

THE CONSERVATION SECURITY  
ACT

**HON. JOHN R. THUNE**

OF SOUTH DAKOTA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 24, 2001*

Mr. THUNE. Mr. Speaker, I would like to thank all Members who joined as original cosponsors of H.R. 1949. A special thank you goes to Ms. KAPTUR of Ohio, the lead cosponsor and Ranking Member of the Agriculture Subcommittee of the House Committee on Appropriations. In this spirit of bipartisanship, we can move forward to address the conservation needs of the farmers in rural America.

The Conservation Security Act (CSA) would create a win-win situation for farmers and the environment. The bill would allow farmers, ranchers and other agricultural producers to participate in a voluntary, incentive-based conservation program. Under this legislation, the farmer or rancher would not have to set aside land. It would give them resources to carry out conservation practices on working lands as they work to make a living off the land.

CSA would allow landowners and operators to enter into contracts and receive payments based on the type of conservation practices they are willing to plan, implement and maintain. Conservation practices may include soil and residue management, contour farming, and cover cropping as well as comprehensive farm plans that take into account all the resource concerns of the agricultural operation.

CSA would establish three tiers of progressive conservation practices, plans and payment levels while allowing for continued participation in other agriculture conservation programs. Under the legislation, a participant may also receive payments based on established practices and for adopting innovative practices and systems, pilot testing, new technologies, and new conservation techniques. The program is voluntary.

I believe CSA is a balanced, responsible approach to encouraging conservation on our agricultural lands. As Congress moves forward 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,

EXTENSIONS OF REMARKS

*May 24, 2001*

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;