

pitcher Tom Henke, of Taos, Missouri, was inducted into the Missouri Sports Hall of Fame on February 6, 2000.

Tom began his major league baseball career with the Texas Rangers in 1982, then continued with the Toronto Blue Jays in 1985. He became the Blue Jays career leader with 217 saves during his eight years in Toronto, including a save during the 1992 World Series. In 1993, Tom returned to the Rangers and recorded a career-high 40 saves. He spent the final year of his sterling career pitching for the St. Louis Cardinals, the team he cheered for while growing up in Missouri. His 1995 season was one of the finest of his 15-year professional career. Tom was named to the National League All-Star team, was voted the Cardinals Player of the Year and won the Rolands National League Relief Man Award. He donated the \$25,000 award to the Taos Parks and Recreation Board and St. Francis Xavier School, and now devotes a portion of his time to helping local high school baseball programs.

Mr. Speaker, I wish to extend my congratulations to Tom Henke for his most deserved induction into the Missouri Sports Hall of Fame.

THE IMPORTANCE OF RURAL EDUCATION

HON. BILL BARRETT

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 14, 2000

Mr. BARRETT of Nebraska. Mr. Speaker, as a member of the Rural Caucus, I would like to share my strong support for one of the most vibrant sectors of rural America—our rural schools. Out in my part of the country, schools, along with churches, are at the heart of a community. And, rural administrators, teachers, and school boards should be commended for the educational opportunities they work to offer rural school students.

Rural schools offer students the types of educational experiences we hope all students can have—small classes, quality basic academic programs, personal relationships with teachers and administrators, hands-on vocational education opportunities, and the chance to participate in a variety of quality extra-curricular activities. In fact, more than 20 percent of students in this country attend small, rural schools. Rural schools in my district have done an exceptional job maximizing learning opportunities for their students by investing in distance learning technology, forming educational service units to offer special education and gifted and talented programs, and holding themselves accountable, not only to the federal government and to the state, but, most importantly, to parents.

When I consider excellent rural schools in my district, several examples come to mind. For instance, I think of the one-room Kindergarten through 6th grade Macon School in the tiny village of Macon, Nebraska, where students receive one-on-one attention in basic academic areas and the arts. From the first grade on, every student at the Macon School receives individual piano lessons from their

teacher, Mrs. Johnson; writes plays, songs, and poems; and performs original programs to packed houses of family and friends. There aren't too many one-room schools left, but the Macon School is an example of how tiny rural schools can offer their students more enriching experiences than larger schools may be able to offer.

Rural schools also work together to keep their standards high. Schools like Franklin and Hildreth, Nebraska, have invested in state-of-the-art distance learning facilities so foreign language, advanced math, and other advanced courses can be available to all students, regardless of the size of their school or the distance between the teacher and the students. This year, these schools banded together to hire an exchange teacher, Cristina Bermejo, from Spain to teach Spanish. This teacher is physically located in the Franklin school, but her courses are beamed via two-way audio-video connection to Hildreth.

Because of their size and location, many schools in our rural areas are able to reach out to underserved and at-risk populations, like the Santee School in Santee, Nebraska. Led by a dedicated superintendent, Chuck Squire, the Santee School works to empower children from the Santee tribe and helps them gain the skills they need for the 21st Century workplace.

These are just a few examples of the high quality educational experiences students in rural school districts benefit. But, while there are certainly many benefits to rural education, there are also some real challenges facing rural schools. One is the difficulty of attracting teachers to work in far-flung school districts, especially in fields like foreign language, music, advanced math, and science. Recently, many schools in Nebraska have started offering signing bonuses to draw teachers to their schools.

In addition to staffing issues, federal funding formulas have not addressed the unique funding needs of these districts. The problem is that not all schools are created equal. Bigger schools have an advantage when it comes to attracting federal funds and resources. By their very nature, small, rural schools have their own strong points, as I have mentioned, but they struggle, nearly always, for needed funding. All current federal education formula grants unintentionally ignore small, rural schools by not producing enough revenue for rural schools to carry out the program the grant is intended to fund. To address this problem, together with Mr. Pomeroy, I introduced a bill, H.R. 2725, the Rural Education Initiative Act, which was later incorporated into the reauthorization package for the Elementary and Secondary Education Act (ESEA) and passed by the House last October.

This program is completely optional, but if a school district chooses to participate, the rural provisions will allow a small, rural school district with fewer than 600 students and located in a community with a Beale Code of 6, 7, 8, or 9 (the Beale Code is a measure used by the USDA to determine ruralness) to combine its federal education dollars in selected programs.

Small schools qualifying for this program would have the option to apply for a flexible lump-sum in place of funds from federal edu-

cation formula grants. While federal education formula grants normally include strict rules for how they must be used, schools receiving the lump-sum grant could make their own decisions about how to use the money. For example, they could use the money to support local education and to improve student achievement or the quality of instruction. In exchange for this flexibility, school districts would have to meet high accountability standards.

When I've been in my congressional district, I have heard from many rural school administrators who have told me that this particular provision will help them serve their students even better. They can't wait for this provision to become law so rural America's students will be able to benefit from the same types of programs as their urban and suburban counterparts.

This provision has broad bipartisan support and more than 80 endorsements from education organizations across the country. It provides a commonsense approach to using federal dollars in the way Congress intended—to insure that all students, regardless of their background, have the opportunity to receive a high quality education.

As the ESEA reauthorization efforts continue during this session of Congress, I look forward to helping this provision and others designed to strengthen rural school districts become law. I am pleased that the Rural Caucus is taking a step forward to highlight some of the issues facing rural America, including rural education.

THE PASSING OF GOVERNOR MALCOLM WILSON

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 14, 2000

Mr. GILMAN. Mr. Speaker, it is with deep regret that I inform our colleagues of the passing of one of the outstanding political leaders of New York State over the past century.

Malcolm Wilson was first elected to our New York State Assembly in 1938, at the young age of 24, representing a portion of Westchester County. Throughout his 20 years as a member of that chamber, he earned a statewide reputation for his honesty, integrity, and for his thorough understanding of our legislative process.

Malcolm Wilson was known as a superb debater, a skill he honed during his years as a star member of the debate team at Fordham University in the Bronx.

In the years following World War II, I came to know Malcolm Wilson quite well, as he was the coordinator of our Young Republican organization for the 9th Judicial District of New York. In that position, he impressed us all with his leadership and organizational skills.

In 1958, many leaders throughout New York State considered Malcolm Wilson their logical choice for Governor. But the nomination that year was won instead by Nelson Rockefeller, who brought to his candidacy extensive experience in the business world and in the State Department, but none in the legislative process. Accordingly, Rockefeller recognized that

Malcolm Wilson would be a superb Lieutenant Governor, due to the universal respect held for him in the legislature and his skill at maneuvering bills into law.

For 15 years, Malcolm Wilson served faithfully as our State's Lieutenant Governor. Often, during the end of that tenure, Malcolm cracked that he was number two "longer than Avis." But no one disputed his dedication to the cause of good government.

Late in 1973, when Governor Rockefeller resigned from office, Malcolm Wilson became the 50th Governor of New York State. While he brought his common sense principles to the Governor's mansion, he was denied election to a full term as Governor the following fall. It was the only time in his career that Malcolm Wilson lost an election.

Upon his passing yesterday, William Harrington, who served a decade as his legal counsel during the Lieutenant Governor years, stated: "When Malcolm spoke, people listened. I don't think there was anyone more learned about state government than Malcolm Wilson."

Mr. Speaker, during my own years as a New York State Assemblyman, Malcolm Wilson served as a great inspiration and was of immense assistance to our efforts. I can well remember that his door was always open to me or to any other legislator who sought his assistance.

In addition to being an outstanding public servant, Malcolm Wilson was a courageous veteran, having served in our Navy during World War II. He served on an ammunition ship and participated in the invasion of Normandy.

Malcolm was also a devoted husband to his wife, Katherine, who he married in 1941 and who died in 1980.

Gov. Malcolm Wilson was also known for his dedication to his faith. He was a trustee at St. Patrick's Cathedral in New York City and was an active member of St. Denis Church in Yonkers. He was a major sponsor of State legislation to provide secular textbooks and bus transportation to students at parochial schools.

Mr. Speaker, I invite our colleagues to join with me in extending our condolences to his daughters, Katharine and Anne, and to his six grandsons.

Gov. Malcolm Wilson was a giant of New York State history who will long be missed.

CONFERENCE REPORT ON S. 376,
OPEN-MARKET REORGANIZATION
FOR THE BETTERMENT OF
INTERNATIONAL TELECOMMUNI-
CATIONS ACT

SPEECH OF

HON. CLIFF STEARNS

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 9, 2000

Mr. STEARNS. Mr. Speaker, I think that the compromise before us accurately reflects the consensus of the Congress that we must encourage the privatization of INTELSAT without diminishing competition. I strongly support the satellite reform conference agreement and I

urge my colleagues in the House to vote for its passage today.

As many of you know, for the last few years, there has been great disagreement between the House and Senate on how to craft a meaningful satellite communications reform bill. Under the leadership of Chairman BLILEY, Representative TAUZIN and Representative OXLEY, and Senator BURNS, we have reached the point in the debate where there is finally an agreement that can be enacted into law. I believe that the conference agreement achieves the core objectives of everyone who cares about satellite reform without imposing substantial threats to genuine market competition or breaching the Constitution.

When the House passed its satellite reform bill at the end of the first session of the 106th Congress, I expressed some concerns of mine about a provision in the House bill that seemed to place unnecessary conditions on lifting COMSAT's ownership caps. In my opinion, retaining this language would have continued to block the consummation of the Lockheed Martin-COMSAT merger. I am pleased that this issue I raised was addressed by the conferees. The conference agreement now before us does not impose any conditions on the removal of COMSAT's board and ownership restrictions. Those restrictions are eliminated upon enactment without conditions. This change will enable Lockheed Martin to acquire 100% of COMSAT without further delay. I thank Chairman BLILEY and the other conferees for amending this provision so that Lockheed Martin can more quickly enter the satellite communications market.

I am also pleased that the conference agreement does not contain fresh look and so-called Level IV direct access, which would have been confiscatory and punitive. Extracting those provisions, along with the significant improvements that were made to the House-passed privatization criteria, have put us in the position of being able to pass a compromise satellite reform bill that can be signed into law.

I congratulate my colleagues in the House and in the Senate on a job well done, and I look forward to the enactment of this legislation.

AMERICAN JOURNALIST KATI
MARTON ADDRESSES THE
STOCKHOLM HOLOCAUST CON-
FERENCE ON "REMEMBERING
WALLENBERG"

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 14, 2000

Mr. LANTOS. Mr. Speaker, just a few weeks ago in Stockholm representatives of 40 countries—including the Prime Ministers of Israel, Germany and Austria, and the President of Poland—as well as Holocaust survivors and spiritual leaders met to focus attention on the legacy of the Holocaust. This three-day international conference was organized by the government of Sweden as part of an effort to raise awareness among young people about the genocide of six million Jews and two million others, including Roma (Gypsies) and homosexuals, under the Nazi German regime.

All who participated in the conference spoke of the importance of remembering that most heinous tragedy and of fighting against anti-Semitism, racism and bigotry. In his address to the conference, German Chancellor Gerhard Schroeder said: "We must support each other in the teaching of humanity and civil courage, so that normal people shall never again, in the name of some criminal ideology, turn normal places into grim factories of execution."

Mr. Speaker, one of the highlights of this conference was the address by Hungarian-born American journalist Kati Marton entitled "Remembering Wallenberg." As she explained in her outstanding speech, the Swedish humanitarian Raoul Wallenberg was one of the true heroes during this blackest of chapters in the history of humankind. Against almost insurmountable odds, he went to Budapest at the height of the Nazi effort to extinguish the Jews of Hungary, and through courage, intelligence and incredible effort, he was instrumental in saving the lives of as many as one hundred thousand Jews.

Mr. Speaker, Kati Marton is superbly qualified to provide this outstanding appraisal of Wallenberg. She was born in Hungary, and both of her parents were journalists who suffered the Nazi occupation and the Communist takeover that followed. She and her parents were able to escape to the West, and eventually she came to the United States. Kati is a journalist and author of the first rank. She currently serves as the president of the Committee to Protect Journalists, a nonpartisan nongovernmental organization dedicated to protecting journalists and press freedom throughout the world. She is also the author of Wallenberg: Missing Hero and Death in Jerusalem.

Mr. Speaker, I submit the text of Kati Marton's Stockholm address "Remembering Wallenberg" to be placed in the RECORD, and I urge my colleagues to give it thoughtful attention.

REMEMBERING WALLENBERG

I am immensely grateful for this chance to talk about Raoul Wallenberg.

Fifty-five years after the Holocaust we are still learning things about that shameful chapter in history. The Swedish government's recent admission of its mistakes is both commendable and essential . . . Not only for the sake of historical truth—but to put present and future leaders on notice that they will be held accountable. Sweden did misjudge the character of the evil represented by Hitler . . . but this country also gave the world Raoul Wallenberg . . . one of the Holocaust's few genuine heroes. And today . . . thanks to Sweden . . . we are gathered here to learn not only from the misjudgements of the past terrible century . . . but from its extraordinary moments of humanity . . . If those terrible times are to remain real . . . and cautionary . . . to those who are lucky enough never to have experienced them . . . a great deal of the credit goes to conferences like this one . . . for which I thank the Swedish Government and the American Jewish Committee.

The historians of the Century that has just ended have the responsibility to tell the story of Wallenberg so that the next generation can understand humanity's extraordinary power for both perversity and compassion. Our responsibility is to shape public