

ashamed of my roots to confront that kind of elitism, so I stewed and said nothing. But a few months ago at a teaching conference I attended, a colleague made a similar comment. He said that most of his Pell students are slackers; that they take advantage of government hand-outs; that they don't have what it takes to make it in a white-collar world. This time I could not keep quiet. I told him that most of my Pell students are even more driven than my middle- and upper-class students, with a lot more riding on the success of their papers than a letter grade or the refinement of their creative-writing skills. Most of my Pell students are working toward not only a degree and a decent job, but also a fundamental shift in the direction of their lives. They want to worry not about paying the bills, but about whether their kids are more suited to playing soccer or the violin. When you're mired in poverty's problems, you don't have the luxury of worrying about basic "quality of life"; it wouldn't occur to you to even use that phrase.

I am not rich now by any means. But most of the time I am happy, and I am productive, and I am not ashamed. I thank you, Senator Pell, for your gift of education—on behalf of myself, my students and all the rest of the people out there who might yet get a shot at a life better than the one they were born into.●

WOMEN'S HISTORY MONTH

● Mr. SARBANES. Mr. President, today I rise in recognition of Women's History Month—a time to honor the many great women leaders from our past and present who have served our Nation so well. They have worked diligently to achieve social change and personal triumph usually against incredible odds. As scientists, writers, doctors, teachers, and mothers, they have shaped our world and guided us down the road to prosperity and peace. For far too long, however, their contributions to the strength and character of our society went unrecognized and undervalued.

Women have led efforts to secure not only their own rights, but have also been the guiding force behind many of the other major social movements of our time—the abolitionist movement, the industrial labor movement, and the civil rights movement, to name a few. We also have women to thank for the establishment of many of our early charitable, philanthropic, and cultural institutions.

In Maryland, we are proud to honor the many women who have played such critical roles in the development of our State heritage. They include Margaret Brent, who, in 1648, became America's first woman lawyer and landholder, and Harriet Tubman, who saved thousands of lives during the Civil War through the Underground railroad. Other great Maryland women include Henrietta Szold, the founder of Hadasah, the Women's Zionist Organization of America and Dr. Helen Taussig, who developed, in 1945, the first successful medical procedure to save "blue babies."

Now more than ever, women are a guiding force in Maryland and a major presence in our business sector. As of 1996, there were over 167,000 women-owned businesses in our State—that amounts to 39 percent of all firms in Maryland. Maryland's women-owned businesses employ over 301,000 people and generate over \$39 billion in sales. Between 1987 and 1996, the number of women-owned firms in Maryland is estimated to have increased by 88 percent.

During Women's History month we have the opportunity to remember and praise great women leaders who have opened doors for today's young women in ways that are often overlooked. Their legacy has enriched the lives of us all and deserves prominence in the annals of American history.

With this in mind, I have co-sponsored legislation again this Congress to establish a National Museum of Women's History Advisory Committee. This Committee would be charged with identifying a site for the National Museum of Women's History and developing strategies for raising private funding for the development and maintenance of the museum. Ultimately, the museum will enlighten the young and old about the key roles women have played in our Nation's history and the many contributions they have made to our culture.

However, we must do more than merely recognize the outstanding accomplishments women have made. Women's History Month also is a time to recognize that women still face substantial obstacles and inequities at every turn. Access to capital for female entrepreneurs is still a significant stumbling block, and women business owners of color are even less likely than white women entrepreneurs to have financial backing from a bank. A female physician still only earns about 58 cents to her male counterpart's dollar, and female business executives earn about 65 cents for every dollar paid to a male executive. At every age, women are more likely than their male contemporaries to be poor, and the average personal income of men over 65 is nearly double that of their female peers. Tragically, the incidence of AIDS among black and Hispanic women and teenage girls is far out of proportion to their percentage of the population.

On the other hand, we have made great strides toward ensuring a fairer place for women in our society. The college-educated proportion of women, although still smaller than the comparable proportion of men, has been increasing rapidly. Black and white women's death rates from heart disease have dropped significantly since 1970. Women are now the majority in some professional and managerial occupations that were largely male until relatively recently.

Mr. President, as we begin a new millennium, it is my hope that our progress in securing women's rights will accelerate. As we celebrate Women's History Month, let us reaffirm our commitment to the women of this Nation and to insuring full equality for all of our citizens.●

RECOGNIZING PHYLLIS MARCKWORTH OF THE PORT TOWNSEND SCHOOL DISTRICT

● Mr. GORTON. Mr. President, I would like to recognize the outstanding achievements of a local educator, Phyllis Marckworth, from Port Townsend in Washington State. Phyllis has been brought to my attention for her devoted efforts in singlehandedly taking charge of efforts to create an integrated system of technology throughout the Port Townsend School District. Indeed, Superintendent Gene Medina credits Phyllis' enthusiastic efforts for literally transforming the fundamental nature of student learning in the district. It is individuals like Ms. Marckworth that should remind all of us here in the U.S. Senate of the indispensable role that the innovation of local educators play in our children's education.

Phyllis is the kind of rare and special educator which schools across this country cherish. She serves as a teacher, a technology administrator, and a staff developer. Thus, her contributions to the better education of students of Port Townsend are noteworthy for several reasons: first, her incredible zeal in tirelessly laboring on behalf of the students she serves. In 1993, she was coordinating plans to purchase computers and telephones for the Port Townsend District. Rather than follow the tradition path of initial hardware investment to supply individual classrooms, Phyllis embarked on a bolder and eventually more rewarding task of assembling an entire telecommunications network for all the students in the district to utilize and learn from. That network has since become the backbone of the improved communication and learning in Port Townsend that all schools hope technology will bring to our classrooms.

Secondly, her visionary innovation in implementing an integrated system of technology within the Port Townsend school district has resulted not just in a "technology curriculum" but technology that is fully integrated within the entire district's curriculum. This integration has resulted in better education for students who now understand and utilize technology as a part of every aspect of their lives and learning, not just a computer that is used for typing term papers or biology lab reports.

Finally, this integration which Phyllis sparked has also corresponded with a direct focus on developing the ability