

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

enormous difference to me in developing programs that are targeted at forging that link. One such program is the Manufacturing Extension Partnership, which facilitates the transfer of manufacturing technology directly from the laboratory to the operations of the small- and medium-sized firms that carry out the bulk of U.S. manufacturing. Thanks in large part to Pat's tenacity in working to steadily improve the program, there are now locally run and cost-shared manufacturing extension centers in South Carolina and throughout the Nation that provide essential technical assistance to thousands of small manufacturers.

Another such program is the Advanced Technology Program [ATP], overseen by the National Institute of Science and Technology within the Department of Commerce. ATP recognizes the intense investor pressure on American companies to cut costs and spend limited research dollars on projects with short-term payoffs. It is a peer-reviewed, industry-led undertaking that provides matching funds for the development of advanced technologies—in areas like electronics, information technology, robotics, advanced materials, and biotechnology—that will be central to the formation of new industries in the 21st century. Pat spearheaded the creation of ATP in the late 1980's, and now that ATP is beginning to bear fruit, he has fought tirelessly against efforts to undercut its effectiveness.

During his 17 years of Senate service, Pat has earned wide respect and affection from Members of Congress and staff, administration officials, and the scientific community for his commitment to the development of sound science and technology policy. He has an extraordinary capacity to digest large amounts of highly technical information in a number of scientific fields and communicate it clearly to decisionmakers. Further, in spite of his intense dedication to achieving his legislative goals, Pat has made loyal and enthusiastic friends among allies and adversaries alike.

I have no doubt that in his new surroundings Pat will find ways to further his splendid contributions to our Nation's industry and technological progress. He has certainly been everything I have wanted, and more, as a staff professional, and I thank him for his excellent work.

I wish Pat, Arati, and little Katie the best of fortune in all their future endeavors.

TRIBUTE TO JACKIE AND RACHEL ROBINSON

• Mr. DODD. Mr. President, this past Tuesday, more than 34,000 baseball fans, including President Clinton, came to Shea Stadium in New York to honor Jackie Robinson on the 50th anniversary of his breaking the color barrier for major league baseball. For all Americans, and especially for African-

Americans, Jackie Robinson's historic achievement was a source of inspiration, and it forever changed the face of our society.

Jackie Robinson's legacy is of particular importance to the State of Connecticut, because Jackie Robinson's family retired to Stamford in 1956. Among those in attendance at Shea Stadium on Tuesday were 640 children from Stamford, who are participants in the Jackie Robinson Park of Fame project. The project's goal is to celebrate Jackie Robinson's life and instill our young people with courage and confidence.

Hopefully, these children will learn about Jackie Robinson's heroic feats on the baseball diamond, and, most of all, the grace with which he overcame the many obstacles that were placed in his path as he sought to almost single-handedly integrate our national pastime. More important, I hope that these children and all Americans will learn about Jackie Robinson's sacrifices away from baseball and his undying commitment to uplifting his race and his country.

For anyone who saw Jackie Robinson play, they would probably be surprised to learn that some believe baseball was Jackie's worst sport. He was UCLA's first-ever four-sport letterman, starring in football, basketball, and track, as well as baseball. While there were many Negro League players who were talented enough to play in the major leagues, Jackie Robinson was a special person whose intelligence, character, and athleticism uniquely qualified him to become major league baseball's first African-American player.

When Brooklyn Dodgers' President Branch Rickey signed Jackie Robinson to break baseball's color line, Jackie had to agree that, for two full seasons, he would turn the other cheek no matter what abuse was directed at him by opposing players and fans. Jackie Robinson withstood a seemingly endless barrage of verbal, physical, and psychological assaults and was still able to excel in nearly every facet of the game with an uncommon dignity. When Robinson would slide into second base with an easy double, the opposing shortstop would sometimes slam Jackie in the face with his glove so hard that you could hear it in the dugout. In response, Jackie Robinson would simply stand up, dust himself off, and then steal third on the very next pitch.

Jackie Robinson's quiet humility and devotion to principle stand in sharp contrast to today's pro athletes who seem more interested in corporate sponsorships and performance bonuses than in giving back to their communities. For Jackie Robinson, baseball was about more than individual statistics and lucrative contracts. It was about breaking down barriers and instilling others with a sense of hope.

Jackie Robinson's silence did not last forever, and his actions after retiring from baseball are often overlooked but

equally deserving of praise. Many would argue that, by integrating baseball, Jackie Robinson had done more for the cause of racial justice than any other individual of that era. But Jackie Robinson did not view his baseball career as the peak of his life, and his greatest contributions to American society may have come after his retirement.

Whereas his fame and wealth would have allowed him to enjoy a very comfortable retirement, Jackie Robinson remained committed to the fight against racism and social injustice until his death. He helped to establish the Freedom National Bank in Harlem, which provided loans to African-Americans trying to start their own businesses. He also founded his own construction company which built housing for low-income families in New York.

Jackie Robinson was also active politically. He spoke throughout the country in support of civil rights, participated in protest marches, and raised large sums of money for civil rights organizations. He also worked actively for several politicians who promoted the cause of racial equality.

Despite all the sacrifices in his life, Jackie Robinson always maintained that there was more work to be done. Hence, he entitled his autobiography, "I Never Had It Made." He wrote, "I am grateful for all the breaks and honors and opportunities I've had, but I always believe I won't have it made until the humblest black kid in the most remote backwoods of America has it made."

Unfortunately, 50 years after the fall of baseball's color barrier and 25 years after Jackie Robinson's death, America still has a long way to go if it hopes to ever meet Jackie Robinson's vision of what America should be. But while we still have not evolved into a society that is completely free from prejudice and social injustice, there are countless visible signs of Jackie Robinson's impact on this country.

Last week, we all witnessed a true testament to Jackie Robinson's legacy as we watched 21-year-old Tiger Woods become the first person of color to win the Masters—golf's most prestigious tournament. But perhaps the most encouraging aspect of Tiger Woods' performance came during his acceptance speech. Tiger Woods specifically credited Lee Elder, Charlie Sifford, and Teddy Rhodes, the first African-Americans to ever compete at Augusta, for opening doors for him. He acknowledged that, without the sacrifices of trailblazers like these men and Jackie Robinson, very few of today's minority athletes would know the success that they have grown accustomed to. This is why we must celebrate the achievements of Jackie Robinson and other pioneers, because the lessons that they taught us are as relevant today as they were decades ago, and we must heed their words and actions or we will cease to be a progressive society.

Tuesday night's event at Shea Stadium had many special moments, but