

IN SUPPORT OF SENATE
RESOLUTION 72

• Mr. DODD. Mr. President, I rise today in support of Senate Resolution 72, to allow disabled people with floor privileges to bring supporting services onto the floor with them when appropriate. For years, the disability community has fought for the right to be included and to be brought into the economic and social mainstream of American life. This resolution represents one more step forward in that long struggle to win equal treatment.

Throughout our history, the rules of the Senate have served us extraordinarily well. They enable us to preserve order and decorum so that the affairs of our Nation can be debated, discussed, and considered in a reasoned, deliberate manner. Yet, as is true of any set of rules, occasionally the need for change becomes apparent. Such a moment occurred in the Senate on Monday when a Senator sought floor privileges for a member of his staff who is blind and utilizes a guide dog in her work.

As a body, we responded to this moment as we should have: Carefully, deliberately, and swiftly. The staff member in question was granted access to the floor, and Senate Resolution 72 was promptly referred to the Committee on Rules and Administration. I am hopeful that, in due course, we will revise our rules to allow all people with disabilities to bring supporting services with them to the floor when appropriate.

Former Senator Lowell Weicker of my home State once said that people with disabilities spend a lifetime overcoming not what God wrought but what man imposed by custom and law. This resolution gratefully eliminates some of those customs and laws. It is an important step for disabled Americans, for the Senate, and for the entire country.

U.S. ATTORNEY CHUCK STEVENS

• Mrs. FEINSTEIN. Mr. President, I rise today to pay tribute to a trusted colleague and dedicated public servant, Chuck Stevens. During his three-and-a-half-year tenure as the United States Attorney for the Eastern District of California, he compiled an undeniably strong record. However, what may be most impressive about Chuck is his self-effacing demeanor in a position that often requires being pushed into the limelight.

Chuck Stevens' career exemplifies the kind of integrity, dedication and skills essential for anyone who seeks to be an effective public servant. His success at the helm of the Eastern District in California so early in his career undoubtedly will be followed by great accomplishments in the future.

A native of Cranford, NJ, Mr. Stevens moved to California to study law at the University of California, Berkeley where he graduated in 1982. Prior to his

current position, he worked as a litigator in complex cases in the private sector and as an Assistant United States Attorney.

Mr. Stevens returned to public service when he was appointed by President Clinton in November 1993 to be the United States Attorney for the Eastern District of California. I had the honor of recommending Mr. Stevens to the President for appointment.

Since then, Chuck has succeeded in prosecuting a multitude of crimes—from hate crimes to political corruption to halting health care fraud—with distinction and diligence. He was also appointed by United States Attorney General Reno to serve on her advisory committee representing United States Attorneys across the nation.

The Sacramento-based Eastern District of California is the tenth largest of the Nation's 94 Federal judicial districts. It covers 34 counties with 6 million residents scattered across 87,000 square miles from Oregon to Los Angeles and Nevada to the coastal range.

Members of the legal community and Federal investigative agents give Mr. Stevens universally high marks for his job performance. He is credited with having "no ego about himself and his work, unlike most lawyers," according to Sacramento based Federal Defender Quin Denvir. As anyone who has worked with Chuck knows, his work speaks for itself.

Recently, Mr. Stevens' office has handled the weighty responsibility of trying the Unabomber case for incidents that occurred in California. Due to Mr. Stevens' leadership, Sacramento was considered as a site for the Federal trial against Ted Kaczynski. It comes as no surprise that this case has been handled without fanfare, but with the utmost professionalism Mr. Stevens is known for.

Chuck has always been ready and able to provide valuable advice on some of the State's most troubling problems. He is one of the most practical problem solvers in the criminal justice system.

Chuck leaves the United States Attorney's office to form his own law firm in California's capitol with his predecessor, former United States Attorney George O'Connell. I am sure this formidable pair will quickly make its mark in the Sacramento legal community.

Congratulations, Chuck, on the great opportunities that lie ahead and thank you for your outstanding public service to the people of this State and this Nation. •

TRIBUTE TO DR. VARTAN GREGORIAN,
PRESIDENT OF BROWN
UNIVERSITY

• Mr. REED. Mr. President, I rise today to commend a fellow Rhode Islander and friend, Dr. Vartan Gregorian. On January 6, Dr. Gregorian announced that he will leave his post as president of Brown University in Provi-

dence, RI, to become President of the Carnegie Corp. After 9 years on College Hill, he leaves behind a flourishing campus and community. Brown has more than doubled its endowment during his tenure. An ambitious capital campaign has raised over \$500 million under Dr. Gregorian's leadership, and he has brought 275 new faculty members to Brown, including 72 new professors.

But, Mr. President, the true measure of Vartan Gregorian is not his skill as an administrator, booster, and fund raiser, it is his passion for teaching and learning. Even in the midst of the demands of his presidency, he has managed to find time to continue to teach, and I understand that he also continues to serve as an advisor for several fortunate students. In this regard, he is unique among his peers, and they recognize his prodigious efforts. James Freedman, president of Dartmouth, said of Dr. Gregorian, "He communicates the joy of learning."

Vartan Gregorian's interest in education is not limited to Brown or to other institutions of higher learning. He is deeply concerned about the condition of the Nation's public schools. As his colleague, Theodore Sizer, said recently, "No Ivy League president has put his shoulder to the wheel of public education more than Vartan Gregorian."

Last month, Dr. Gregorian wrote an article in *Parade* magazine entitled "10 Things You Can Do to Make Our Schools Better." Mr. President, I commend this article to my colleagues, and I hope all Senators read and benefit from Dr. Gregorian's observations, particularly that it is everyone's job to help improve our public schools. Mr. President, I ask that Dr. Gregorian's article be printed in the *RECORD* following my remarks.

Mr. President, no matter where he has gone, Vartan Gregorian has taken his appreciation for education and left behind him successful institutions and inspired students. Brown, Providence, and Rhode Island will miss him, but we know he will stay in close touch and that he will continue to lead at his new post at the Carnegie Corp. We wish him well.

The article follows:

10 THINGS YOU CAN DO TO MAKE OUR SCHOOLS
BETTER

(By Vartan Gregorian)

When I was invited by *Parade* to write an article about improving our public educational system, I thought for a moment of titling it "In Praise of Public School Teachers." This is because, while our schools badly need reform and upgrading, the responsibility for their problems cannot simply be dumped on our teachers, who by and large are a dedicated, hardworking and undervalued corps of professionals.

In fact, even as we acknowledge that our public schools need help, we ought to recognize their achievements and successes along with their shortcomings. They face problems that reflect those of our entire society, and they have to contend with burdens and restrictions that don't affect most of the private and parochial schools with which they

are sometimes unfairly compared. Nevertheless, our public schools should be better—much better—than they are, and improving them is a job for everyone from parents to college presidents.

What are some of the things that you, as a concerned individual, can do right now to better the schools and the educational process in your own area? Here are 10 practical steps you can take in this direction.

1. Visit your schools. It's not enough for parents to go once or twice a year for PTA meetings. I'd like to see schools make it easier for parents to visit regularly, even holding weekend and evening open houses for parents who can't get there during their working hours.

2. Involve the grandparents. This is especially important in cases of single parents.

3. Make the public school a magnet for the community. Hold social and community functions in school buildings.

4. Volunteer to help in your school. When rules permit, parents or others should offer to take over nonteaching jobs, such as hall monitors or cafeteria supervisors. Teachers should be treated as professionals whose job is teaching.

5. Read to your children. Nothing is more important than this. Start your children with nursery rhymes and go on from there.

6. Give every schoolchild a library card. When I was president of the New York Public Library, we arranged with Mayor Ed Koch to give one million library cards to the city's schoolchildren. We found that the majority of them were put to good use. Every town library should issue a card to each child in the community.

7. Organize and attend shows that the children put on. They encourage children to work together and also serve as a bond with the community.

8. Recognize that too much television has a terrible effect. Consider making television a chore rather than an amusement. Let children watch four hours a day if they want to, but require them to write papers on what they see. My objection to television is not only the time it wastes but also the passivity it brings. It produces isolation, not communication. If children had to critique what they watched, it might even serve to reduce the violence on the screen.

9. Let our children go. Schools should take children on expeditions, and not just to a museum or zoo. Business and civic leaders could invite whole classes to visit workplaces for a day—banks, hospitals, universities, factories, police stations, places of worship, government offices.

10. Restore the arts as a major element in education. We've made a tremendous mistake in diminishing or eliminating art, music and dance as fluff or frills. The arts like sports, play a vital role in bringing students together and promoting teamwork. Athletics provide stability and a way to release energy. The arts allow children to develop creativity and imagination. The Duke Ellington School in Washington, D.C., has one of the lowest dropout rates anywhere. Ninety percent of the participants in The Boys Choir of Harlem go to college following high school. It's almost impossible to overemphasize the significance of the creative arts in education. Make sure that your own school district recognizes this.

An important challenge faced by today's schools that didn't exist in the past is the changed expectations of the public. Today, it is assumed that almost everybody has to go to college. A university education is regarded more as a necessity than as something extraordinary. And we glamorize the past. The 1930s and '40s had high dropout rates too, but fewer people then were deeply concerned about that. American society has

changed and raised its expectations of what an educational system should provide.

How can we meet those expectations? The core of the teaching process is, and always will be, the teacher. I believe that to become a teacher is to join a noble profession. Teachers have an awesome responsibility: We entrust our sons and daughters to teachers to help prepare them for life. Yet too often teachers are held in low esteem. We pay them less than we pay plumbers and mechanics, and we complain about them more readily. As I have suggested, teachers today are not just teachers—they're called upon to be supervisors, custodians, counselors, hall and cafeteria monitors, law and order officers. Despite all this, thousands and thousands of men and women are public school teachers because they are dedicated people.

Are teachers' unions part of the solution? Yes. They are interested in the economic aspects of teaching, and they should be. But they have a moral, professional and historical obligation to help rescue and reform our public schools. The burnout rate among teachers in our nation's public schools is very high. Unions should join in an effort to allow teachers to be retrained, re-educated and immersed in the very disciplines in which they need renewal so they can further the horizons of education and knowledge.

There is a great need for strengthening the schools of education in our colleges and universities, so we can raise our standards of teaching. This is something in which college presidents can play a part, for too often the school of education is not regarded as highly as the rest of the university. The arts and science faculties in many universities have no close affinity with the schools of education. Schools of education often stress the technique rather than the substance of the subject matter. We really need to rethink our teacher-education and teacher-retraining programs.

I don't agree with those who feel that school vouchers are a panacea for our educational ills. Vouchers may solve individual problems, but not society's. Choice is meaningless for the millions of Americans who live in rural areas with few schools. Choice between bad schools is not useful to city dwellers.

Parents who want their children to attend private schools learn quickly that parents don't choose private schools—private schools choose children. I have a drastic solution for a school that is bad: Shut it down. We don't allow a bad hospital to function: why should we allow a bad school?

A national consensus exists on the need for school reform. According to a *Wall Street Journal*/NBC News poll taken just before the election, four in 10 voters said education should be one of the next President's two top priorities. It ranked evenly with keeping the economy healthy as the No. 1 concern. During the last decade, there has been a nationwide movement for school reform, and there is a major national effort now being made to bring this about—the Annenberg Challenge, which deserves to be widely recognized.

The Annenberg Challenge is a metaphor for change in our schools. It was launched in 1993 with a five-year, \$500 million grant by Walter Annenberg, our former ambassador to Great Britain. Since it was a 2-for-1 matching challenge, the total amount will reach \$1.5 billion, the largest such grant ever made to American public education. The Annenberg Challenge is not for budget relief; it is for enhancement. A full 90 percent must go to teaching and to the classroom, with only 10 percent to be spent on overhead.

The Annenberg Challenge operates on a variety of fronts. It includes grants to some of the nation's largest urban school systems, a rural schools initiative and an arts initia-

tive, as well as aid to such organizations as the New American Schools Development Corporation, the Education Commission of the States and the Annenberg Institute of School Reform to carry forward their respective programs.

Wherever it has been put in operation, the Annenberg Challenge has required a cooperative effort by the school boards, labor leaders and legislators, as well as corporate and foundation executives. In New York City, Chicago, Philadelphia, Los Angeles, Detroit and other localities where the Challenge now functions, I actually have witnessed the encouraging phenomenon of such groups working together to produce results. As of now, some 4500 schools throughout the country are benefiting from the program. The Annenberg Challenge money itself will not reform the entire system, but it has created laboratories for change.

So I am optimistic about the possibilities of improving our schools. As a college president, especially, I know how important it is that we do so, for I do not want to see our universities turn into remedial schools. The superstructure cannot stand without a healthy infrastructure. When the *Titanic* sinks, you cannot say, "I was traveling first class." We all are our future's guardians, and our future is our children.

TRIBUTE TO PATRICK H. WINDHAM

• Mr. HOLLINGS. Mr. President, I want to take a few moments to remark on the outstanding Senate career of my long time science staffer, Pat Windham, whose last day on the Senate Commerce Committee staff will be tomorrow. At the end of this month, Pat will be returning to the San Francisco area where he grew up. With his wife Arati and their cute infant daughter Katie, he will be living within shouting distance of Stanford University, his undergraduate alma mater, and across the bay from the University of California at Berkeley where he received his masters in public policy.

Pat first came to the Senate in the late 1970's for a 2-year stint on the Commerce Committee staff as a congressional fellow in connection with his doctoral program at Berkeley. He returned in 1982, when he served for 2 years as a legislative assistant on my personal staff. Since 1984 he has been the Commerce Committee's resident expert on science policy, touching on virtually every science and technology issue you can imagine.

Early in his career here Pat was deeply involved in the ocean and coastal issues that are so important to the recreational and commercial needs of South Carolinians. On my personal staff he also mastered the myriad complexities of the Nation's nuclear energy policy, acquiring detailed knowledge of nuclear powerplant technology and waste storage problems.

In his service for the Commerce Committee's Science, Technology, and Space Subcommittee, he has had principal responsibility for overseeing technology policy and industrial competitiveness. I strongly believe that the key to our national economic strength is the link between technology and industry. Pat shares this vision, and has made an