

that this particular model has the potential to make a significant impact in affecting positive outcomes and health status improvement for African-American males.

I would hope that as the Department of Health and Human Services develops its budget for Fiscal Year 2001, strong consideration will be given to investing federal resources in collaborative partnerships with integrated health systems in urban settings that have the expertise to develop innovative models for minority health improvements.

Mr. Speaker, I would like to thank the Chairman of the Labor, HHS, Education Appropriations Subcommittee, Mr. PORTER, and the ranking minority member, Mr. OBEY, for their clear commitment to improving the quality of health care for all Americans in Fiscal Year 2000. I look forward to working with the Subcommittee in the next session of Congress to increase support for critically needed minority health initiatives.

RECOGNIZING THE CONTRIBUTIONS OF SONOSITE, INC.

HON. JAY INSLEE

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 16, 1999

Mr. INSLEE. Mr. Speaker, I rise today to recognize SonoSite, Inc., a company located in my home State of Washington. SonoSite, is a spin-off from ATL Ultrasound, has revolutionized the quality and portability of ultrasound equipment by using advanced technology to provide for ultrasound delivery through a hand-held device. Physicians and their patients around the country will benefit from this new high-tech, ultra-portable diagnostic tool that is expected to expand the use of ultrasound in medical care.

Originally designed for the military under ATL Ultrasound, SonoSite's ultrasound system pioneers an advanced high performance, miniaturized all-digital broadband technology platform in a compact, lightweight system. This allows the simultaneous acquisition and interpretation of images, and provides the ability to diagnose conditions in any clinical or field setting. This advancement promises to alter current paradigms in routine patient care—at the patient's bedside, an imaging facility, or even a remote location.

Initially available for use in obstetrics, gynecology, and emergency medicine, this ultrasound technology will enable trained physicians to significantly expand the routine use of ultrasound for faster, more accurate patient evaluations anytime, anywhere, resulting in better patient care. Patients may benefit by avoiding "waiting trauma," the anxiety felt by both patients and physicians when a problem is indicated but diagnostic answers are not available at the point of care.

I recognize the work being done by the Agency for Health Care Policy and Research (AHCPR) to complete outcome-based studies assessing routine use of ultrasound in the assessment of abnormal uterine bleeding. I urge the continued partnership between the Agency and SonoSite to best meet the needs of patients and physicians.

The SonoSite ultrasound system is a highly accessible advance in medical technology—both in terms of portability and cost. The low

cost of the new system can result in improved healthcare delivery at a time when health clinics and hospitals are facing additional cuts in their day to day financial operations. The portability of this new technology can allow physicians to expand the use of ultrasound in practice by adding an ultrasound machine to every exam room or otherwise supplementing current stationary ultrasound equipment.

I recognize SonoSite, Inc. for its efforts to maximize the use of innovative technology to advance the heavily-utilized ultrasound system as we move into the 21st century. Their efforts in partnership with the AHCPR, will result in quality, portable, and affordable medical care that will have a positive effect on my constituents in the State of Washington, and to others across the country.

In a State known for medical innovation and technological ingenuity, SonoSite deserves recognition for its pioneering technology.

INTRODUCTION OF STB MODERNIZATION BILL STATEMENT

HON. JERROLD NADLER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 16, 1999

Mr. NADLER. Mr. Speaker, today, I am introducing the Surface Transportation Board (STB) Modernization Act. Our rail freight system is an integral part of the distribution of goods across the Nation. The safe and efficient movement of rail freight in this country is an important, though at times unnoticed, part of the economy and the lives of everyday citizens. We take for granted that this system is working properly until goods do not arrive on supermarket shelves or the cost of heating our homes skyrockets due to costs caused by shipping delays.

The trend of carriers to consolidate has left the Nation with only six major railroads. As a result of these mergers, new problems and issues have been created that were not addressed in the Interstate Commerce Commission Termination Act, the law that created the STB. This bill attempts to address those issues and would improve the efficiency of the Nation's rail system and address many of the concerns of labor, shippers, and communities.

First, this bill would provide necessary protection to rail workers by ending "cram down." Cram down occurs when merging railroads override collective bargaining agreements with workers and "cram down" new terms on the workers to realize merger benefits. The STB has approved this practice for far too long. Under this bill, a collective bargaining agreement could be modified only if both the rail carriers and affected laborers agree. In addition, the existing minimum level of labor protection would be codified.

Second, this bill would improve the efficiency of shipping in several ways. It would bring an end to "bottlenecks" along rail lines. In bottlenecks, the STB allowed one rail carrier to prevent or discourage a shipper from interchanging with another rail carrier for more direct service by refusing to quote a rate or quoting an excessive rate along its portion of a line. In addition, this bill would broaden the STB's authority to transfer or direct the operations of a line and ease the ability of a carrier to gain access to terminal facilities; and nar-

row the exemption from antitrust laws that railroads currently enjoy.

Third, the bill contains several miscellaneous provisions that would address problems faced by rail carriers, shippers, and the public. The bill would reduce fees for bringing disputes before the STB, provide tax relief for carriers that invest in their rail yards, and codify the STB's decision to eliminate the requirement that shippers show an absence of product and geographic competition in rate cases.

Fourth, this bill would create a Federal Railroad Advisory Committee to study, among other things, the efficiency, maintenance, operation, and physical condition of the Nation's rail system. After 2 years, the Committee would make recommendations for improving the system to Congress and the President.

Overall, the STB Reauthorization Act of 1999 would guarantee that our Nation's rail system will be competitive, efficient, and safe as we enter the 21st century.

REMARKS OF DR. RUTH MERCEDES-SMITH

HON. DONALD A. MANZULLO

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 16, 1999

Mr. MANZULLO. Mr. Speaker, I am proud to take this opportunity to commend this speech given by Dr. Ruth Mercedes-Smith, President of Highland Community College on Freeport, Illinois, to my colleagues and other readers of the RECORD.

LEARNING BEGINS AT HOME

My topic today is "Learning begins at home." But let me be up-front about this topic. While learning does begin at home, we live, unfortunately, in a time when homes are not prepared to meet this challenge. Therefore, people like you and institutions like Highland Community College must join hands and help parents and families prepare themselves to make it happen.

Did you know that 50% of intellectual development takes place between birth and four years of age? That means that parents are important teachers. They provide the foundation for a child's learning skills at home. But, as I said earlier, many parents are not prepared to develop a learning environment. Consider the following statistics: According to a 1992 National Adult Literacy Survey, approximately 22% of America's adults have difficulty using certain reading, writing, and computational skills considered necessary for functioning in daily life. These adults, in general, are operating below the 5th grade level. Of the over 40 million adults with literacy needs, only 10% are enrolled in programs to assist them in improving their skills. Forty-three percent of adults at the lowest literacy level live in poverty. This contrasts with only 6% of those at the two highest literacy levels. Individuals with low literacy skills are at risk of not being able to understand materials distributed by health care providers. Adults with strong basic skills are more likely to ensure good health for themselves and their children. Teen pregnancy rates are higher among those with lower literacy skills.

Seventy-five percent of food stamp recipients performed in the two lowest literacy levels. In addition, 70% of prisoners performed in the two lowest levels. In a 1995 comparison of literacy among seven countries, the United States ranked next to last,

when measured against Canada, Germany, Netherlands, Poland, Sweden, and Switzerland. Clearly a large percentage of our parents are adults at-risk. The question is, "What will our communities do to help them?" As a result of the lack of learning that takes place in the home due to parents who do not have the necessary educational skills we also find that we have large numbers of children who face major barriers as they grow toward adulthood.

Let me tell you about these children: Children who don't have the basic readiness skills when they enter school are 3 or 4 times more likely to drop out in later years. Children's chances for success in school are greatly affected by the educational attainment of their parents. A parent's education level is the single best indicator of a child's success in school. Parents who have books in the home and read to their children have children who are better readers and better students. When parents are involved in helping their school-age children with their schoolwork, social class drops out as a factor in poor performance.

Yes, large numbers of our children are at-risk. Again, I ask the question, "What will our communities do to help them?" An ancient saying from Africa sums it up well: "It takes an entire village to raise a child." I know Hillary Clinton used this as a book title, but I had used these words long before she made them famous. Think about that for a moment. It takes an entire village to raise a child. It seems to me that Freeport is a village in one sense of that word and that Freeport is of a size that could manage this type of challenge. The same applies to Lena, Stockton, Mt. Carroll, Forreston, and other towns in our region. You see, I have a vision. You are among the first to hear it. My vision is that every town in our community college district will become engaged in this educational challenge and that every town will decide that by the year 2010 every person in that town will have the skills they need to become self-sufficient—whatever the age. Does that sound plausible to you? Do you think it would be too difficult to accomplish? Well, I know we can do it. And I'll tell you why.

First of all, we have several programs from the college that lay the groundwork for such an initiative. One set of services is run by our Adult Education program. Their classes meet across Highland's district. This includes basic skills. GED prep, JobSmart, English-as-a-Second-Language or ESL, and short-term training. Last year these programs served 898 adults. Classrooms are aided by volunteer tutors who meet with students at these sites or at the homes of the tutors or the students. As you can see, this is a very flexible program designed for easy access for students. So here is the first challenge to you. How about becoming a tutor and helping an adult improve reading, writing or math skills? That adult, in turn, will help his or her children and thus we will break the cycle of unpreparedness. Tutors must take 12 hours of training, which is provided at all of our sites on selected evenings or Saturdays. During the last year, the Adult Education program taught 200 students in GED prep and 148 students obtained their GED diploma. I wish you could attend one of those graduations because you would be impressed. Families, including children, attend and celebrate with the graduates. Each year several of them are selected to speak to the group. Once one of the speakers told how her husband had lost his job and could not find another. They both decided to earn their diplomas and not only did they graduate together but he found two jobs. Now that is success! The year before that tears were shed when an 80 year old grandmother, who had

conquered cancer, spoke about her desire to have a diploma to show her grandchildren that education was important.

A second program at HCC was developed several years ago when two Highland Foundation members became concerned about the cycle they were seeing in their little community of Mt. Morris. Parents who had not succeeded in school were raising children who seemed to be starting the cycle again. They came to the college to try to determine what types of services might help. They decided to begin a Parents as Teachers program. We worked with them and managed to find some seed money to start them on their way. This program served both parents and children. In the parent segment they created an activity in class that reinforced or taught school readiness; for example, shapes, numbers, and the alphabet. They learned how to work with their children in doing these activities at home. There was also a "parenting" component of the class where they shared concerns about family life and discussed solutions. The children attended separate classes, at the same time, with professional childcare workers. Their program goals were primarily physical, social and emotional rather than academic. Ages ranged from 3 to 5. Free transportation was provided for parents and children. This was a key ingredient. In addition, childcare reimbursement was available for children under 2. Recruitment was done through agency referrals such as the Department for Human Services and Head Start.

As the needs of the community have evolved, so has the program. The next iteration was the JobSmart program, which prepared parents for employment while simultaneously working on their parenting skills. Next, an ESL family literacy program was added to address the language needs of a growing Hispanic population in Mt. Morris. Currently, the community is working with us to establish a short-term training program. It has become clear to employees and employers alike that basic computer skills and an introduction to a range of employment possibilities are important for Mt. Morris. Those classes will begin next week.

Here's my point. The citizens of Mt. Morris have worked hard to stay in touch with the needs of their changing community. As they discovered issues, they worked with our staff to create services to address them. So, here comes my second challenge. Think about the Mt. Morris approach to literacy and self-sufficiency. When you identify a need in your community, think of us as a potential partner. We can sit down and talk about a plan, and by sharing our resources, we can make some things happen. A third program initiated by the college is workplace literacy. This service is provided to college district companies. It includes both assessment of worker math and reading skills as well as classroom instruction. Courses are taught at the business or nearby. To date the major sites have been Galena, Warren and Freeport. I have talked with some of these workers and am impressed by their dedication to learning. It is not easy, when one is an adult, to find out that your reading and/or math skills do not meet current workforce needs. Fortunately, all assessments are confidential and employers are only given group data. That allows the workers to feel safe and encourages them to take up the challenge of learning that may have been neglected when they were children. Well, you guessed it. Here comes challenge number three. Why not encourage more local employers to prepare for global competition by upgrading the skills of their workforce?

Yes, learning does begin at home. Unfortunately some homes today are not ready to encourage their children to learn. So people like you, community colleges like HCC, and

villages like ours must join in the task. Together we can make it happen. And, if we do it right, the job will be done by the year 2010 and learning will truly begin in the home again—at least in northwestern Illinois. In addition to volunteers, community college programs and community leader dedication, I must tell you that these initiatives also need extra funding. While everyone talks about the literacy problem including governors, senators and the president, the funding is very limited. We are indeed fortunate to have a computer lab for Adult Ed. students at all of our locations. The equipment is there due to grants and the generosity of our HCC Foundation and area businesses. Earlier I mentioned workforce literacy and I'm sure you can see the connection to my theme, "Learning Begins at Home". Let me tell you more about our workforce:

We know that 80% of the jobs in the new millennium will require a 2-year college education. In looking to the future, it will take three workers to support each retiree. Where will they come from if 1/3 of the nation is undereducated? In a 1990 national school enrollment study, it was reported that between the 9th and 12th grades, 24% of the students had dropped out. An additional 5%, who started 12th grade did not finish, which means 29% of this cohort did not complete a high school education. Today's dropouts are tomorrow's parents: 1 in 6 babies in the U.S. has a teenage mother; and 1 in 4 is born out of wedlock. As you can see, not only are our villages in trouble, but also our nation. We must work together for the following reasons:

1st: Each generation has a relationship to future generations. Justiz calls it "reciprocal dependency" because what one generation does affects what other generations can and will do.

2nd: We are, right now, in the midst of a short window of opportunity. A third world is developing within our nation. The gulf between the haves and the have nots is growing larger.

3rd: Our country is at risk. Our once unchallenged, preeminence in commerce, industry, science and technological innovation is being overtaken by competitors from across the world.

4th: Children who feel failure are beginning to decide that if they can't have total success their next best bet is to have total failure. They see incompetence as an advantage because it reduces expectations.

5th, and most importantly our children have no one to read to them. Remember your parents reading to you? Remember the times you climbed in bed and mom or dad picked up your favorite book? Can you recall the magic of those moments? And now imagine what your life would have been like without those moments. Not a pleasant thought, is it? So I share with you my final challenge—read to a child today!

I close with a quote from the report, *A Nation at Risk*;

"It is . . . the America of all of us that is at risk . . . It is by our willingness to take up the challenge, and our resolve to see it through, that America's place in the world will be either secured or fortified."

Please read to a child today—it will bring joy to the child and to you. That one small act can begin to change the future of our country, which lies in the hands of all of our children. Yes, learning begins at home, but all of us must help. Here are my challenges to you—once again:

1. Become a tutor and help an adult improve reading, writing or math skills.
2. Identify your community's literacy and self-sufficiency needs and partner with HCC to find resources to address.
3. Encourage more local employers to prepare for global competition by upgrading the skills of their workforce.

4. Read to a child today.

Yes, learning begins at home and this place is home to all of us. Let us join hands and bring the joy of learning to everyone in our communities . . . then learning will truly begin at home once more.

THE JESUIT MARTYRS OF EL SALVADOR

HON. JAMES P. McGOVERN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 16, 1999

Mr. McGOVERN. Mr. Speaker, I have just returned from three days in El Salvador where, at the invitation of the Jesuit-run University of Central America (UCA) in San Salvador and the Association of Jesuit Colleges and Universities, I participated in events surrounding the commemoration of the 10th Anniversary of the murders of the Jesuit leadership of the UCA. While this horrific event stunned that small nation and the international community, the unraveling of that case and the identification of who within the Salvadoran armed forces committed this crime contributed to a negotiated settlement of the 12-year civil war in which over 70,000 Salvadoran civilians lost their lives.

Along with Congressman MOAKLEY, I delivered an address at the University of Central America on November 12th. I walked to the site behind the Jesuits' campus residence, the very ground where ten years ago the bodies of my beloved friends were discovered. This hallowed ground is now a beautiful rose garden. Each day people from all over come to the garden to nourish their hope and renew their commitment, and it is used by faculty and students alike for meditation and repose. There is now a chapel where the six priests are buried. The university has also installed a small and emotionally compelling museum dedicated to the lives and deaths of the six Jesuit priests, their housekeeper and her daughter, who as witnesses were also murdered that night.

Mr. Speaker, the lives and deaths of these priests had a profound effect on my own life. I knew them in life, and I helped investigate and uncover who ordered and carried out their murders. I have remained involved and committed to peace, democracy, and development in El Salvador. I will never forget my friends, and I urge my colleagues to never forget our obligation to help El Salvador build a better future.

I would like to enter into the RECORD the address I made at the University of Central America and an article about the 10th Anniversary by Father Leo Donovan, the President of Georgetown University.

10TH ANNIVERSARY COMMEMORATION OF THE
JESUIT MARTYRS, UNIVERSIDAD
CENTROAMERICANA JOSE SIMEON CANAS, SAN
SALVADOR, EL SALVADOR, NOVEMBER 12,
1999

I feel privileged to be here tonight, to be part of this company of speakers, to hear the words and memories of the families, and to honor and remember the lives of our friends—Ignacio Ellacuria, Segundo Montes, Ignacio, Martin-Baro, Amando Lopez, Juan Ramon Moreno, Joaquin Lopez y Lopez, Elba Julia Ramos and Celina Ramos. Congressman MOAKLEY and I are most associated with

the investigation into their murders, but I was honored to know these priests for many years. I was honored to call them my friends. I learned from their insights, research and analysis. I laughed and sang songs with them. And I have been inspired by the lives they led.

The lives and deaths of my friends and my experiences in El Salvador have informed and influenced all other actions I have taken on human rights issues. They shape the way I tackle the challenges of social justice, fairness, and civil rights in my own country. And they are always in my thoughts as I think about the values and ideals I wish to pass along to my 18-month old son, Patrick George McGovern.

I believe with all my heart that the United States is a great country. That it is built upon the promotion and preservation of freedom, liberty and respect for the rights and dignity of every one of our citizens. The U.S. has fought to protect democracy, helped war-ravaged countries rebuild, and responded generously to natural disasters, like Hurricane Mitch. As someone who values a sense of history, I'm inspired by the principles enshrined in our founding documents.

The actions of my government, however, during the long years of the Salvadoran war, were a source of deep disappointment for me because U.S. policy did not reflect the values and ideals of America. Instead, that policy had more to do with our obsession with the Cold war than with the search for peace and justice in El Salvador.

The U.S. did not cause the war in El Salvador. But our policy did help prolong a war that cost tens of thousands of innocent lives—including the lives of the six men and two women were gather to honor tonight. Had we used our influence earlier to promote a negotiated settlement, perhaps our friends might be here celebrating with us.

We in the United States need to acknowledge that fact. In particular, our leaders need to acknowledge that fact.

There was an arrogance about U.S. policy that rationalized, explained away, and even condoned a level of violence against the Salvadoran people that would have been intolerable if perpetrated against our own citizens.

Presidents, Vice Presidents, Senators and Members of Congress have for years come to El Salvador to tell you what changes you must make in your nation. They—and I—have urged you to make institutional changes in El Salvador—in your military, your police, your judiciary, and your political institutions. And you have made changes, and you have made great progress in these areas.

To be frank, however, they and I have rarely talked about the institutional changes we need to make in the United States. But the fact is, we in the U.S. have a responsibility to change the culture and mindset of many of our own institutions.

I fear that we in the U.S. have institutions—namely our military and intelligence agencies—that have not fully learned the lessons of El Salvador. While there are examples where these agencies have performed admirably, we continue to make many of the same mistakes. Sadly, the U.S. continues to train, equip and aid repressive militaries around the world in the name of strategic interest—no matter the level of human rights abuses.

In late August, I traveled to East Timor. I was there nine days before the historic vote for independence. I spent a day out in the countryside with Catholic priests Hilario Madeira and Francisco Soares, who were protecting over 2,000 displaced people who had sought refuge from militia violence in the church courtyard. I had dinner in the home of Bishop Carlos Belo and heard him talk

about the escalating violence against East Timorese people. And I thought about El Salvador, and the pastoral work of the Catholic Church, and my friends, the Jesuits, and the work of the UCA.

Two weeks after I returned to the United States, Father Hilario and Father Francisco were murdered, shot down on the steps of their church as they tried to protect their parishioners from massacre. Bishop Belo's house was burned to the ground, and he was forced to flee his country.

During the 24 years of Indonesian occupation of East Timor, the United States sent the Indonesian military over \$1 billion in arms sales and over \$500 million in direct aid and training. To the credit of the Clinton Administration, the U.S. severed military relations with Indonesia in September. But we should have done that sooner, and it was the Pentagon that was most reluctant to break relations with its military partners during the first critical weeks of violence that devastated the people of East Timor.

The problem with the Indonesian military, like the Salvadoran military of the 1980s, is not a problem of a "few bad apples." It is an institutional problem. And the U.S. approach to military aid, training and arms sales reflects an institutional problem within the U.S. military. Never again should the United States be in the position of training and equipping military personnel who cannot distinguish between civilian actors and armed combatants.

The U.S. has yet to sign the international treaty to ban antipersonnel landmines—a treaty the Government of El Salvador to its great credit has signed. You have seen the devastation of land mines—the tragedy of a young child missing a leg or an arm and maybe even missing a future. But why hasn't the U.S. yet signed the treaty? Because the institutional culture of the Pentagon rejects giving up any kind of weapon currently in its arsenal, no matter how deadly to innocent civilians. This must change.

Our military institutions should care as much about the lives and security of ordinary citizens as they do about strategic advantage and military relations. I have met many good men and women who serve in the Armed Forces, including many who serve in El Salvador. It is important that our institutions, like these individuals, realize that respecting human rights and safeguarding the lives of ordinary people is in the strategic and national interests of the United States.

And let me be clear, the U.S. Congress also must fulfill its responsibility and demand accountability of our military programs. All too often, Members of Congress simply don't want to know what our military and other programs abroad are doing.

We also must change the culture of secrecy and denial within our military and intelligence institutions.

I have pushed my government hard to disclose all documents in its possession related to the case of the four U.S. churchwomen murdered in El Salvador in 1980. It's been 19 years—and the families of these murdered women still do not have the satisfaction of knowing all that their government knows.

I have also pushed my government to release all documents relating to the Pinochet case, including materials on the United States role in the overthrow of the government of Chile and its aftermath. The people of Chile have waited 26 years for justice. The action taken by Spanish Judge Garzon has broken new ground in international human rights law, making it clear that no one, no matter how high their office, who commits crimes against humanity, can escape the consequences of their actions.

I don't do this because I can't let go of the past. I do this because I want to ensure a better future. It is hard to change "old ways"—