

Charles Frankel Prize, National Endowment for the Humanities (1993)
 Centennial Medal, Harvard Graduate School of Arts and Sciences (1994)
 Distinguished Service Award in Education, Inst. of International Education (1994)
 Quantrell Award for Excellence in Undergraduate Teaching, The University of Chicago (1996)
 M.Carey Thomas Award, Bryn Mawr College (1997)

Selected Honorary Degrees

L.L.D., Dartmouth College, 1978
 L.L.D., Yale University, 1978
 L.L.D., Brown University, 1979
 D.Litt. Hum., Oxford University, 1979
 L.H.D., Rikkyo University, 1979
 L.L.D., University of Notre Dame, 1980
 L.L.D., University of Southern California, 1980
 L.L.D., University of Michigan, 1981
 L.H.D., Duke University, 1982
 L.L.D., Princeton University, 1982
 L.H.D., Brandeis University, 1983
 L.L.D., Georgetown University, 1983
 D.Litt., Washington University, 1985
 L.H.D., City University of New York, 1985
 L.H.D., American College of Greece, 1986
 L.L.D., Columbia University, 1987
 L.H.D., New York University, 1988
 L.L.D., University of Toronto, 1991
 L.H.D., McGill University, 1993
 L.H.D., Indiana University, 1994
 L.L.D., Harvard University, 1995
 L.H.D., The University of Chicago, 1996

Selected Publications

"Renaissance Humanism: The Pursuit of Rhetoric," *Journal of the History of Ideas*, Vol. XXIV (1963), pp. 497-514.
 "Valla's *Encomium of St. Thomas Aquinas* and the Humanist Conception of Christian Antiquity," in *Essays in History and Literature*, ed. H. Bluhm, Chicago, 1965, pp. 37-52.
 "Machiavelli: The Art of Politics and the Paradox of Power," in *The Responsibility of Power*, ed., L. Krieger and F. Stern, New York, 1967, pp. 34-53.
 "Some Reflections on the Commonwealth of Learning," in *AAAS Science and Technology Yearbook 1992*, American Association for the Advancement of Science, Washington, D.C., 1993.
 "The Research University: Public Roles and Public Perceptions," in *Legacies of Woodrow Wilson*, ed. J. M. Morris, Washington, D.C., 1995, pp. 23-44.
 "The Leaning Tower of Academe," *Bulletin of the American Academy of Arts and Sciences*, Vol. XLIX (1996), pp. 34-54.
 "Aims of Education," in *The Aims of Education*, ed. J. W. Boyer, Chicago, 1997.
 "Prospect for the Humanities," in *The American University: National Treasure or Endangered Species?*, ed. R. G. Ehrenberg, Ithaca & London, 1997, pp. 115-127.
 "On the History of Giants," in *Universities and their Leadership*, ed. W. G. Bowen and H. T. Shapiro, Princeton, 1998, pp. 101-115.

WESLEY S. WILLIAMS, JR.

Wesley S. Williams, Jr., of Washington, D.C., has been associated with the law firm of Covington & Burling since 1970 and a partner since 1975. He was previously legal counsel to the Senate Committee on the District of Columbia, a teaching fellow at Columbia University Law School, and Special Counsel to the District of Columbia Council. He is currently active on many corporate and nonprofit boards and has participated in the Smithsonian Luncheon Group. He was appointed to the Board of Regents in April 1993, chairs its Investment Policy Committee, and serves on the Regents' Executive Committee,

Nominating Committee, Committee on Policy, Programs, and Planning, and ad hoc Committee on Business. He is also served on the Regents' Search Committee for a New Secretary, and he is a member of the Commission of the National Museum of American Art.

BARBER B. CONABLE, JR.

Barber Conable retired on August 31, 1991, from a five-year term as President of The World Bank Group, headquartered in Washington, D.C. The World Bank promotes economic growth and an equitable distribution of the benefits of that growth to improve the quality of life for people in developing countries.

Mr. Conable was a member of the House of Representatives from 1965-1985. In Congress, he served 18 years on the House Ways and Means Committee, the last eight years as its Ranking Minority Member. He served in various capacities for 14 years in the House Republican Leadership, including Chairman of the Republican Policy Committee and the Republican Research Committee. During his congressional service, he also was a member of the Joint Economic Committee and The House Budget and Ethics Committees.

Following Mr. Conable's retirement from Congress, he served on the Boards of four multinational corporations and the Board of the New York Stock Exchange. He also was active in foundation, museum, and nonprofit work, and was a Distinguished Professor at the University of Rochester.

Currently Mr. Conable serves on the Board of Directors of Corning, Inc., Pfizer, Inc., the American International Group, Inc., and the First Empire State Corporation. In addition, he is a Trustee of Cornell University and of the National Museum of the American Indian of the Smithsonian Institution. He has chaired the Museum's development committee since October, 1990 and is a member of its International Founders Council, the volunteer committee for the National Campaign to raise funds for construction of the Museum on the Mall.

Mr. Conable is a native of Warsaw, New York and graduated from Cornell University and Cornell Law School. He was a Marine in World War II and the Korean War.

Mr. and Mrs. Conable are parents of three daughters and a son. They reside in Alexandria, New York.

INTRODUCTION OF LEGISLATION TO RESTRICT FLIGHTS OVER CERTAIN AREAS OF HAWAII'S NATIONAL PARK SYSTEM

HON. PATSY T. MINK

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mrs. MINK of Hawaii. Mr. Speaker, I recently introduced legislation limiting adverse impacts of commercial air tour operations on National Park units in the State of Hawaii. I believe certain parks must be declared flight-free, spared from the intrusive noise, and maintained as calm refuges for the enjoyment of all Americans. My legislation does just that.

Special consideration must be given to the detrimental impacts on parks by commercial air tours, several of which have in the past demonstrated a lack of concern for the needs of park occupants and visitors, even to go so far as to jeopardize the safety of their passengers. These minimum altitudes and stand-

off distances are equally important to preserve natural habitat for endangered and threatened birds and other species that make their homes in the parks.

Even with the progress recently made between the air tour operators, the environmentalists and the federal government, I continue to receive complaints from hikers and visitors to Hawaii's parks, as well as residents living next to the parks. My bill is necessary to enforce noise controls on these operations.

Main provisions of my bill include prohibitions of flights over Kaloko Honokohau, Pu'u honua o Honaunau, Pu'u kohola Heiau, and Kalaupapa National Historic Parks, as well as sections of Haleakala and Hawaii Volcanoes National Parks. A minimum 1,500 foot altitude restriction is enforced for all other parts of Haleakala and Hawaii Volcanoes National Parks.

Our National Parks are our environmental legacy to our children. Not only must they be allowed to enjoy the beauty of the National Parks, they must also be able to enjoy the serenity and peacefulness that accompanies these important sites. By establishing these flight-free zones, we can ensure that the whole experience of visiting a National Park is maintained.

I strongly urge my colleagues' support of my legislation.

WESTERN MICHIGAN UNIVERSITY AND THE TRIO PROGRAM

HON. FRED UPTON

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mr. UPTON. Mr. Speaker, I rise today to remind the House that Saturday, February 27, 1999 is National TRIO Day. That day has been set aside to focus the nation's attention on the needs of disadvantaged young people and adults aspiring to improve their lives through education. We recognize as a nation the importance of supporting our talented but needy citizens today if we are to benefit from their contributions tomorrow. I am sure the House shares my commitment to providing this support.

Title IV of the Higher Education Act of 1965 generated a series of programs to help low-income, first generation, disabled Americans enter college and graduate. Initially, there were just three programs—hence the TRIO title. Today there are five. These include the Educational Opportunity Centers Program, the Ronald E. McNair Post-Baccalaureate Achievement Program, the Student Support Program, the Talent Search Program, and the Upward Bound Program.

TRIO Programs help students overcome class, social, academic, and cultural barriers to higher education and provide a variety of services critical to academic success, such as advising, career exploration, mentoring, and tutoring.

TRIO Programs make a difference. For instance, students in the Upward Bound Program are four times more likely to earn an undergraduate degree than students from similar backgrounds who did not participate in TRIO. Participants in the TRIO Students Support Program are more than twice as likely to remain in college as students from similar backgrounds who did not participate in the program.

Mr. Speaker, an excellent model of a TRIO Program can be found at an institution in my home district. At Western Michigan University in Kalamazoo, participants in the Student Support Program have a remarkable track record of success. Their achievements include the following:

95% of all students who receive program services for two consecutive semesters return to school for a third semester.

More than 75% of undergraduates in the Student Support Program had grade point averages at or above 2.5 during the 1997–98 school year.

More than 98% of Student Support Program students who apply for graduation during their junior year graduate.

Statistics are a useful measure of the Student Support Program's success at Western Michigan University. However, stories of students' personal accomplishments in the face of adversity also testify to the program's impact on individuals' lives. Consider, for example one shy and uncertain young woman who entered the Student Support Program three years ago as a freshman.

Unfamiliar with the academic world and undecided about her direction, she gradually gained confidence in her own potential and ability. Eventually she was inspired to help other students adjust to the demands of college life by becoming a Peer Mentor in the program. She is now knowledgeable and secure enough to offer others the support she once needed herself. Next year she will graduate with a bachelor's degree in Social Work.

Another bright and promising student in the program struggled with a learning disability that affected the way he processed information. In spite of this, he was determined to earn a degree in business. As he battled on through math and accounting, often repeating courses, his Peer Mentor provided unwavering support and encouragement. This young man overcame countless challenges and, in December 1998, realized his dream when he was awarded a bachelor's degree in business.

Mr. Speaker, thanks to the Student Support Program at Western Michigan University, these two students are examples of the thousands of students in a position to make their best contributions to our society.

HONORING THE UNITED STATES NAVAL RESERVE ON ITS 84TH BIRTHDAY

HON. RON PACKARD

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mr. PACKARD. Mr. Speaker, I would like to take this opportunity to congratulate the United States Naval Reserve on their 84 years of dedicated service. Comprised of 94,000 men and women, the Naval Reserve is an integral part of the United States military force.

Authorized on March 3, 1915 by the Naval Appropriations Act, the U.S. Naval Reserve is one of the world's largest and most well trained forces. Originally intended to be comprised of former active duty sailors, the Naval Reserve now consists of former officers, former enlisted men and women and volunteers. This gives them their reputation of being the military force that brings the best "Bang for the Buck."

Mr. Speaker, our Naval Reserve brings tremendous contributions to our Armed Services and our Nation. As a former Naval Reserve Officer, it is with great pride that I extend my most heartfelt thanks for their 84 years of dedication and service.

THE CONGRESSIONAL RESEARCH ACCESSIBILITY ACT

HON. CHRISTOPHER SHAYS

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mr. SHAYS. Mr. Speaker, today, Congressman DAVID PRICE and I are introducing the Congressional Research Accessibility Act to make Congressional Research Service (CRS) products available to the public on the Internet. Senators MCCAIN, LEAHY, LOTT, ABRAHAM, ENZI and ROBB are introducing similar legislation in the Senate.

Under this bill, CRS will post Issue Briefs, Reports, and Authorization and Appropriation products to a centralized web site no earlier than 30 days and no later than 40 days after the information is made available to Members of Congress through the CRS web site. Through a link on their own web pages, Members of Congress and Committees may provide the public with access to the information stored on this centralized site. The 30-day delay will ensure that CRS has carried out its primary statutory duty of informing Congress before making the information available for public release. Also, it will allow CRS to verify that its products are accurate and ready for public release.

The bill requires the Director of CRS to make the information available in a practical and reasonable manner that does not permit the submission of comments to CRS from the public. The Director of CRS is responsible for maintaining and updating the information made available on the centralized site and shall have sole discretion to edit that information for the purposes of removing references to employees of CRS, removing information which may cause copyright infringement and ensuring the information is accurate and current. Members of Congress will still be able to make confidential requests which will not be released to the public.

Congress has worked to make itself more open and accessible to the public. The Congressional Research Accessibility Act will enable us to further engage the public in the legislative process and fulfill one of our missions as legislators to better educate our constituents.

A TRIBUTE TO DENNIS BYDASH, CUYAHOGA COUNTY CLERK OF COURTS

HON. STEPHANIE TUBBS JONES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mrs. JONES of Ohio. Mr. Speaker, Dennis Bydash is proud to note that he has risen from the very bottom of the office of Gerald E. Fuerst, Clerk of Courts, who nominated him for this award, to the very top. Starting in 1972

as a filing clerk, hired for a 90 day period, he has, in almost 27 years, been given 6 promotions and now serves in a key leadership position as the Office Manager of the Civil Division, where he supervises over 100 employees and acts as the liaison between the Clerk's office and the 57 judges who depend on the Clerk's office and the offices of the County Prosecutor, the County Sheriff and the County Auditor.

To Dennis, the most rewarding aspects of his service in the Clerk's office is to see a smile on the face of an individual or to receive a thank you directly or through a letter to Mr. Fuerst. He recognizes that the Justice Center can be cold and intimidating to the average citizen and works hard to see that the Clerk's office helps that average citizen when it can or that it directs the individual to the appropriate office in the justice system.

Dennis is also active in his local community. He has participated in insuring that the Broadway neighborhood received a new fire station. He has served as President of his Ward's Democratic club for 16 of the last 18 years. He has volunteered in many political campaigns from the Congressional to the local level.

Beyond that, Dennis is an avid photographer and student of railroading, with a large collection of memorabilia, including thousands of his own pictures of railroads, some of which have been published. He is happy also to grow vegetables in his garden and can them.

Dennis recalls fondly a 1977 inquiry on the filing of a divorce from a young lawyer during the midst of accusations by some lawyers that the Clerk's office's employees, in helping the public, was practicing law without a license. Despite his fear that the question might be part of that effort, he helped the lawyer, in his own words "in a somewhat hard way." Just over two years later, he and that lawyer, Michael Tyner married, and they recently celebrated their 18th anniversary.

COMMEMORATE THE ACHIEVE- MENTS OF MARCIA YUGEND

HON. BRUCE F. VENTO

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 9, 1999

Mr. VENTO. Mr. Speaker, it is with great sadness that I rise today. Marcia Yugend, a well respected leader in the Twin Cities Jewish community, lost her life February 3, 1999. A native of Little Falls, Minnesota, Yugend was a remarkable community leader who will be missed dearly by many in the Twin Cities' religious communities with whom she worked tirelessly to promote interfaith harmony across the globe.

Yugend founded Feminists in Faith, a group of Jewish, Catholic, Protestant and Muslim women who worked together to promote women's religious issues and interfaith understanding. In 1985, Yugend created the Jewish Women-Palestinian Women Dialogue and later created the Black-Jewish Women's Dialogue. A lifelong student and scholar, Yugend recently received a master's degree in liberal studies from St. Paul's Hamline University. She earned her bachelor's degree from Metropolitan State University.

Yugend was also the first female president of the Jewish Community Relations Council of