TRIUMPH ON THE BASKETBALL COURT

HON. GEORGE R. NETHERCUTT, JR.

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 18, 1997

Mr. NETHERCUTT. Today, I want to congratulate the boys basketball team of Republic High School in Ferry County, WA and the girls basketball team of Ritzville High School in Adams County. On Saturday, March 8, 1997, their many hours of practice paid off when they defeated strong teams and won the Washington State B Basketball Tournaments.

Neither team went into the tournament as the favorite. Indeed, the Republic Tigers almost didn't make the tournament at all. But under the leadership of dedicated coaches, these teams defied the odds and stunned the State, proving that to triumph, confidence, and teamwork are as important as athletic skill.

Under the leadership of Coach Rory Rickard, the Republic Tigers boys team came from behind in four games on their road to the final round. In the finals, they defeated the Reardan Indians 38-36. The new State champs had been the fourth seed in district 7.

Chuck Wilson serves as the Tigers' assistant coach. The boys State champions are Chad Dinkins, Dave Hanks, Jason Baldwin, Dan Hanks, Kenny Glidden, Sam Hadden, Mark Rickard, Dan Hargrave, Lonnie Grimm, Kris Kuchenmeister, Dorian Russell, Steve Davenport and Chris Wilson. Tyrus and Cory Rickard as well as Josh Burnside served as managers, and Rebecca Hutton and Ryan Rickard kept the team's statistics.

Guided by coaches John Foulkes and Howard Manke, the Ritzville Broncos defeated the Wilbur-Creston Wildcats and won the Washington State Girls B Tournament. With a 33-26 victory, the Broncos claimed their second State championship, having last won it in 1979.

The players for the championship team are Tracy Warriner, Jennifer Kramer, Erin Weber, Jennifer Horpedahl, Megan Wellsandt, Katie Kirkendall, Shannon Russell, Megan Yerxa, Jamie Alspach, Jaime Wellsandt, Carlye Zicha, and Jennifer Janzen. Managers are Kristen Kramer and Crystal Zicha, and Leona Akers and Cassie Stegmeier served as the team's statistician. Congratulations to them all.

It is a great honor for eastern Washington that both the boys and girls State basketball champions—as well as the runners-up—come from our region. I hope their success will encourage others to pursue their goals, recognizing that to succeed, players need to practice and learn to work together as a team. They must not let the odds discourage them and remember always to do their best, remaining confident in their abilities.

It was these skills which enabled the Republic Tigers and the Ritzville Broncos to triumph on the basketball court. And it is these skills which will enable students across the country to succeed, whether in an athletic arena or whatever other endeavor they should choose to pursue.

CLARIFICATION OF RECORDED VOTE

HON. KEVIN BRADY

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 18, 1997

Mr. BRADY. Mr. Speaker, on rollcall vote No. 48 held March 13, 1997—final passage of House Joint Resolution 58 relating to the decertification of Mexico—I inadvertently registered a "no" vote on final passage when a "yes" vote was my intention.

This clarification is necessary to reflect my support for the decertification of Mexico as previously indicated by my recorded support for the measure in the House International Relations Committee, the three rollcall votes previous to final passage and my floor remarks in support of House Joint Resolution 58 as presented during debate on the House floor.

DEMOCRACY—ABOVE AND BEYOND

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 18, 1997

Mr. SANDERS. Mr. Speaker, enclosed is a copy of a speech by Micah Genzlinger, a senior at South Burlington High School in Vermont. Micah is the Vermont winner of the VFW's Voice of Democracy broadcast scriptwriting contest. His speech reflects a passion for democracy of which I am proud. I am inserting his speech in the CONGRESSIONAL RECORD as I believe it will benefit my colleagues.

DEMOCRACY—ABOVE AND BEYOND (By Micah Genzlinger)

If I may, I would like to briefly tell you a little about my life. When I was born, my parents had the freedom to give me any name they wanted. They had the freedom to teach me what they thought was important. They had the freedom to show me what they thought I should see. They had the freedom to choose what kind of school I should attend. The freedom to bring me up in a family where they see the values, shared their belief in God, and taught what they considered right and wrong.

As the decisions became mine, I could choose who I was friends with, what types of music to listen to, what kinds of clothes to wear, what sports to participate in, and many other things. Soon I will be making bigger decisions: who to vote for in the elections, what college to attend, what I should do with the rest of my life, what religion I should study, and more. I am even free to disagree with what my parents taught me.

You may wonder why I told you about my life. Well, I did it for one reason only, to show you how good we have it in a democracy. Some don't believe we are any better off, but only in a democracy do you have the freedom to say what is on your mind and to express your inner-self without fear of pun-

ishment from the government. We have the freedom to choose our jobs and to choose what cities to live in. We also have the freedom to decide how we are going to live; whether that be in an apartment or in a house.

Some say the government is holding us down. I ask those people to look around the world. To look at the countries that decide what its youth will do with their lives without having any say, or look at the countries that kill people for speaking out against the government. Look at countries that limit the number of children a single family can have. Then try to tell me that we are worse off living in a democracy.

I think my generation has become used to the fact that we have so much freedom and does not understand the true value of our democracy. When I watch the news on television I see the scenes from Bosnia or the Middle East, I am reminded that we have a very special freedom. When I look back in history at the walls constructed in Germany, I can't even imagine what it was like living in fear of being jailed for doing nothing wrong, or not even being able to see any of my family members because they were on the other side of the wall. Most of all I can't even imagine what it would be like not being free.

Our country is not perfect. We have poverty, unemployment, crime and many other problems. But we have the most important things: a democratic country that allows us to make our own decisions, to live the way we want to live, to work at the job we want to do, to raise as many children as we feel we should have, and so much more. But most of all we can be free.

TRIBUTE TO THE BUEHLER CHALLENGER AND SCIENCE CENTER IN PARAMUS, NJ

HON. MARGE ROUKEMA

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 18, 1997

Mrs. ROUKEMA. Mr. Speaker, I rise to congratulate the Buehler Challenger and Science Center in Paramus, NJ, for having served 50,000 visitors in its brief history. This milestone is anticipated to take place in the next few weeks and shows the strong demand for the services of this highly educational facility.

The Buehler Challenger and Science Center was dedicated September 6, 1994. It is a mockup of the space shuttle and its control centers and allows students who dream of the stars to come as close to space flight as they can without leaving the ground. In the process, it teaches a myriad of lessons about science, math, thinking, problem-solving, teamwork, and self-confidence.

The center is named for Emil Buehler, an aviation pioneer whose experience ranged from the biplanes and dogfights of World War I to the beginnings of the shuttle program before his death in 1983.

This center presents the young people of New Jersey with a taste of the many challenges in sciences and technology that await them as we enter the 21st century. The children who visit this center will see advances in science and technology during their lifetimes we cannot begin to imagine. Our children are our future and this center helps ensure their future is a bright one.

Students who have taken the Buehler center's "fantastic voyage" are transported into a

whole new world. And, like astronauts returning from space, they bring back with them invaluable knowledge about themselves and the world around them. This knowledge will help them aim for the stars as they pursue new heights in math, science, and technology.

Inspiring children through facilities such as this is essential to initiate and maintain interest in technology among our young people to enable them to meet the demands citizens will face in the next century. This is essential to maintain our position in the global economy of the future.

Unfortunately, but true, many children decide as early as elementary school that they have no interest in science. Too many believe they can't "do" science or that math is "too hard." The result, according to some estimates, is that America will have a shortage of half a million chemists, biologists, physicists, and engineers by the year 2000. The Challenger Center is helping reverse that trend. Fortunately, these same students are fascinated by space subjects, especially astronauts. This unique, hands-on experience can raise students' expectations of success, foster in them a long-term interest in math and science, and motivate them to pursue careers in these fields.

It is only natural that the Challenger Center can be a way to reach students uncertain about science. Since the inception of the space program, NASA and the Nation's education system have traveled parallel paths. They share the same goals—exploration, discovery, the pursuit of new knowledge, and the achievement of those goals is interdependent. NASA depends on the education system to produce a skilled and knowledgeable work force. The education community, in turn, has used the space program to motivate and encourage students to study science, engineering and technology.

If the United States is to remain at the forefront of space science and aerospace technology and research, then we must provide students with the skills they will need in a highly complex and technical workplace. The next generation of science and technology achievements can only be as good as the education and challenges we give our children in those subjects today.

The children who visit this center today could easily turn out to be the scientists of tomorrow. Who knows what discoveries they will make or new technologies they will develop? Their work could be as dramatic as the airplane was to our grandparents or the space shuttle to us.

Even for those who don't enter the world of science, this center offers an insight into the technological world around them. If we think it's vital to be computer literate today, imagine the skills that will be required in another generation.

An important aspect of this challenge to learn is that some believe the United States is no longer challenged. With the demise of the Soviet Union and the end of the cold war, we no longer have the type of outside challenge that pushed us to the Moon. Remember, it was the insult and shock of Sputnik that led President Kennedy to launch the space program.

If we are not to be challenged by another nation, we must challenge ourselves. We must make a commitment to go where no one has gone before, to explore and learn and never

be satisfied that there are no challenges left to meet.

Today I'd like to challenge our young people to continue the record of meeting challenges that our Nation has exhibited in the past. The Buehler Center is part of the highway to a future where the American thirst for knowledge will keep our Nation the world's leader in science and technology.

MAKING A CASE FOR DIVERSITY IN THE SCIENCES

HON. LOUIS STOKES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 18, 1997

Mr. STOKES. Mr. Speaker, on February 21, 1997, I was honored to have Dr. Walter E. Massey visit my congressional district. Dr. Massey is the president of Morehouse College in Atlanta, GA. Morehouse is one of our Nation's most distinguished institutions of higher learning. Dr. Massey, a Morehouse alumni, is the former Director of the National Science Foundation. He has also held a range of administrative and academic positions, including provost and senior vice president of affairs of the University of California.

When he visited my congressional district, Dr. Massey utilized the occasion to address an issue of critical importance to this Nation and its people. In his remarks at the City Club of Cleveland, he spoke from the topic, "Making a Case for Diversity in the Sciences."

Mr. Speaker, Dr. Massey delivered a speech which was insightful and thorough. I want to take this opportunity to share a copy of Dr. Massey's remarks with my colleagues and others throughout the Nation. It is certainly worthwhile reading.

MAKING A CASE FOR DIVERSITY IN THE SCIENCES

(Walter E. Massey, President, Morehouse College)

I will be speaking with you this morning about diversity, and making a case for diversity in the field about which I am most knowledgeable, the sciences. I will focus on the ends and goals of diversity—a society that is enriched by the contributions of all its members—and on what, for now, I see as one of the best ways of achieving those goals—affirmative action.

Indeed, affirmative action is one of the most highly debated issues in the United States today. The recent vote on Proposition 209 in California, and the decision of the Board of Regents at the University of California to abolish many of its affirmative action programs during a time I was at the University, are among the most visible examples of a retrenchment from the support of affirmative action in the nation. Legal cases challenging affirmative action in Texas and Virginia, and recent Supreme Court decisions on hiring policies and set-asides, have made this issue one in which the nation has become deeply involved.

It is not my intention this morning to speak in detail about affirmative action, in general, in the United States. What I would like to do, however, is make the case that the ends toward which affirmative action programs have been aimed—that is diversity and inclusion in all aspects of American society—are ends that are worth the struggle, conflicts and controversy that affirmative action programs now generate. By focusing on the long-term benefits that will result

from such programs, I would hope that we might somewhat diffuse the emotionalism and confrontation surrounding current programs. Although I have few doubts that those arguments will go away.

I would like to make the case today that, at least in the sciences, the area in which I have spent my life, the end results of having a more diverse representation will more than pay for the nation and the world, and because of that, justifies our having affirmative action programs at present.

If it is not clear, I should go on record by saying I am a supporter of affirmative action. I am convinced that affirmative action—which I define as providing equal access to opportunities to all people—is not only a necessary corrective action to address past injustices that have limited the access of minorities and women to opportunities in education, employment, politics, the sciences and other areas, but a necessary positive action for the long-term benefit of our nation.

Having said that, I should also say that I do not believe that all affirmative action programs, as they are currently cast and operated today, should be embedded in perpetuity. I see affirmative action as an access tool, not an entitlement benefit. As President Clinton has said, some programs need at this point to be *mended*, not ended. Our goals should be, at some point in the future, to be able to end affirmative action programs.

But, until we live in a much more perfect world than we live in now, a world where the playing field is level for everyone regardless of their race or sex, we will need affirmative action programs, or their equivalent, to obtain goals that are in the best interest of society as a whole.

For, despite some significant gains in the past 30 years, the reality is that in too many places, including our board rooms, court rooms, laboratories, legislatures, and in the hall of higher education, women and other minority groups remain much underrepresented in proportion to their numbers in society, and, more important, with respect to their potential contribution to society.

We must do something to correct these imbalances. Not only is it our moral responsibility as a nation, but, I believe—and this is the crux of my message to you today—providing equal access to opportunity for all people is the key to our ability to prosper and thrive in the global metropolis that our world is fast becoming.

As a supporter of affirmative action, in general, with the particular goals I have elucidated, I am particularly supportive of any programs that will increase the number of previously underrepresented groups in the sciences. I am convinced that, perhaps among all areas of human endeavor, the sciences are likely to produce the kind of broad, enduring, societal benefits that accrue from the involvement of diverse participants.

And affirmative action programs—to the extent they are designed to encourage more diversity by attracting and retaining to the practice of science individuals from varied backgrounds—will ultimately benefit all humankind.

I would also assert that the arguments I will make for diversity in the sciences can be made for business and commerce, higher education in general, the legal and health professions, government occupations, and in fact, all other fields. But let me make the case this morning for the sciences.

It perhaps goes without saying that the era that we now live in is justifiably labeled the era of science and technology. Never before in the history of the civilized world has science and technology so pervaded every aspect of our lives. And, never before has the