

you to see in every person a child of God with dignity, hopes and dreams. We pray that you will develop a passion for what we Jesuits call a preferential option for the poor, so that you will graduate with a commitment and the skills to help the least advantaged among us realize their hopes and dreams.

And, of course, it is not enough to renew that commitment without sharing a few things with our visitors that you are already doing. We recognize the students who went down to Moorhead, Kentucky, over break to build houses, and the students who live in the Mother Jones house downtown and work extensively in the community, student teaching in the social services centers, the soup kitchen and much more. Just a few examples of the ways that our students are engaged, and we believe that this kind of integral education is the kind that represents our best hope for future leadership.

Every time I talk about the high idealism of Jesuit education, I am reminded of what one former Provincial said at the big Jesuit higher ed gathering at Georgetown a number of years ago. He said, "you know, all this lofty stuff about high idealism is great, but what you have to remember is that the reason Jesuit schools got started was because there was this tremendous need for somebody to take care of unruly boys."

Of course, now it's boys and girls and for the most part, not unruly at all, but very impressive young men and women.

Today, we are proud also to renew our commitment to the Diocese of Wheeling-Charleston and the Diocese of Steubenville, Ohio, which includes all of the area just to our west. We are committed to partner with Catholic communities all across the region to help as creatively and effectively as we can, in the ministries of Catholic education and leadership development. I am so proud of the many, many ways that so many of our faculty and staff are already involved faculty and staff are already involved by serving on the boards of many service activities, and as leaders in their parishes, Catholic and non-Catholic. But the focus of this commitment needs to be renewed.

Bishop Schmitt, just last year, completed a very successful synod planning process that focused the goals of the Diocese very clearly, and we're very proud to be involved with the follow-up to that process to help make sure that this renewed vision actually happens.

Today, we also renew our commitment to our local and regional communities, to be a good institutional citizen and to participate in the activities of our area. I am continually amazed and edified when I hear from so many of you how appreciative you are of the many ways that the members of this Wheeling Jesuit community participate in service to your organizations in so many different ways. We are proud to join with Mayor Sparachane in contributing to the city's economic development efforts. We are proud to join hands with our fellow religious congregations of every denomination and tradition in the Hopeful City coalition. We are equally proud to be involved in the community renewal efforts of the Chamber of Commerce, the Ohio Valley Industrial and Business Development Corporation, and through our membership in Project Best, which assures that collective bargaining is involved in all of our construction projects.

Today we renew our commitment to our public partners at the federal, state and local levels. New technologies reflect much human creativity, and we have the opportunity to

help translate that creativity into new visions for a better life and a stronger economy in our post-industrial, increasingly knowledge-based economy. In the coming months and years we will translate these opportunities into new economic vitality here in our own region.

We shall also do our part to continue improving education by developing new curricula for students in our K-12 schools, and by helping teachers use technology more effectively to help students learn. Congressman Mollohan made the remark that there are probably no other universities this size in America that have been entrusted with so much responsibility in terms of fulfilling the public purpose.

I get questions about what goes on in those shiny glass and brick buildings on campus. I think it is worth it for all of us to reflect on a couple of the big points regarding those federal projects. The story goes that when Lyndon Johnson was president, he turned one day to an aide and said, "Son, all of this money that we are spending on research, how much of it ever benefits the taxpayers in economic development?" And the answer was, "Well, none of it Mr. President because all federally funded research is in the public domain. It can't be privately owned and therefore it doesn't have any commercial value."

And so, several successive presidents worked on that problem and in 1980, laws were passed that enable the benefits of federally funded research to go back to the taxpayers in the form of commercially developable intellectual property. So this research can be copyrighted, it can be patented, it can be, therefore, used in business development.

And that is the main thing that happens in that big building you see that says "Robert C. Byrd National Technology Transfer Center." That is their big job—getting that research back out to people that can use it for business development.

The other center that we have, the Erma Ora Byrd Center for Educational Technologies, produces educational software for use in teaching mostly math and science to students in the K-12 schools. They have several award-winning products and they also do on-campus training of teachers in the whole area of what they call problem-based learning.

Problem-based learning places learners in a specific situation and requires them to draw on everything they know from many disciplines to solve a problem. The CET also works closely with our Challenger Learning Center. You may have noticed that we always have a few buses on this campus. We have school groups coming in to fly the Challenger missions. Those are space mission simulations. Some of the kids are in the control room and some of the kids are up in the cockpit of the rocket and they encounter certain kinds of problems with the flights and they analyze certain kinds of satellite data about what they see on the Earth.

There again, in that sort of simulated environment, they have to solve a whole bunch of problems that draw upon their knowledge of math and science and other disciplines. It's a great way of learning and our studies have shown that the learning outcomes are just fabulous if you can teach in these kinds of simulated environments. So, we are moving that whole product into distance delivery. They are going to do 180 of those this year over the Internet and we believe that we are refining something that could be a very forceful new national model in improving education for our younger students.

So as I have told Senator BYRD and Congressman MOLLOHAN on previous occasions, the opportunities represented by these technology centers for economic development and the improvement of American education, were part of the reason that I was grateful to accept the Board's invitation to come here as your new president. I have thoroughly enjoyed the faculty, the staff, and the students. This is a very friendly, a very caring, community and I am proud to be among your number.

TRIBUTE TO BRIGEN WINTERS

HON. WILLIAM M. THOMAS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 2, 2001

Mr. THOMAS. Mr. Speaker, I would like to recognize the outstanding work of a member of my staff. Brigen Winters, tax counsel to the Committee on Ways and Means, has worked long and hard on this pension reform legislation. His knowledge, his diligence, and his judgment have been of tremendous assistance to me and the other Members of the Committee.

Brigen could not be with us today. He is presently at the hospital with his wife, Jennifer, and his newborn son, John Brigen "Jake" Winters. Jake was born early yesterday morning. Both Jennifer and Jake are doing well. I congratulate Brigen and his growing family. Brigen has not only helped us improve retirement security for working Americans, but also provided us with future funding for the Social Security trust fund.

HONORING CORINE YBARRA

HON. SOLOMON P. ORTIZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 2, 2001

Mr. ORTIZ. Mr. Speaker, I rise today to pay tribute to a pioneer and a patriot, Corine Ybarra, whose work was part of the massive effort on the part of the United States Government to thwart the problems we anticipated with conversions in our national computer systems at the dawn of the year 2000.

I ask my colleagues to join me in commending the work of Corine Ybarra, who was the recipient of a Small Business Administration (SBA) medal crafted to honor efforts associated with Y2K, the President's Council on Year 2000 Conversion.

Mrs. Ybarra has consistently exhibited the qualities of a professional throughout the course of her career in computer technology. She began as an intern 30 years ago in Houston with the United States Small Business Administration. She was then transferred to Dallas and eventually relocated for the final time back to Harlingen.

As a result of consistently pursuing her education, Mrs. Ybarra's responsibilities, as well as her position gradually expanded. She met the challenges associated with her responsibilities with the tenacity and professionalism we are celebrating today.