

on reshaping federal farm policy, conservation, and CSA specifically, will be an important part of the discussion. I hope my colleagues will consider cosponsoring this bill.

TRIBUTE TO COMMANDER JAMES
F. STADER

HON. DAVID L. HOBSON

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. HOBSON. Mr. Speaker, I rise today to recognize an outstanding Naval Officer, Commander James Stader, who has served with distinction and dedication for almost two years for the Secretary of the Navy, as the Congressional Liaison Officer for Civil Engineering, Appropriations Matters Office under the Assistant Secretary of the Navy (Financial Management and Comptroller). It is a privilege for me to recognize his many outstanding achievements and commend him for the superb service he has provided to the Department of the Navy, the Congress, and our great Nation as a whole.

During his tenure in the Appropriations Matters Office, which began in August of 1999, Commander Stader has provided members of the House Appropriations Committee, Subcommittee on Military Construction as well as our professional and personal staffs with timely and accurate support regarding Department of Navy plans, programs and budget decisions. His valuable contributions have enabled the Subcommittee on Military Construction and the Department of the Navy to strengthen their close working relationship and to ensure the most modern, well trained and well equipped naval forces attainable for the defense of our great nation.

Mr. Speaker, James Stader and his wife Clara have made many sacrifices during his career in the Navy. His distinguished service has exemplified honor, courage and commitment. As they depart the Appropriations Matters Office to embark on yet another great Navy adventure in the service of a grateful nation, I call upon my colleagues to wish them both every success and the traditional Navy send-off "fair winds and following seas."

HELP SCHOOLS HELP PUPILS

HON. GARY A. CONDIT

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. CONDIT. Mr. Speaker, we hear a lot about the crises in education and the failure of our public schools. Recently, Mr. James Enochs, the Superintendent of Modesto's schools, addressed this issue at a district meeting. I think we can all benefit from the comments and opinions of those who are involved in the front lines of education. I submit Superintendent Enochs' comments for insertion into the CONGRESSIONAL RECORD.

HELP SCHOOLS HELP PUPILS

(By James C. Enochs)

I have been asked to comment briefly on what the schools need. It seemed like an agreeable enough topic. But, as with much of the discussion about education, if the answer

is neat and simple, it is probably wrong and misleading.

I am not a great pep-talk speaker. I think it is more important that we all face up to some of the grim realities that confront us. I get a lot of unsolicited advice in my job. Much of it from my friends in business, or as they prefer to call it, the "real world." Our conversations invariably end with my reminding them that they have three distinct and important advantages over schools:

You get to screen your applicants. You can take them or reject them based on the qualifications or lack of qualification they bring to the opening. We can't do that. We are required to take everybody irrespective of their qualifications.

You can pay them to get them to do what you want. We can't do that.

And, of course, if they don't please you, you can fire them. We can't do that, either.

And thank goodness we can't. Because those are hardly solutions to the kind of issues we face. Which is why I have chosen to be very direct and begin by telling you that you probably can't help us very much with the things schools need most. We need—we desperately need: More stable families; fewer abused children; less dope, alcohol and violence in the lives of our students; fewer gangs in the schools and more parents; we need kids who are fed before they come to school; we need more parents with the sense to discipline their children and guts enough to turn off the television; we need young children whose parents have taken the time to read to them; we need fewer fathers—and recently mothers—who think the axis of the earth passes through the 50-yard line; adults, suffering from a prolonged adolescence, who mistakenly believe that Saturday's hero is more important than Monday through Friday's good citizen and scholar; and we need 400-500 fewer pregnant unwed girls every year.

That's what schools need most. And, of course, that is what society needs most. In effect, my problems are yours; I only have to deal with them before you. And they certainly don't yield to something as simple, and unthinking as just don't accept them, or "can" them if they don't shape up. And I do think that an understanding of that—an understanding that not all failure is institutional failure—is a necessary precondition for a genuine partnership between schools and business.

Modesto City Schools, with nearly 35,000 students, is among the 25 largest school districts in California. And one of every eight children in America lives in California. . . Our school enrollment is greater than that of the 24 smallest states combined. And the public needs to understand something about that school population. And if you understand California, you will understand Modesto City Schools.

There is no place on the face of the earth with a more diverse population. Two-thirds of the state's newcomers are foreign-born. In fact, 15 percent of California's population was born in another country; and in the public schools, more than 30 percent of the children are of parents born in a foreign country; and for one-third of the children in California, English is a foreign language.

In Modesto City Schools, we have nearly 7,000 students who speak more than 40 different languages. That's an increase of 157 percent in the past 10 years. While it is hard for some people to accept, Modesto and, as a result, Modesto City Schools has taken on the characteristics of most urban areas in California: A very low educational level of parents. Nearly 30 percent of the parents of MCS children did not graduate from high school; a high percentage of welfare recipient families: nearly 9,000 of our students.

Families constantly on the move: We measure mobility on the number of students who leave or enter school after the first school month: nearly 10,000 students a year. Only 30 percent of the students who start kindergarten with us are still enrolled—by the eighth grade.

And I have mentioned the high and increasing number of children who do not speak or read English as their primary language. Just to translate that into something more manageable, the raw material resulting from these trends and the social disintegration of the family, has turned a typical class of 10th graders into a statistical nightmare in the Golden State:

Eight students will be on public assistance;
Three students will have sexually transmitted diseases;

Four will speak no English—none;

Three will be teen parents;

Three will grow up in public housing;

Two will be victims of child abuse;

Three will be regular drug users;

Three of them will have been born out of wedlock;

And half of them will have experienced at least one divorce in their family.

Now, if you look at that list, it must occur to even the greatest critic of public schools that educators didn't do it—we didn't introduce them to drugs, or break up their families, or force them onto public assistance, or get them pregnant, or any of the other myriad problems they pack with them to school. So, it's no good to say, "That's your problem, Mr. Superintendent; I pay my taxes and that's enough." Well, today's social dynamite piling up in the nation's school is tomorrow's headache for all of us, including the business community.

Among other consequences, the link between the social ills that plague many young children and early school failure, later high school dropouts, and ultimately a functionally illiterate or marginally literate, unskilled work force is an inexorable progression.

And to paraphrase that oil filter commercial, we can deal with it now, or we can deal with it later. But we have a problem. It was captured very nicely about a year ago in a cover article in Time magazine with the rather sharp title, "A Nation of Finger Pointers."

The major premise of the article was that we are becoming a nation of passive crybabies. People who absolve themselves of any individual responsibility, sit on their duffs, and assume the status of victims as a result of someone else's incompetence or even malevolence.

I get it from both ends. Some teachers and administrators want to blame it on the absentee parents who are sending us all these undisciplined kids who do not value education and are loaded down with problems created by those parents. It's the ill-prepared raw material argument: "How can we teach kids like that?"

On the other end of the process, I get it from the business community who says much the same thing, but substitutes "educators" for "parents." Educators are sending us all these undisciplined kids who do not value work and are loaded down with problems created by the schools. It's the same ill-prepared raw material argument: "How can we hire kids like that?"

So, what we have here is a problem in which everyone is either a victim or a scapegoat. If we have a problem, don't join hands anymore, point fingers. What we don't have is that old-fashioned American interdependency, shared responsibility, mutual understanding, the common ground where people meet and solve problems. And that is what this is about today.

We need community people—business people—to support us in our efforts to elevate academic excellence and good character—to convey to the young that we value the qualities we pay lip-service to. We need businesspeople who can stimulate interest in career development and training. Students have heard it all before from teachers and counselors. They need to see it and hear it from the people who will be doing the hiring and firing.

And finally, we just need more adults who will spend time with these kids; kids who haven't had many caring adults in their lives. Someone to read to them, to listen to them read, to treat them like they are somebody.

I can't tell you how many people tell me, "I feel so sorry for those kids." Well, frankly, that's not good enough.

There is a revealing exchange between the great Englishman Samuel Johnson and his friend and biographer James Boswell in the greatest biography ever written. Boswell confesses, "I have often blamed myself for not feeling for others as sensibly as many say they do." Johnson replies, "Don't be duped by them anymore. You will find these very feeling people are not ready to do any good. They pay only by feeling."

He's right. When the young have grown to adulthood, they will not think kindly of those adults who have given them sympathy without help.

TRIBUTE TO HOLLI DUNAYER

HON. CAROLYN MCCARTHY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mrs. MCCARTHY of New York. Mr. Speaker, I proudly recognize the academic and personal achievements of Holli Dunayer of East Meadow, New York.

Holli is a spirited and dedicated woman who has triumphed through life's continual ups and downs.

Although Holli gave her all to the North Bellmore Hair Salon family business, she always wanted to contribute to the community. While managing the salon, Holli helped the neighborhood's homeless, organizing a benefit for the poor from her store.

But times were difficult for Holli. In the early 1990s, she lost her home, was divorced, and went on public assistance so she could care for her daughter, Samantha, then seven.

But Holli bounced back.

In 1996, she enrolled in Nassau Community College, where she received an Associate's Degree in sociology. Holli was awarded a partial scholarship to Adelphi University, where she received a Bachelor's Degree in social work last year. On Sunday, May 20th, 2001, Holli received a Master's Degree in social work from Adelphi University.

While Holli pursued her Master's Degree, she interned in my Hempstead District office. I was impressed by her commitment, and I hired her as a full-time legislative aide to handle education, IRS, grants and passports. I'm excited to have a second social worker on my staff.

Holli is a recipient of a \$5,000 Maurice Paprin Memorial Fellowship given to students who demonstrate commitment to social change through past or present work.

Holli calls her employment "poetic justice" since she has gone from the government taking care of her to being a government employee helping others in tough situations. Holli is proof that hard work and dedication is all you need to make your dreams come true.

I congratulate Holli and her daughter, Samantha, now 15, on their achievements and Holli's graduation.

I am honored to have her as a member of my staff and as my friend.

INTERNATIONAL MIGRATORY BIRD DAY

HON. ROBERT A. BORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. BORSKI. Mr. Speaker, I rise today in recognition of International Migratory Bird Day (IMBD), which was officially celebrated on Saturday, May 12, with hundreds of events across the country including one at Philadelphia Zoo.

International Migratory Bird Day celebrates the annual return of millions of birds from wintering habitats in Latin America and emphasizes that the continued enjoyment of these birds depends upon our actions as consumers, homeowners, and citizens. At least 200 species of birds migrate to, from and through Philadelphia each year.

In addition to the sheer enjoyment of watching them, migratory birds are important biological indicators of ecosystem health as well as sentinels for potential human health risks. Their populations are declining dramatically due to the destruction and degradation of their habitat throughout the Americas. Making small changes to some of our daily habits can contribute to the conservation of migratory birds and their habitats, as well as the planet's overall health.

One small change is drinking shade-grown coffee, which helps protect habitat for migratory birds. According to experts at the U.S. Fish and Wildlife Service, the way coffee is grown can have a direct effect on many of the birds we see in our neighborhoods each spring. Coffee farms or plantations that leave a canopy of shading trees ("shade-grown coffee") benefit migratory birds by providing habitat for their wintering grounds in Mexico, Central and South America, and the Caribbean. The Wilson's warbler, scarlet tanager, northern oriole, indigo bunting, and wood thrush are among the dozens of migratory birds that spend part of their lives in the U.S. and that winter in the coffee-growing regions of Latin America.

Encouraging our local coffee shop or grocery store to carry shade-grown coffee is one way that each of us can make a difference. Another way is becoming more informed about migratory birds and the threats to their habitats through involvement in bird watching and other programs such as those at Philadelphia Zoo. The Zoo's involvement in avian conservation dates to before the opening of its original Bird House in 1916. More recently, scientists at Philadelphia Zoo have played a major role in the conservation of the American

bald eagle. Once on the brink of extinction due to the use of the pesticide DDT, which was banned in the 1970s, the bald eagle is a national conservation success story. The Zoo's pair of eagles was brought to the Zoo by wildlife rehabilitators when it

Today, America's First Zoo is building a new Avian Conservation Center that will feature state-of-the-art exhibitions and research facilities illustrating the diversity of the world's bird populations and their varied habitats. A central focus will be the challenges of conservation and preservation of rare species like Micronesian kingfishers, which are extinct in the wild. A key aim of the Center is to increase visitor awareness of avian conservation and issue a "conservation call to action."

We can also encourage innovative public-private partnerships such as the bird conservation initiative that was announced at the Zoo, when City and U.S. Fish and Wildlife officials met to formally recognize Philadelphia as the third Migratory Bird Treaty City in the nation.

I applaud the City of Philadelphia, the U.S. Fish and Wildlife Service, and Philadelphia Zoo for their efforts to promote the conservation, habitat restoration, protection and hazard reduction of migratory birds, and all those organizations and individuals celebrating International Migratory Bird Day.

INTRODUCTION OF THE COBRA COVERAGE EXTENSION AND AFFORDABILITY ACT OF 2001

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. STARK. Mr. Speaker, I rise to join with my dear friend Representative JOE MOAKLEY (D-MA) to introduce the COBRA Coverage Extension and Affordability Act of 2001.

COBRA is the law that allows employees who face a change in their work status—and would otherwise lose their health insurance—to be able to continue that same coverage through their previous employer for a period of generally 18 months and sometimes as much as 36 months depending upon their particular situation. During this continuation period, employees must pay 102% of the cost of their current health insurance plan. That means they pay their previous employer share, their own share, and an extra 2% to make up for any administrative costs faced by their previous employer for maintaining their coverage.

COBRA was created in order to provide a bridge for workers to be able to maintain health benefits for themselves and their families. It has been in place since 1986 and is overdue for remodeling.

The bill we are offering today makes three key improvements to existing COBRA law:

(1) It extends the length of time that COBRA continuation benefits are available for all workers and their families from an average of 18 months to 5 years with workers paying 102% of premiums as required under current law.

(2) It creates a new category of COBRA continuation coverage for people age 55 and