

He proudly hails from Little Rock, AR, but developed early on in his career in the Senate an equal if not greater loyalty to the Commonwealth of Virginia. I must hail him for that.

From the campaign on which I was first elected, in 1978, he came on to the Senate, and like so many, he did not want to start anywhere but right down at the threshold level where he could learn the system all the way up. Indeed, he started in that all-essential institution known in the Senate as the mail room, which in many respects is the heartbeat of every Senate office.

With meticulous attention to detail and congenial personality, and I want to underline that, Rem gained the admiration of his peers in the Senate wherever they may work, and his peers throughout the Commonwealth of Virginia, because he was very loyal to many, many people in Virginia. He was a true friend, and is today and always will be, to those that are disadvantaged in our society—be it with physical problems, educational problems, health problems, or whatever it is. The bigger the problem, the bigger the challenge, the harder Rem Dickinson worked to solve it.

The Federal employees are often a very beleaguered group. He was there no matter what the challenge, to step up and advise me and other Members of the Senate, and indeed, staffers throughout this institution, on what he felt was best and equitable for the Federal employee. And not just those in the greater Metropolitan Washington area, but all across the United States he was recognized for his knowledge as it related to the essential services provided to the Federal employee by our country. Equal access for quality education opportunities and equal access in our health care system were his goals, and indeed we have achieved that and will go on to try and improve on those achievements here in the Senate.

In past years, Rem worked tirelessly on the Republican Health Care Task Force striving for solutions to the dilemma confronting millions of Americans who simply did not have health insurance and the millions more attempting to cope with the ever-increasing problems associated with increasing health costs.

In the area of education, Rem has helped in supporting our States to provide educational service for students with disabilities, known as IDEA. His attention has also focused on impact aid, a program which local school districts, those local districts colocated with military bases all across our Nation, and helping to get those funds which will enable the children of military families to receive their education in the local school districts without too severely impacting the costs of others who contribute, by and large, through local real estate taxes.

Rem believes, as I do, that education is the key to a better quality of life for all Americans. He has earned a reputa-

tion for honesty and professionalism both in the Senate and, as I said, throughout Virginia. My constituents have had an open door to the Senate's work through Rem's expertise in these areas.

As the years have passed, I am impressed by his dedication to duty, his loyalty to this Senate, to those on my staff, and to those on other Senate staffs, and indeed on a one-on-one basis with many Senators. Above all, he is a gentleman of honor in the finest traditions of the South which he loves.

Indeed, Rem has earned the loyalty, respect, admiration, recognition, and gratitude of virtually everyone with whom he has come in contact during his lifetime.

And I can only presume that the manner in which he has carried himself, and the care he has exercised in the performance of his duties will continue in whatever Rem chooses to do when he departs the Senate.

We will miss Rem's daily good counsel. I commend Rem for a career well spent and well conducted, and I congratulate him on the contribution he has made to our Nation, to Virginia, and we wish him the best in his future pursuits.

The PRESIDING OFFICER. The Senator from New Mexico is recognized.

Mr. BINGAMAN. I ask unanimous consent I be allowed to speak for up to 12 minutes in morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

RECENT REPORTS AND GROWING AGREEMENT ON THE NEED FOR HIGH ACADEMIC STANDARDS

Mr. BINGAMAN. Mr. President, first I would like to call attention to several recent reports that have come out on the issue of high academic standards and the need for high standards and national standards in our schools, and refer to those reports and perhaps put them in context.

I think it is clear from the reports that I am going to refer to here that there is a need for accelerating the progress that our country is making in developing world class academic standards. It is also clear that the States and local school districts are having great difficulties in determining for themselves what those standards ought to be, which is a large and costly task.

First, I will refer to the comprehensive Third International Math and Science Study that was recently released. It shows that math standards have not yet been implemented at the classroom level in many of our schools, and our students score at or below the average on math and science compared to students in other nations.

Mr. President, you will remember that one of the goals which the Governors and President Bush established in Charlottesville in 1989 was that the United States would be first in the world in math and science by the year 2000. In fact, the reality is very dif-

ferent from that lofty goal that was set 8 years ago.

This first chart here indicates the average math scores of eighth graders on international tests. We can see in the group of nations that are considered top performers that the United States is not listed. Those nations are Singapore, South Korea, Japan, Hong Kong, and Belgium-Flemish.

In the middle range, the United States is at the very bottom, far behind the Russian Federation. After us, there are the bottom performers, and the most we can say with pride is that we are not in that category.

But, Mr. President, I think most parents in this country would aspire to our doing better than we are showing we have done on this test. And I hope very much that we can.

Here is a second chart that makes somewhat the same point. This chart indicates that of students scoring among the top 10 percent of eighth graders on international tests, 45 percent of these were from Singapore, and 34 percent from South Korea. It goes on down to where, in math the United States had only 5 percent of the world's top students in math, and only 13 percent in science. So, clearly, again, we find ourselves very far down on the list of nations in this comparison.

There is also a new national report card on education that has been published by Education Week, which is a respected publication in our country. It confirms the findings of several previous reports that the standards many States have now established may not be rigorous enough compared to other nations' standards, and, also, that there are all too few States that plan to hold students or teachers accountable for measurable results.

Let me show you these two charts to make this point, Mr. President. The first of these is a chart entitled, "Who's Accountable?" What this essentially says is that only those few States that come up on the map here as colored yellow are States that have standards for their graduates from high school. Clearly, most of the country—and, unfortunately, my State included—do not have accountability standards that students have to meet in order to graduate from high school. Clearly, this is a problem that we need to address as a nation.

Another chart, "8th Grade Math Course-Taking." This indicates very clearly that most of our eighth-graders are simply taking general math and only 19 percent, according to this analysis, are, in fact, taking algebra at the time they go into the eighth grade. This is one of the reasons we do so poorly on the international comparisons of mathematics scores.

Finally, the 1996 National Assessment of Educational Progress math scores, which were just released last week, show that over 30 percent of 4th, 8th, and 12th-graders lack basic math skills, despite recent progress.

Let me show you that chart, Mr. President. When you look at this, you

can see a very modest upward trend from 1990 to 1992 to 1996 at the three different grade levels, 4th, 8th, and 12th. As you can see, we are nowhere near approaching the level of improvement that is necessary if we are going to meet any of the national goals that we have set out for ourselves.

Delays in developing standards have been made worse by the fact that, despite the abundance of tests and report cards published by State and local education agencies, very little of the information is comparable from district to district, or very little of the information is set at a high enough standard for us to make reasonable comparisons to these international tests.

As Education Week recently pointed out, "If the data that we depend on to monitor the economy were as incomplete, as unreliable, and as out of date as the data we depend on to monitor education in the United States, we might as well have the economy of a Third World country."

Instead, we have a hodgepodge of different tests and standards, most of them testing basic skills rather than world-class materials, a lot of data that only describes how students in one area are doing compared to how they did in the previous year.

Differences in student "pass rates" on State and national testing indicate enormous gaps in what we are testing for. Let me show you the final chart that I have here, Mr. President, to make that point. You can see from this chart entitled "State NAEP Scores for 4th Grade Reading Compared to the State's Own Assessment" that, for example, in the State of Wisconsin, it shows here that 35 percent of the students are shown to reach the standard that NAEP sets on their National Fourth Grade Reading Test. In their State standard test, Wisconsin shows 88 percent of their students meeting the standards. So you can see there is very little comparability between what the States are testing for and the level of performance that they are expecting and what the NAEP, the national assessment, is testing for.

As a result, we still have schools that are doing superbly, and we also have schools that are doing miserably. Many times they are in the very same areas and in the same school districts. Parents and educators often do not even know which of those types of schools their own children are in.

In response to this situation, many have come to agree that we need to set our standards much higher and we need to gather more accurate information in order to improve achievement, as has been done with great success in several parts of the private sector.

The National Association of Business, the U.S. Chamber of Commerce, and the Business Round Table have now focused their joint efforts on raising standards and promoting more accountability in our schools.

The National Education Association president, Bob Chase, spoke out about

the need for his 2.2-million-member union to support key changes such as these.

Frequent education critics Checker Finn and Diane Ravitch recently offered surprising enthusiasm for standards. Let me quote: "how powerful it will be for parents and teachers to compare the math prowess of 8th graders in, say, Phoenix and Minneapolis, to the performance of their peers in Korea and the Czech Republic."

In addition to national polls showing strong support for high standards, a Public Agenda poll last month showed that high school students themselves know that our expectations for them are low, and those very high school students respond accordingly.

Raising academic standards has proven to be an immense and costly job for States and for school districts, who have been left to do the job largely on their own. They have been struggling to make the necessary progress but have been unable to do so. For these reasons, we need renewed national efforts toward making standards a reality in the near future.

ALBERT SHANKER

Mr. BINGAMAN. Mr. President, I would like to say a few words about the recent death of a great education leader, Albert Shanker, who was as committed and effective in the fight for National standards as anybody in our country. For those of us who believe that the Federal Government should do more to improve the quality of education in the country, Al Shanker's death was a great loss. More than anyone else in the Nation, Al Shanker was the visionary pushing for higher standards and national standards for teachers and students alike.

In a recent piece in the Washington Post, E.D. Hirsch, Jr., said it very well:

If a single person could be said to be responsible for the shift in sentiment that prompted the President to call, in his State of the Union Address, for national educational standards—a proposal that would have been unthinkable a few years back—it would be Al Shanker.

Albert Shanker had an abiding belief that collectively we in America could improve the lives of all of our citizens. He dedicated his life to that belief. He also believed passionately that public schools were the great strength of our country and were the means by which we could improve the lot of Americans.

A recent essay by Albert Shanker was contained in the New York Times. I would like to read two paragraphs from that. This is an essay that he wrote in a publication a few years ago. He said:

Why do I continue when so much of what I've worked for seems threatened? To a large extent because I believe that public education is the glue that has held this country together. Critics now say that the common school never really existed, that it's time to abandon this ideal in favor of schools that are designed to appeal to groups based on ethnicity, race, religion, class, or common

interests of various kinds. But schools like these would foster divisions in our society; they would be like setting a time bomb.

Public schools played a big role in holding our nation together. They brought together children of different races, languages, religions, and cultures and gave them a common language and sense of common purpose. He was not outgrown our need for this; far from it. Today, Americans come from more different countries and speak more different languages than ever before. Whenever the problems connected with school reform seem especially tough, I think about this. I think about what public education gave me—a kid who couldn't even speak English when I entered first grade. I think about what it has given me and can give to countless numbers of other kids like me. And I know that keeping public education together is worth whatever effort it takes.

Al Shanker believed that the National Government needed to commit itself to improving our Nation's schools. Should we have national education goals? Al Shanker believed strongly that we should. Should we have educational standards? Al Shanker believed we should so that every parent could determine whether their child was getting the education that they deserved.

Mr. President, I was privileged to work with Al Shanker on several issues but, most importantly, on the issue of improving standards for our schools. His vision and his strength of commitment were always an inspiration.

With his death, the American Federation of Teachers lost a superb president and all of us in America lost a tireless champion for public education and for a better America.

Thank you, Mr. President. I yield the floor.

A TRIBUTE TO ROY D. NEDROW

Mr. ASHCROFT. Mr. President, I rise today to honor a lifetime commitment to law and order in the United States. On March 1, 1997, Mr. Roy D. Nedrow retired as the Director of the Naval Criminal Investigative Service, ending 33 years of law enforcement service to the community at the local, State, and Federal levels.

Mr. Nedrow began his law enforcement career in 1964 with the Berkeley, CA, Police Department and served there for 6 years, first as a patrolman and later as a training sergeant and detective. In 1970, Mr. Nedrow was appointed a special agent with the U.S. Secret Service where he distinguished himself during assignments in the field and at the Service's Headquarters. As a result of his outstanding performance and talents, Mr. Nedrow earned a number of promotions culminating in his appointment to the Senior Executive Service and assignment as the Service's Deputy Assistant Director for the Office of Investigations where he oversaw the investigations and protective support activities conducted by the Service's 1,200 special agents at its more than 100 field locations.

On December 28, 1992, Mr. Nedrow retired from the Secret Service to accept