

instantly. Our challenge for this new age is to continue to foster values of public service, community, and citizenship, in order to constantly renew and re-engage our citizenry and our democracy.●

#### RETIREMENT OF THE CHANCELLOR OF VANDERBILT UNIVERSITY, JOE B. WYATT

● Mr. FRIST. Mr. President, on April 29 the Vanderbilt University community will honor Joe B. Wyatt, who will retire this summer after a long and distinguished career as Chancellor of that prestigious university. I rise today to pay tribute to Chancellor Wyatt. His significant contributions have not only benefitted the Nashville campus, but also have had a very positive impact on the State of Tennessee and, indeed, our entire nation.

Joe Wyatt's tenure as head of Vanderbilt, which extends back to 1982, has been marked by substantial growth at the University: new construction and renovation on campus; tremendous expansion of the renowned Medical Center; major increases in the levels of research grants; and a quantum leap in the university's endowment.

Today, Vanderbilt University and Medical Center is the largest private employer in Middle Tennessee and the second largest in the state. It generates an estimated annual economic impact of more than \$2.2 billion to the area. Among the 19,000 Vanderbilt alumni who live in Middle Tennessee are numerous leaders in business, government, law, education and medicine. And many of these young men and women were handed their diplomas by Joe Wyatt before moving on to make a mark in their chosen fields.

Equally important, Mr. Wyatt's stewardship has been marked by the academic and intellectual growth of the University. He has helped attract a world-class faculty that is consistently recognized nationally and internationally for its research and teaching excellence. In addition, he recognized, earlier than most, the potential impact of new technology on our society and education, and he facilitated the development of research programs that cut across various academic disciplines, reflecting changes in the real world and maximizing the University's academic resources.

Personally, in making my own decision of whether to come to Vanderbilt to join the staff at Vanderbilt University Medical Center as Assistant Professor in cardiothoracic surgery, it was Joe Wyatt's support of a vision of establishing a multi-organ, multi-disciplinary transplant center at Vanderbilt that encouraged me to come back to Nashville. His commitment to seeing that vision become a reality led to the establishment of the Vanderbilt Transplant Center which since that time has served thousands of patients throughout the Southeast.

During Joe Wyatt's 18 years of service at Vanderbilt, the university has

evolved steadily from a highly regarded regional institution to a truly national institution, widely known for its excellence in a wide array of undergraduate and graduate fields. Today, it is among the top ranks of research universities in the United States, with a student body that represents all 50 states and more than 90 foreign countries.

Chancellor Wyatt is widely regarded today as a senior statesman of the research university community. His deep commitment to higher education issues is exemplified by his participation in, and leadership of, many national advisory groups and policymaking organizations. For example, he has served the last two years as chairman of the Government-University-Industry Research Roundtable of the National Academy of Sciences. He also is the current chairman of the Universities Research Association and chairs a blue ribbon panel on quality standards for the non-profit organization, New American Schools. In addition, he serves on the Business Higher Education Forum, the Council on Competitiveness and the Advisory Committee of the Public Agenda Foundation.

Mr. President, Joe B. Wyatt has made contributions in many areas, but I think his greatest legacies will be in the following three areas:

First, he has fostered greater communication and cooperation among the three sectors most involved in our nation's unique research enterprise—universities, the federal government and industry.

Chancellor Wyatt is the Chairman of a group at NSF devoted to bringing government, universities and businesses together in a collaborative effort to improve our nation's research effort.

Second, he has promoted increased awareness of the great responsibility of our schools of education to "teach the teachers" who prepare America's youth for the challenges of tomorrow.

Chancellor Wyatt supported a controversial provision in the Higher Education Act of 1998 to hold colleges of education accountable for their students' performance as teachers. This provision, and Chancellor Wyatt's deep commitment to improving our nation's colleges of education, will have a lasting impact not just on higher education, but on our entire elementary and secondary school system.

Third, he has generated, through personal example, renewed commitment to volunteer community service by all members of the university community.

Today, Vanderbilt undergraduates are engaged in volunteer programs in unprecedented numbers. It was no accident that, when they recently came to say farewell to Vanderbilt alumni in the Washington, DC, area, Joe and Faye Wyatt spent the day at an inner-city elementary school, working alongside 75 alumni in a reading and storytelling program with local third-graders.

I include for the RECORD an article from the Vanderbilt Register On-Line. The article further details Joe B. Wyatt's many accomplishments over a span of nearly two decades as Chancellor of the University. Throughout this period, he has maintained a sharp focus on two things that really matter . . . two things that are enduring in our society: quality education of our nation's youth and service to the broader community. And he has done so with honor, decency and credibility.

We wish Joe and Faye Wyatt the very best, and give them heartfelt thanks for their service to Vanderbilt University.

The article follows:

JOE B. WYATT, VANDERBILT UNIVERSITY  
CHANCELLOR, 1982-2000

When Alexander Heard retired in 1982, the board named Joe B. Wyatt to succeed him. As Chancellor, Wyatt sought to place Vanderbilt in the very top tier of American universities.

Wyatt, a Texan, holds degrees in mathematics from Texas Christian University and the University of Texas. He was vice president for administration at Harvard University—and father of a Vanderbilt sophomore—when he was selected as Vanderbilt's sixth Chancellor. As a computer scientist and executive, he brought to the University his concept that information technology is a strategic resource of accelerating global importance in education, research and patient care.

In addition to his influence in technology, Wyatt pushed the University community to unprecedented levels of involvement in volunteer community service. Alternative Spring Break was founded in 1987 by a handful of students with Wyatt's support. In spring 1999, more than 300 undergraduates participated in the program's 22 domestic and three international sites. With funding from the Chancellor's discretionary fund, the non-profit Break Away: The Alternative Break Connection was founded in 1991 by Vanderbilt graduates to help colleges across the country start alternative spring breaks. Today, half of all Vanderbilt undergraduates are engaged in volunteer programs, and the number of service organizations has exploded.

The term "national university" has taken on an expanded meaning under Wyatt. He has led a national effort to improve elementary and secondary education in the nation's public and private schools, and at home he has made the Vanderbilt student body the most diverse in history. Students hail from all 50 states and 91 foreign countries. Minority enrollment in Vanderbilt's four undergraduate schools has nearly tripled in the past 10 years. In the fall of 1999, minority students accounted for almost 20 percent of the undergraduate population, as compared to slightly less than 7 percent in 1987, while the overall enrollment has remained fairly constant. Over the same period, the number of minority students in the graduate and professional schools continued to increase.

In 1989, for the first time, Vanderbilt's undergraduate programs were ranked among the top 25 national universities overall in the U.S. News & World Report survey, placing 24th. Vanderbilt continues to be ranked in the top 25, placing 20th in 1999. In U.S. News' 1999 graduate school rankings, Peabody College was ranked sixth among schools of education; the Owen Graduate School of Management was ranked 25th among business schools; the law school was ranked 16th; and the School of Medicine was ranked 16th.

During Wyatt's term as Chancellor, the Medical Center expanded most dramatically, now accounting for more than 70 percent of the University's income and expenses and employing almost half of the full-time faculty, more than half of the part-time faculty, and the majority of staff.

Since 1982, Vanderbilt has acquired or built one-third of the campus—more than four million square feet of mostly new construction. This does not include the one million additional square feet of renovations to existing facilities, and major projects on the drawing board.

Wyatt spent much of the early '90s working with trustees and staff in The Campaign for Vanderbilt, the most ambitious fund-raising effort in the institution's history. This latest campaign, which ended in 1995, raised \$560 million. Now, because of the work of Wyatt and others, Vanderbilt has an endowment of \$1.8 billion. Its operating budget has grown to \$1.3 billion. Sponsored research has more than quadrupled since 1981, from \$42 million to \$214 million, placing Vanderbilt 33rd among U.S. colleges and universities in federal research and development funding, according to the National Science Foundation.

One of Wyatt's most significant accomplishments as Chancellor has been the improvement in the quality of Vanderbilt's faculty. The criteria for faculty appointment, promotion and tenure have been strengthened twice during his administration, making it clear that excellence in scholarship, teaching and service are required for all members of the faculty. The number of endowed faculty chairs has increased from 39 in 1982 to more than 100 today, and faculty salaries have continuously increased as well.

On April 23, 1999, Wyatt announced that he would retire as Chancellor in July 2000.●

#### TRIBUTE TO INNOVATORS IN FIVE VERMONT HIGH SCHOOLS

● Mr. JEFFORDS. Mr. President, I rise today to pay tribute to educators in five Vermont high schools whose collaborative work in school improvement will help high school teachers and administrators across the country understand how to support high school reform. The high schools and their educators include: Montpelier High School—Owen Bradley, David Gibson, and Charlie Phillips; Otter Valley High School in Brandon—Nancy Cornell, Ellie Davine, and Bill Petrics; South Burlington High School—Tim Comoli, Sheila Mable, and Janet Bossange; Essex High School—Kevin Martell, Sue Pasco, and Brian Nelligan; and Mount Abraham High School in Bristol—Tom Tailer, John Vibber, David Royce and Mary Sullivan.

These people are outstanding educators who understand how to build partnerships between the community and school that enrich the experience of their students. All five of these high schools have Professional Development School partnerships with the University of Vermont, collaborating to prepare new teachers and support veteran teachers on behalf of school renewal. Each of them has learned to use local resources to bring high school students into meaningful contact with adults in the surrounding community, making learning a part of life. All five schools are discovering how to link local innovations with the national effort to help all high school students meet high

standards of performance. The Northeast and Islands Regional Educational Laboratory at Brown University (LAB), a program of The Education Alliance at Brown University, with the support of the U.S. Department of Education will publish and disseminate a description of their work and the results of the work in *The Dynamics of Change in High School Teaching: Instructional Innovation in Five Vermont Professional Development Schools*, which will be released this summer. (Clarke, et al, 2000)

The Montpelier Story, a publication excerpted from the book and available now through the LAB, is the story of the success of dedicated educators in collaboration with community partners and other resources in providing new, student-centered learning opportunities to the young people they serve.

At Montpelier High School, Owen Bradley, David Gibson, Charlie Phillips and the entire faculty have redesigned the curriculum to support Personal Learning Plans for each student in the school. Montpelier students use their Personal Learning Plans to select courses and to develop community-based learning projects that help them meet graduation requirements and carry them toward their individual goals in ways that fit their unique talents and aspirations. The work at Montpelier has already inspired schools across Vermont and spilled over the borders to Maine and beyond, where it serves as a model for redevelopment of curricula and advising to increase contact between students and adults.

Under the leadership of Nancy Cornell, Ellie Davine and Bill Petrics formed a team at Otter Valley High School with the purpose of designing a standards-based course for students in the school who needed to understand how geography and local decision making affect land use in Vermont. By giving each student a topographic map of 100 acres in the State and leading them through the process of land-use assessment and planning required by Vermont's environmental laws, they illustrated the application of knowledge and skills in local community development efforts.

Over a period of 15 years at South Burlington High School, Tim Comoli and Sheila Mable, both of the English Department, developed a state-of-the-art media lab that engages students in designing multi-media presentations of professional quality for public service organizations in their community. Development of the media lab provoked a complete revision of the district's technology education plan, creating a model technology program for the State.

At Essex High School, Kevin Martell, Sue Pasco and Brian Nelligan have worked for more than a decade to design and refine an integrated course in history and English that engages students in examining the evolution of human culture from 10,000 BC to the present. By fitting course assignment to the individual learning styles of the

students who fill their classrooms, they have been able to create a challenging course in which high school students teach each other, and learn to express their views in a wide variety of media.

Tom Tailer, John Vibber and a host of partners at Mount Abraham Union High School developed a physics unit on Newton's Laws that they expanded over a decade into a simulation of armed, global aggression. Having made "weapons" that launch tennis balls over great distances, Mt. Abraham's physics students play out the implications of an unequal distribution of global power on the school's athletic fields, then compare their struggle to current wars and conflicts around the globe. The "Physics War" is part of a complete redesign of Mt. Abraham's science curriculum that bases student learning on performance measured against common standards.

Each of these projects demonstrates that high school change occurs when individuals reach across the boundaries that separate them into departments and bureaucratic layers, forming partnerships that empower all participants to learn and grow through shared effort on behalf of a common goal: improved learning for young people.●

#### RECOGNITION OF NATIONAL ASSOCIATION OF RETIRED FEDERAL EMPLOYEES WEEK

● Mr. THOMPSON. Mr. President, Governor Don Sundquist of the State of Tennessee has proclaimed April 16-22, 2000, as "National Association of Retired Federal Employees Week" in order to focus attention on the many accomplishments of Tennessee's retired Federal employees. In recognition of the important public service performed by Federal retirees, I ask my colleagues to join Governor Sundquist and me in acknowledging the contributions retired Federal employees have made to this Nation and their continued dedication to our communities.

Beginning in 1882, a non-partisan civil service system was established granting Federal employees the protections of a merit system, eliminating the spoils system and basing Federal employment decisions on merit rather than political connection. It is in this spirit that Federal employees, over the course of almost 120 years, have served the public interest. Their professional lives have been dedicated to performing and carrying out the responsibilities of the Federal Government.

In an effort to improve the civil service, and in recognition of civil servants' efforts on behalf of the Federal Government, Congress enacted in 1920 the first comprehensive employer-sponsored retirement plan - the Civil Service Retirement System. This system has served the country well since then and its successor, the Federal Employee Retirement System, serves as a