

Corps from 1943 until he retired in 1979. After his long and distinguished service, Joe shifted his focus to serving older Louisianians as he began work with the Ouachita Council on Aging in 1982.

Under his leadership, the Ouachita Council on Aging has significantly increased its senior services. Eighteen years ago, daily meals were delivered to 80 seniors. Today, that number has expanded to approximately 500. And, in large part to Joe's efforts to enhance senior transportation, more seniors in Ouachita Parish now have access to essential services such as heart and cancer centers.

In addition to his work with the Council on Aging, Joe has also served as President of the Louisiana Council on Aging Directors Association, on the boards of the Louisiana Public Transportation Association and Louisiana State University Monroe Medical Center, and as a member of the Louisiana Elderly Health Care Council.

As ranking Democrat of the Senate Special Committee on Aging, I can tell you that Joe has been an invaluable resource to me and my Aging Committee staff. Last November, he testified at an Aging Committee field hearing in Monroe and provided excellent insight into the challenges faced by family caregivers. Joe's experience and insight have enriched our work time and again.

After many years of loyal service, Joe recently retired from the Ouachita Council on Aging. I want to thank him for his hard work and dedication, and wish him well in his retirement.●

RECOGNITION OF DAVID FORRESTER OF THE LEARNING OPPORTUNITIES CENTER

● Mr. GORTON. Mr. President, I would like to share with you an example of how local educators are using the innovations in the high tech field to improve our children's education. David Forrester, founder and director of the Learning Opportunities Center in Tumwater, Washington, has created a program that gives students with unique needs the opportunity to work at their own pace in an environment that teaches them new skills and encourages them to excel. I would like to take this opportunity to acknowledge Mr. Forrester's outstanding work and give him my next Innovation in Education Award.

David Forrester is the mastermind behind the Learning Opportunities Center which has grown over the last six years and now supports 150 students ages 9 to 21 from high schools in nearly ten separate school districts. The Center supports students from extremely rural areas or who have struggled in the traditional education system. Through this center, students succeed and take courses in English, Math, and

Science through a computer system specifically created for their needs.

With the help of grant money, Mr. Forrester has designed software which he has named Pathware. Pathware allows him to manage a large scope of curriculum and organize it to fit each student's needs. In essence, each student has their own personalized program that can help them work at their own level and pace in multiple subject areas, allowing him to maintain one-on-one relationships with his students.

Pat Cusack, the Coordinator of the School to Work program at the New Market Vocational Skills Center considers David Forrester to have, "He's a man with a big heart who puts kids first with tireless energy and tremendous vision."

Shaun Rohr, a student of Mr. Forrester, has told me that because of the Learning Opportunities Center and Mr. Forrester's motivation, he has been offered a job in web-page design. Shaun says, "Mr. Forrester is always there to help, and shows you different ways to approach a problem. At first I was not ready to learn web-page design, but Mr. Forrester kept asking me and showed me how. Without his belief in me and his patience with me, I probably would not have learned."

I applaud the dedication and hard work of Mr. Forrester who has found new and creative ways to serve the needs of his students and I am proud to recognize his contributions and his persistence in carrying out his vision. By creating so many new options for children, Mr. Forrester is giving back to local schools and setting a wonderful example for those around him.●

WOODBIDGE HIGH STUDENTS SELECTED AS FINALISTS IN CIVICS PROGRAM

● Mr. BIDEN. Mr. President, I am pleased to rise today to congratulate 15 students and their teacher, Ms. Barbara Hudson, from Woodbridge High School in Bridgeville, DE, for their outstanding achievement in qualifying as finalists of the "We the People . . . The Citizen and the Constitution" program.

This program is administered by the Center for Civic Education which provides curricular materials at upper elementary, middle, and high school levels for more than 26.5 million students nationwide. These materials assist students in obtaining a working knowledge of our Constitution, Bill of Rights, and the principles of democratic government.

Next, "We the People" conducts a 3-day competition which tests a student's knowledge of the Constitution and the Bill of Rights. A mock Congressional committee hearing is conducted in which the students testify and then respond to questions on Constitutional issues before a panel of judges.

This demanding competition takes hard work and diligence to reach the national finals, which are being held in Washington, D.C. from May 6 to May 8, 2000. I am pleased to congratulate those students from Woodbridge High School who will be participating in the final stage of this competition: Jennifer Blackwell, Steve Breeding, Jarelle Bruso, John Conner, Rachel Dawson, Shawnita Dorman, Chelsea Ferrell, Adam Hickman, Jerome Holder, Nick LaRusso, Kat Leiter, Jennifer Sheets, Latoya Thompson, Robert Tribbett, and Jessica Umstetter. Together with the help of their teacher, Ms. Hudson, they successfully learned and applied a deep knowledge and understanding of the fundamental principles and values of our constitutional democracy. Their knowledge will be tested yet again during the national finals, where they will compete with more than 1,200 students from throughout the United States.

It is exciting to see these young people from Delaware and so many other students from across the Nation expressing interest in our country's Government. Programs such as "We the People" help to inspire new generations of leaders. These students from Woodbridge High School are shining examples of the promise bright young people offer the future of this country.

It is my honor to recognize these students who represent excellence in Delaware scholastics, and I am sure that my fellow Delawareans join me in wishing these young "Constitutional experts" the best of luck during the upcoming competition.●

A TRIBUTE TO NATIONAL SCIENCE AND TECHNOLOGY WEEK

● Mr. GRAMS. Mr. President, I proudly rise today in recognition of National Science and Technology Week. Since 1985, the National Science Foundation has used this opportunity to celebrate and bring awareness to the scientific and technological wonders that encompass our lives.

American spirit and determination have created advancements our society could not have imagined a mere 50 years ago. As the world embraces the new information age, our quality of life has been the benefactor. Telecommunications and the Internet have brought billions of people together, while biotechnology research gives hope to solving many of our world's medical mysteries. Environmental technology allows increased sustainability of our precious natural resources and space sciences open up new and exciting worlds.

Science, education, and community organizations all over the U.S. are participating in National Science and Technology Week. Clearly, promoting the awareness of science and technology to the public benefits everyone.

In particular, piquing the interest of children has been proven to instill a lifetime of learning. The importance of a strong scientific education is indisputable, for the skills we learn as children prove invaluable on a daily basis in adult life. Here in Congress, the legislative process utilizes scientific reasoning methods to pinpoint problems, research solutions, experiment, and choose the best course of action.

I am proud of my efforts during the 106th Congress to secure \$5 million in funding for improvements to the Minnesota Valley National Wildlife Refuge and National Park Services operations in the new Science Museum of Minnesota. Our state-of-the-art museum allows all Minnesotans the opportunity to experience wonders of science ranging from a face-to-face encounter with a polar bear to navigating a virtual towboat down the Mississippi River. I encourage all our citizens to plan a visit soon.

As National Science and Technology Week activities are conducted across the country, it is my hope that all Americans reflect on the significance of science and technology in our society. In science, as in all of life, the only barriers we cannot overcome are those we do not attempt. Please join me this week in celebrating our achievements and potential.●

THE LAST CLASS IN BUTTE

● Mr. DORGAN. Mr. President, in a recent article in the New York Times, Nicholas Kristof, a reporter, posed the question why this country should care about the fate of family-based agriculture in this country.

Many people are asking that question today. For part of the answer, I suggest they read a short essay by Elizabeth Haugen, a high school senior in Butte, North Dakota, a town of 129 people in the central portion of my state.

Elizabeth has grown up on a family farm. As her grandmother put it, she "helps with the cows, drives truck, cleans granaries, and maintains an A+ grade average." She sings in the State Choir and competes in statewide speech contests.

Elizabeth is a member of the last graduating class in Butte Public School—one of two seniors. After she leaves the school will close. The school will not close because it has failed. It has been a success, and Butte too has been a success. For generations, the school, and the town, have produced the kind of traditional community values that we hear so much about in this Chamber and that this Nation desperately needs.

The Butte Public School will close because family farms are failing, and family-based agriculture is the economic base of Butte—as it is for thousands of small communities like it across America.

This is not rural romanticism of Jeffersonian nostalgia. It is real. If we want the kind of traditional values in this country that people here in Washington preach so much about, then we have got to show some concern for the kinds of economic arrangements that promote those values—including the family farm.

Family based agriculture is not failing in this country because it is unproductive or inefficient. It is failing because it cannot survive in a marketplace in which big grain companies, food processors and the rest are permitted to stomp on family farmers with impunity. It cannot survive when the federal government favors these corporate interests at every turn.

To begin to understand why we need to act, I commend this essay by Elizabeth Haugen to my colleagues. "The little town of Butte, North Dakota is the positive evidence that the small, trustworthy, and simple lifestyle still exists," she writes. How would we replace those values, once they are lost?

I include for the RECORD a copy of the essay.

The essay follows:

THE LITTLE WORLD ALL BY ITSELF

(By Elizabeth Haugen)

We live in a world of advanced technology, increasing violence, and the rush of people running through their lives in an attempt to conquer their busy schedules. What has happened to the silence? The beautiful grazing land? The simple pleasures of life? It once was all people knew. Let's dig deep. This lifestyle has been preserved somewhere.

I've grown up on a farm with the closest neighbor one and a half miles down the road. I have attended a public school that has endured a startling decrease in the student body of 100 to 34 students in kindergarten through twelfth grade. I ask myself if I have been sheltered and deprived—or fortunately been forced to dig into the soil where I've found what really matters?

Butte, North Dakota. It has a population of a dwindling number of 129 people, but it is a place of great happiness and memories for many. Art Meller, 93 years young has never lived anywhere else. He remembers when the old people used to call Butte, "the little world all by itself." Butte was founded as Dogden in 1906. Since then the cornerstone, and the town's greatest asset, has been the school.

I'll never forget that first day of kindergarten when I walked into school and met my nine classmates. Now, I will finish my senior high school with only one classmate. We are excited for the typical reasons just like any other senior, but there is something that is unique about our class. Not only are we the only two seniors, but also we will be the last graduating class of Butte Public School. The cornerstone of Butte will be closing its doors. "It's sad to see Butte School end because when the school closes, the town closes," said Matthew, one of seven juniors. It is sad, and everyday as I drive down Main Street, the only paved street in town, I gaze at the sights—the Café, the grocery store, the Farmer's Union, and the small town bar—that have given me hope.

On a normal day I hear the sounds of wind blowing, children playing outside, and the murmur of people talking. It's not the

sounds of loud sirens, or construction machinery, or traffic jams. It is simply, for the most part, a safe and comforting environment—"the little world all by itself." People living only an hour away haven't heard, or even know that a town named Butte, North Dakota exists.

Every morning I drive down the four blocks of Main Street to school, and every morning I slow down as two elderly women cross the street. They are on their daily walk to the Butte Post Office and then to the Café for a cup of coffee. Oh, and don't forget the small town gossip. It's the chatter of figuring out all 129 people's lives in Butte. When the town is so small, shouldn't everybody know everything? It's a different life, "the little world all by itself."

As I walk in the school doors there are no metal detectors, no locks on lockers, just the smiles and solemn faces of the small student body ready to put in another day at Butte school, knowing that there won't be many more at Butte. We aren't about violence or competition. Students have developed cherished friendships. We are proof that school isn't all crime and violence. It isn't a scary place. The wonder of "will a bomb blow up today?" isn't a thought. It's a place where every student shares the common bond of simple pleasures: seeing deer running in the open country, or not having to worry about locking the doors or turning on the alarm system. Everybody has gone outside at night and been able to enjoy the bright, shining stars.

The little town of Butte, North Dakota is the positive evidence that the small, trustworthy, and simple lifestyle has been dug up and still exists. Don't lose heart. Pick up your shovel and start digging deep.●

SHITAMA MANZO SENSEI AND TAKAKI MASANORI SENSEI

● Mr. TORRICELLI. Mr. President, I rise today in recognition of Shitama Manzo Sensei and Takaki Masanori Sensei of the Seikiryukan Dojo upon the occasion of their visit to the United States. As the 16th headmaster of Sosuishi-ryu Jujutsu and kancho of the Seikiryukan, Shitama Manzo Sensei with the aid of Takaki Masanori Sensei, chief instructor of the Seikiryukan, have provided exemplary leadership and dedication in their oversight of the instruction of Jujutsu and Judo for many years.

The Seikiryukan Dojo has a history dating back centuries as the bombu of Sosuishi-ryu Jujutsu. It is dedicated to the ethical and physical principles that compose the martial arts of Jujutsu and Judo and was one of the first martial arts schools in Japan to teach the United States Military Jujutsu and Judo.

Shitama Manzo Sensei and Takaki Masanori have given much of their time and energy working for the betterment of others. I am appreciative of the opportunity to recognize men of such character and conviction who work at teaching others their honorable ways.●

THE FALL OF SAIGON

● Mr. MOYNIHAN. Mr. President, on Sunday, the anniversary of the fall of