

By Mr. MATSUNAGA:

H.J. Res. 540. Joint resolution that the United States reaffirms its support of the United Nations; to the Committee on Foreign Affairs.

By Mr. PATMAN:

H.J. Res. 541. Joint resolution to extend the Area Redevelopment Act for a period of 2 months; to the Committee on Banking and Currency.

By Mr. MULTER:

H.J. Res. 542. Joint resolution that the United States reaffirms its support of the United Nations; to the Committee on Foreign Affairs.

MEMORIALS

Under clause 4 of rule XXII,

325. Mr. PEPER presented a memorial, at the request of the Florida Legislature (House Memorial No. 2433), adopted at the 1965 regular session, applying to the Congress of the United States to call a convention for the purpose of proposing an amendment to the Constitution of the United States with regard to apportionment of bicameral State legislatures, which was referred to the Committee on the Judiciary.

PRIVATE BILLS AND RESOLUTIONS

Under clause 1 of rule XXII, private bills and resolutions were introduced and severally referred as follows:

By Mr. BARING:

H.R. 9341. A bill for the relief of Sung Duck Park; to the Committee on the Judiciary.

By Mr. CASEY:

H.R. 9342. A bill for the relief of Markos P. Keloudis; to the Committee on the Judiciary.

By Mr. CLEVINGER:

H.R. 9343. A bill for the relief of Armando DaLio and his wife, Domenica Vescovi DaLio; to the Committee on the Judiciary.

By Mr. HAGAN of Georgia:

H.R. 9344. A bill for the relief of W. H. Walters; to the Committee on the Judiciary.

By Mr. HOWARD:

H.R. 9345. A bill for the relief of Nikiforos Katchekis; to the Committee on the Judiciary.

By Mr. KEOGH:

H.R. 9346. A bill for the relief of Giuseppe Palazzolo; to the Committee on the Judiciary.

By Mr. McCORMACK:

H.R. 9347. A bill for the relief of Mrs. Deborah Gisela Trinczer de Sperber; to the Committee on the Judiciary.

By Mr. McDADE:

H.R. 9348. A bill for the relief of Capt. Harold G. Wilmarth; to the Committee on the Judiciary.

By Mr. MURPHY of New York:

H.R. 9349. A bill for the relief of Maria Magdalene Henriquez; to the Committee on the Judiciary.

By Mr. POWELL:

H.R. 9350. A bill for the relief of Natale Gambino; to the Committee on the Judiciary.

By Mr. REIFEL:

H.R. 9351. A bill to provide for the free entry of one shadomaster measuring projector for the use of the University of South Dakota; to the Committee on Ways and Means.

By Mr. RYAN:

H.R. 9352. A bill for the relief of Juanita Cecile Sawyer; to the Committee on the Judiciary.

H.R. 9353. A bill for the relief of John Alexander Staine and his wife, Georgiana Melba Staine; to the Committee on the Judiciary.

By Mr. VIVIAN:

H.R. 9354. A bill for the relief of Mrs. Margaret Mariel Guirguis and Mr. Alf Ebeidalla Guirguis; to the Committee on the Judiciary.

EXTENSIONS OF REMARKS

The Capitol—Chronicle of Freedom

EXTENSION OF REMARKS
OF

HON. FRANK HORTON

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 22, 1965

Mr. HORTON. Mr. Speaker—

It is dawn * * * overture to another day in the history of the United States. Here atop its hill in Washington, D.C., the building waits for those who will come to it and give it life. Waits for the Congress whose home it is. There is no structure in the country more important than this building; no monument to democracy more surpassing than this building. For within its walls, America—through its elected representatives—rules as master of its fate; indeed, sometimes * * * in deciding for war or peace * * * the fate of humanity, whose every nation (no matter its distance from it) knows the fate of this building.

With these lines, narrated by Raymond Massey, an exciting and educational experience begins. This is part of the description of the Capitol, written by television producer Lou Hazam that opens his 1-hour documentary, "The Capitol—Chronicle of Freedom."

Many of us first became acquainted with the television creativity Mr. Hazam so successfully applied to America's lawmaking home, shortly before the inauguration. NBC-TV presented the program as a news special so that the art, architecture, and history of this building, on whose steps stood the inaugural stand, might be better known.

Subsequently, the acclaim of the press and the public led to special showings of the program here on Capitol Hill, and an even greater appreciation of this color masterpiece developed. In fact, the U.S. Capitol Historical Society held a lunch-

eon honoring Mr. Hazam at which Vice President HUMPHREY presented him a citation of merit.

Because of my belief in the exceptional educational value of "The Capitol—Chronicle of Freedom," I am pleased to call my colleagues' and constituents' attention to a scheduled rebroadcast. William K. Divers, president of the Savings and Loan Foundation, sponsor of the program, informs me "The Capitol—Chronicle of Freedom" will be telecast Sunday, October 17, at 6:30-7:30 p.m., e.d.t.

I think this early hour is especially appropriate for I know it means that millions of school students will have a rich opportunity to learn more about their country's Capitol. Further, I am confident that all who see the program will be left with a feeling of patriotic pride, for it is in this building, the Capitol, that the voice of a democracy—the people—is heard.

The Baltic States

EXTENSION OF REMARKS
OF

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, June 21, 1965

Mr. BROWN of California. Mr. Speaker, on Monday, June 21, 1965, this body passed House Concurrent Resolution 416, a resolution urging the President to take appropriate action to bring the force of world opinion to bear on behalf of the restoration of freedom to the Baltic nations.

Unfortunately, I was not able to be present for that vote, as official business had called me away from Washington that day.

Mr. Speaker, I ask unanimous consent to have the RECORD show that I join in supporting the resolution and did, in fact, introduce a similar resolution in both the 88th and 89th Congresses.

This is a belated action, commemorating the loss of independence of Lithuania, Latvia, and Estonia, and the illegal actions by the Soviet Union in persisting in denying these three countries the universal right to self-determination. If I had been present, I would have voted "yea" on the resolution.

Safety Standards for Automobiles Would Save 25,000 Lives Per Year

EXTENSION OF REMARKS
OF

HON. CHARLES E. BENNETT

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 22, 1965

Mr. BENNETT. Mr. Speaker, last year 47,800 persons died on our Nation's highways, marking traffic accidents as the fourth largest killer of Americans.

By the end of this week, 1,000 Americans will have died on the highways.

By the end of 1965 almost 52,000 Americans will have been killed in traffic accidents.

Almost 2 million others are expected to be injured in traffic accidents this year, and \$3 billion in property damage will result from this highway mayhem.

Accidents have already brought about a loss of property and life that is greater than that of any war in which America has participated.

These figures are appalling.

But what is more appalling is the fact that 43 percent of the people who died

in traffic accidents will die because they travel in unsafe vehicles. Elmer Paul, of the U.S. Public Health Accident Prevention Bureau, cites the fact that almost one-half of those who are killed in accidents could have survived in a safe automobile.

This means that we would save 25,000 Americans this year if their automobiles were equipped with certain safety features.

President Johnson has said:

We cannot accept the intolerable drain on our human and economic resources that these accidents are causing.

There is a definite tendency on the part of the American public to accept the rising death rate as inevitable, and yet statistics prove that, far from being inevitable, almost half of these deaths are unnecessary.

The prime source for corrective measures for unsafe vehicles lies with the automobile manufacturer, but for the most part, the manufacturer has cavalierly said, "safety doesn't sell." Recently, a fresh approach to this great problem came from the president of American Motors Corp., who said the industry "has done an excellent safety engineering job," but "the industry has been expert in selling almost everything, but it has acquired no experience in selling safety features."

Legislation is essential, especially when we have been told by experts that safety standards on automobiles would save half of those lives we now lose annually.

During the last decade I have introduced and strongly supported legislation to require certain safety devices on motor vehicles sold in interstate commerce. In the last session of Congress legislation was enacted which establishes certain required standard safety devices for automotive vehicles purchased by the Federal Government. The General Services Administration prepared safety features, including standards for seat belts, dash, safety glass, exhaust, lights and other devices, will be available in 60,000 Government-purchased cars by 1967.

Today, Mr. Speaker, I am introducing legislation which would extend the new Federal safety standards for Government vehicles to all vehicles manufactured for, sold, or shipped in interstate commerce.

I have pushed this needed legislation since the 85th Congress, and now with more Americans being killed and injured on the highways than ever before, I sincerely hope speedy action will be taken by the Congress. I command the following bill to the House of Representatives and the Nation:

H.R. 9303

A bill to prescribe certain safety features for all motor vehicles manufactured for, sold, or shipped in interstate commerce.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the manufacture for sale, the sale, or the offering for sale in interstate commerce, or the importation into the United States, or the introduction, delivery for introduction, transportation or causing to be transported in, interstate commerce or for the purpose of sale, or delivery after sale in interstate com-

merce, or the use in interstate commerce, of any motor vehicle manufactured after the date of this Act, shall be unlawful unless such motor vehicle is equipped with passenger safety devices prescribed in accordance with the provisions of this Act.

SEC. 2. The Secretary of Commerce shall prescribe and publish in the Federal Register standards for passenger safety devices required under authority of the first section of this Act, which standards shall to the extent deemed desirable be consistent with standards prescribed by the Administrator of General Services pursuant to the provisions of Public Law 88-515. The standards first established under this section shall be prescribed and published not later than one year from the date of enactment of this Act.

SEC. 3. The Secretary of Commerce shall cooperate with other Federal departments and agencies and with other public and private agencies, institutions, organizations and companies, and with any industries involved, in the establishment of safety standards under this Act. Where other Federal instrumentalities have prescribed standards in the field of automotive safety, standards issued hereunder shall be fully coordinated with those of such instrumentalities.

SEC. 4. Any person violating the provisions of section 1 of this Act shall be fined not more than \$1,000. Such violation with respect to each motor vehicle shall constitute a separate offense.

SEC. 5. As used in this Act the term "motor vehicle" means any vehicle, self-propelled or drawn by mechanical power, designed for use on the highways principally for the transportation of passengers, and light trucks up to a gross vehicle weight of ten thousand pounds, but will not include any vehicle designed or used for military field training, combat, or tactical purposes, and motor vehicles subject to standards prescribed by the Interstate Commerce Commission.

SEC. 6. This Act shall take effect on the date of its enactment except that section 1 of this Act shall take effect one year and ninety days after the publication of standards for passenger safety first established under section 2 of this Act. If additional standards are established, or if the standards first established hereunder are later changed, such standards, as so later established or changed, shall take effect one year and ninety days after the date of their publication.

Vocational Education

EXTENSION OF REMARKS

OF

HON. WILLIAM L. ST. ONGE

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 22, 1965

Mr. ST. ONGE. Mr. Speaker, under leave to extend my remarks, I wish to insert into the RECORD the text of an address I delivered at the commencement exercises of the Regional Vocational Technical School at Norwich, Conn., in my district, on Monday, June 21, 1965. The theme of my address was the role of vocational education today and ways to improve such education.

The address was as follows:

NO ROOM AT THE BOTTOM

Mr. Cooke, Reverend clergy, members of the graduating class, parents and friends, thank you for the gracious reception you have given me. I am delighted to be here with you in Norwich again, and I am especially pleased to have been invited to at-

tend this graduation ceremony. As a one-time member of the school board in Putnam, as a parent, and as the Representative in Congress from this area, I am deeply interested in education and in the educational process generally. I believe with President Johnson that education belongs at the head of our national work agenda, that schooling must be the No. 1 business of our country. You young people have made it your business over the past years. Your very presence at today's commencement testifies to the success you have attained in that business.

If I could impress but one fact upon you today, I would like for it to be this: The business of education must go on for each of you, even after graduation. Today should represent the completion of only one stage in your educational progress, not the end of the process itself. We live in a world of change, and education is our best tool for coping with change. You are ready to begin your working lives in this changing world. In order for your work to be successful and rewarding, there must also be room in your future for continuing education. Dr. Grant Venn, a leading educator and keen observer of the American school scene, has stated in his book, "Man, Education, and Work" as follows:

"Today's accelerating and changing technology has placed man, his education, and his work in a new relationship in which education becomes the bridge between man and his work."

Now, your first thoughts may be that this has always been the case in America, and you will be right to a degree. For certain jobs—teaching, medicine, law, engineering, the professions in general—education has indeed been the bridge between man and his work since long before the beginning of our Nation. But there have been other large areas of work in which the lack of formal schooling has not been much of a hurdle between most men and their work. I think this can be borne out if we think back over the last century in our Nation's past.

In 1865, our country was just emerging from 4 years of blood and iron which has finally established that we were to be one nation. Our country was in a jubilant mood and confident of its future. It had the freedom from foreign entanglements that makes for swift settlement of domestic problems, and it had a vast, undeveloped continent in which to work out its destiny. The northern States, including our own Connecticut, were, largely as a result of war needs, becoming the seats of industrial production and commerce, and the procedures and methods of the industrial revolution were making themselves felt to no small degree. Immigrants were pouring into our shores from old Europe in such numbers that there were plenty of hands to turn the wheels in our new factories, and plenty left over to tame the vast stretches of wild land extending from the eastern mountains to the Pacific. They tamed that land; they joined its old east with its new west by steel rails; and, everywhere, they drew from its fastness the grain, the cattle, the metals, oil, and timber from which a giant new nation was forged.

In those wide-open days a century ago, most Americans had a rudimentary education. They could read a bit, write, and cipher. And that was enough for most of them. The possession of strong arms and a willing mind was more important than a university education in those days. For the eastern boy, there was ready work in the mills and on the farms. If this didn't suit him, there were the rails to be pushed westward. The great west was full of free land where the easterner could settle to farm, mine, and trade. There were always more jobs than men to do them.

Moving from 1865 to the 1940's, we can see many differences on the American scene,

but many similarities as well. From a small and isolated Nation in the west, America had developed into the bulwark of the entire free world. It had nurtured the seeds of the industrial revolution to their highest fruition. In the vast industrial complexes created by necessities of war, there was a place for the highly educated, but there was also a place for the less highly educated majority. There were still more jobs than people to do them, and unemployment all but vanished from our land, with the exception of the period of the great depression in the 1930's. Education, at least highly sophisticated education, was not yet the single bridge between man and his work.

But in the short 20-year period between the end of the second World War and the present, the period in which most of you graduates have lived your entire lives, great changes have come about, changes which have, as Grant Venn pointed out, undoubtedly established education as a bridge between man and his work. These changes have been in the field of technology and science. They are often referred to as automation or cybernation.

A century ago, many Americans made a living by combining their intelligence with their own muscle and the muscle of animals; some others, especially in the manufacturing east, by combining their intelligence with the muscle of machines. Twenty years ago, almost all Americans gained a livelihood by using their minds and the power of machines. Today, as a result of technological advances, work can be done by machines with muscles and intelligence. This is automation.

This technological revolution as embodied in automation is still so new that it does not admit of definite predictions as to the results it will bring in the coming years. Various qualified observers view it either as a curse or as a blessing. According to one scholar who was among the first to comment on the subject, and I quote, "Automation will produce an unemployment situation in comparison with which the depression of the 1930's will seem a joke." But the chairman of one of our largest industrial corporations has this to say: "New technology is creating three new jobs for every two we eliminate."

So we are not quite sure of all the ramifications of the new technology—automation, cybernation, increased mechanization, call it what we may. We do know, however, that its results, whatever they are, are not occurring in a vacuum, but are being accompanied by other changes. Perhaps foremost among these other changes is the great population boom, with the great increase in the labor force it is causing. There are currently over 73 million workers in our country, and this figure is expected to rise to nearly 90 million by 1970. In the single year 1963-1964, and one-fourth million new workers were added to the American labor force.

There is also a great process of urbanization going on in our Nation. Each year, more and more of the working force is employed in or near the great cities and large towns. During the war years of the 1940's 1 out of every 6 American workers was on the farm. Today, 1 out of 18 remains on the farm and that figure is still declining.

Then there is the rising degree of educational attainment among the labor force. Not too many years ago, if you had a high school education, you had a distinct advantage over most of the people with whom you would be in competition for a job. Today, with that same high school education, you will have no advantage at all over your competitors, for the median education attainment of the American worker has increased to 12.2 years.

In effect, then, the employment outlook for today, while not fully clear, would seem to shape up like this: There are more workers, each worker can produce more work, and

work is available in more limited geographical areas. Most important, the day of the uneducated, unskilled worker is fast drawing to a close. If education is a bridge, it is also a ladder, and there is no room at the bottom. From now on, in the business of making a living, the brain will be more important than the back, the skill more vital than the will. Education will be almost the sole bridge between man and his work, the single ladder between you and your job.

In this context, the role of vocational education is just as vital as the role of other types of education, the university-trained architect will continue to design buildings, but the mason, the carpenter, the electrician and the plumber must execute his designs. The engineer will develop more and more intricate machines, but the skilled technician must build them, run them, and service them. The production-line worker and the day laborer will be in less demand, but the skilled craftsman, the service producer, and the technician will be in greater demand than ever.

The Labor Department has estimated that we will need 50,000 new carpenters for every year of this decade. We will need 5,000 new tool and diemakers annually; 5,000 appliance servicemen; 10,000 plumbers; 40,000 auto mechanics; and 200,000 science and engineering technicians. For the first 5 months of this year, an average of 4.8 percent of our labor force has been unemployed. These are for the most part people who possess no skills. Experts say that for every 10 people without jobs, there are seven open jobs without skilled people to do them. This is where vocational education can render a great service, for it helps close this distressing gap by preparing skilled people to fill those empty jobs.

I do not consider myself an authority on vocational and technical education, but I am interested in this important field. I read about it, and I discuss it with others, for I feel it is vital to our Nation's economic and social welfare. In such readings and discussions, this question, of course, is bound to arise: Is vocational education doing a good job? Is it achieving its goals?

From my nonprofessional viewpoint, I would have to answer with a qualified "yes." I think that the people trained in vocational-technical schools are trained well, and I think that our State, with its system of regional schools and State technical institutes, makes quality training available to almost all who need it or want it. In this opinion, other more professional observers concur.

I recently saw some very interesting figures cited by the Connecticut State Board of Education showing that graduates from our vocational schools earn more money and have a lower unemployment rate than graduates of other secondary schools. In 1964, we had 2,425 graduates of vocational schools in the State, but only 1.6 percent are currently unemployed, compared with 5.7 percent for public high school graduates. Thus, the opportunities for employment are exceptionally high for vocational school graduates.

In a survey last year, the Engineering Manpower Commission, a private professional group in New York, said that within the coming decade business and industry will increase their hiring of technicians by 3 percent annually. During that same period, however, the hiring of technicians who are graduates of our technical schools will increase at five times that rate. It is clear, then, that business and industry are convinced of the value of vocational-technical education, and are in constant search of people possessing such education.

You will remember that I qualified my "yes" in reply to the question of whether vocational schools are doing a good job. I did so because I believe there are several ways in which they could do a better job. Let me mention them briefly:

First, vocational education must be made available to all the segments of our population who want it and can profit from it. This would entail increasing opportunities at several levels of the formal schools—in the high schools, where it is estimated that only 5 percent of the students receive any vocational instruction; in the postsecondary technical and vocational schools; and in the 2-year junior and community colleges. It is also vital that we provide greater opportunities for people who are out of the formal schools, including the unemployed school dropouts and adults who have lost their old jobs because of the changing technology, and the development of new industries requiring new skills.

Second, I think vocational education could be improved if there were more interplay and feedback among the schools, business and industry, and labor organizations. With such interplay, the schools could be constantly aware of the needs of the employment fields, of the opportunities which arise, of the vacancies which exist, and they could then concentrate on training people to fill those vacancies and meet the needs. Vocational education is aimed at preparing a person for a job; if that job doesn't exist, the training is wasted. It has been estimated, for example, that about one-third of the money spent on vocational education today is used for agricultural education. Back when most of our population were farmers, that would be fine. But today, when only 1 out of 18 of our present work force is on the farms, I think a shift of emphasis is definitely required.

Third, I wish to emphasize that vocational education must be geared to the needs of the times, as well as to the needs of particular areas. This should be done by introducing specific courses to train people for new industries, and especially for local industries. At this point, I want to commend the Norwich Regional Vocational Technical School and its very capable director, John T. Cooke, Jr., for its forward-looking program. Mr. Cooke has recently announced the launching of a new program to train health physics technicians, which was suggested by Electric Boat Co., at Groton, with the approval of the U.S. Office of Education. These men will be trained in the methods of health control, radiation monitoring, use of radiological measuring equipment, and the like. You can readily understand why this will be important in the future. There is a growing demand for health physics technicians in the country by various industries. This is what I mean when I suggest specific courses for new industries, with emphasis on local industries—and I am proud that the Norwich school has the necessary vision and foresight.

Fourth, I believe vocational education, like all other sorts of education, needs more teachers and better-paid teachers. From my experience, vocational school teachers are competent and dedicated men. They have to support their families like the rest of us, however, and they can do this more easily by practicing their skills than by teaching them. We must make it sufficiently remunerative for them to remain in the teaching field for the benefit of our young people. Education must meet industry's offer, and the colleges and universities must put more stress on producing competent teachers in larger numbers also for the vocational schools.

Fifth, I would like to see the early enactment of legislation to establish a system of loan insurance, including direct loans to assist students to attend postsecondary business, trade, technical, or other vocational schools. As you know, Congress has in recent years enacted legislation which provides such assistance to needy students enabling them to attend colleges or universities for academic and professional studies. I believe

there are also many students in the fields of vocational and technical education who need such assistance, and they are entitled to this aid as much as others. There is such a bill now pending before the Congress, introduced by Representative JOHN H. DENT, of Pennsylvania, which should be enacted as soon as possible and I plan to support it. It would not only fill a gap, but also help place vocational education on an equal status with the rest of our educational process.

Sixth and finally, there is the matter of prestige. For some reason, many Americans look on vocational education as a step-child of the real schools. They are wrong, of course. Those who are closest to vocational education—the businesses and the industries who need these graduates and hire them as fast as they can get them—have long realized its worth. But it will be up to you and others like you to change this mistaken public image. The task of the vocational school is as noble as the task of any other American school. Indeed, it is the same. It is to prepare young people with the general education and to provide them with special skills that will help them become competent members of our country's productive force and intelligent participants in its governmental and social processes. Your performance in the years ahead will tell whether or not this school has succeeded. If it has—and I am confident that it has—the prestige of vocational education as a whole will be greatly enhanced.

A while back I spoke of education as a bridge and as a ladder—the bridge between you and your job, the ladder between you and success. Each step up the ladder of learning is more difficult and more challenging. You have worked hard to attain that diploma and you have earned it well. But keep climbing up that ladder, leave room in your future for continuing education and growth—otherwise you may find yourself struggling at the bottom.

So, on this day of completion and beginning, I congratulate you and extend to all of you my best wishes for the future.

Secretary of State Dean Rusk's Address to the First Inter-American Conference of the Partners of the Alliance

EXTENSION OF REMARKS OF

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 22, 1965

Mr. HAMILTON. Mr. Speaker, the following is an address by the Honorable Dean Rusk, Secretary of State, who spoke at a banquet of the First Inter-American Conference of the Partners of the Alliance, at the Mayflower Hotel, Thursday, June 10. I feel this is one of the finest and most significant speeches ever given, concerning the Alliance for Progress, and I should like very much to include it in the RECORD:

ADDRESS BY THE HONORABLE DEAN RUSK, SECRETARY OF STATE, AT BANQUET OF FIRST INTER-AMERICAN CONFERENCE OF THE PARTNERS OF THE ALLIANCE, MAYFLOWER HOTEL BALLROOM, WASHINGTON, D.C., THURSDAY, JUNE 10, 1965

I

Good evening. I count it a special privilege to be here, as you wind up your first day's work as delegates to the First Inter-American Conference of the Partners of the

Alliance. This first conference is a milestone in a truly great enterprise: the Alliance for Progress.

Nearly 4 years have passed since representatives of the 20 independent republics of this hemisphere met in Punta del Este to fashion the Alliance for Progress. The Charter of Punta del Este gave hope to the aspirations of responsible and progressive Latin Americans. The United States helped in the formulation of the charter, but the ideas and the inspiration were profoundly Latin American.

The signatory governments pledged to their own peoples—and to one another—that they would meet the challenges of the 20th century. The commitment was clear: to change old ways so that each nation would become politically more democratic, economically more developed, and socially more just.

The ties that bind the American Republics in the Inter-American system command us to respect one another, and to help one another. The Alliance for Progress was fashioned in that spirit of mutual help and respect.

The Charter of Punta del Este made it plain that no one nation would, or could, assume the major responsibility of carrying out the purposes of the Alliance. Indeed, that historic document declared that this was to be a common and united effort of the peoples of the Americas.

The Charter of the Alliance recognized that the strengthening of liberty in Latin America required rapid and profound change. It declared: "The men and women of our hemisphere are reaching for a better life which today's skills have placed within their grasp. They are determined for themselves and their children to have decent and even more abundant lives, to gain access to knowledge and equal opportunity for all, to end those conditions which benefit the few at the expense of the needs and dignity of the many. It is our inescapable task to fulfill these just desires—to demonstrate to the poor and forsaken of our countries, and of all lands, that the creative powers of freemen hold the key to their progress and to the progress of future generations."

Those words were a call for peaceful revolution. And as President Johnson has said, "Those who make peaceful revolution impossible, make violent revolution inevitable."

Obviously, then, the United States welcomes change in Latin America. From its inception, the Alliance for Progress has been the cornerstone of our policy in Latin America. The Alliance objectives—of reform and development in democracy—are our objectives. They are our objectives because we have always believed in them, and because their attainment in each and every country of Latin America is in our national interest.

II

The Alliance for Progress is approaching its fifth year. It stands at a hopeful but critically important stage.

The situation is hopeful for several reasons:

Last year Latin America achieved an overall increase in its gross national product of 2½ percent per capita—the rough target set in 1961. The increase varied from country to country but was rather well spread. The Inter-American Committee for the Alliance for Progress (CIAP) feels there is a fair chance that overall 2½ percent per capita rate of growth will be achieved again in 1965.

Let me cite a few figures on the achievements of the Alliance: 12 countries have land reform laws; 10 have produced national development plans or sector investment programs, and other country programs are being completed; 15 have self-help housing programs, and more than 300,000 dwelling units have been completed or are nearing completion; every Alliance country has improved its tax system or tax administration; 9 have

undertaken major tax reform; 42 intermediate credit institutions have been created; 6,150 miles of roads have been built; more than 75,000 teachers have been trained; nearly 10 million school books have been circulated; more than 13 million schoolchildren are participating in special school lunch programs, three times the number of 2½ years ago; more than 200,000 agricultural credit loans have been made.

In most of the countries of Latin America there are governments, backed by a vital new generation in public and private life, which are facing courageously the tremendous problems which must be solved to achieve well-balanced economic and social development. It is not easy to bring inflation to a halt. It is not easy to increase tax collections and to design and execute programs of land reform.

It is not easy to move away from the protection of high tariff barriers and to expand manufactured exports in a competitive world. But these things are happening. The language of the Charter of Punta del Este is being translated into reality.

The Western Hemisphere has fashioned effective machinery for promoting sound development and reform—institutions such as the Inter-American Development Bank and the Inter-American Committee for the Alliance for Progress.

Many of our friends in Latin America wish to go beyond modernization of the individual nations of the hemisphere. They seek to accelerate the process of economic integration. We see the beginning of this process in the Central American Common Market and the Latin American Free Trade Association. Economic integration offers many potential advantages. Investments for integrated markets can be more efficient and productive. Wider markets stimulate competitive attitudes and practices. Integration accelerates diversification of agriculture and industry. And diversification is fundamental to efficiency and regular self-sustained growth. The United States has supported, and continues to support, economic integration in Europe. We think integration would be correspondingly beneficial to Latin America. We look forward to having a strong economic and political partner in Latin America. That partnership would be strengthened by the success of the integration movement.

III

Although we have solid grounds for satisfaction in the progress that has been made and for hope as we look to the future, we must not underestimate the difficulties confronting us.

One of the most serious difficulties is the decline in the prices of certain traditional Latin American exports—exports on which many Latin American countries depend to earn foreign exchange. The drop in the price of sugar from 11 to 2½ cents was one of the causes of the crisis in the Dominican Republic. The long-range solution to overdependence on the export of a few agricultural commodities lies in the diversification of agriculture and the development of export industries.

Another serious problem in several countries is inflation. Controlling it is a searching test politically and socially as well as economically. We are full of respect for those governments which are dealing with the inflation courageously and tenaciously.

A third problem—and a far-reaching one—is the modernization of rural life. Latin America is at a stage of development where industry and urban life are moving ahead with high momentum. But most people in Latin America still live in the countryside, substantially untouched by modern life. These people need schools and roads and electricity. They need to organize cooperatives to sell their products in the cities at a

fair price. They need to learn how to improve and diversify their production. Above all, they need to hope that they will not be left behind as the modernization of Latin America moves forward. They need to feel that not only their governments but that their fellow citizens in the cities have an interest in improving rural life. Building a modern nation is more than a technical task. City folk and country folk, the rich and the poor, the educated and the illiterate, must develop a sense of common purpose and brotherhood.

IV

The Alliance for Progress was only beginning to take hold in the Dominican Republic—a little country with a great potential to provide a good life for its people—when the government was overthrown in April. Tragically, a hard-handed dictator had for three decades thwarted the development of the institutions required for effective democracy and social progress. Such economic advance as took place was poorly balanced. Potential leaders in the country did not have an opportunity to develop mutual understanding and trust. Such a legacy is indeed hard to overcome.

The countries of this hemisphere must devise new mechanisms for cooperative ac-

tion in the Dominican situation and for any crises which might arise in the future. And all of us in the Alliance for Progress must demonstrate our deep and lively interest in the welfare of the people of the Dominican Republic. For, they want what the rest of us want for ourselves: Representative constitutional government, economic and social progress, hope that their children's lives will be happier and more fruitful than their own. One of our jobs in this hemisphere is to help the Dominican people to attain these objectives. The machinery of the Alliance for Progress should set to work to build as rapidly as possible on that island the foundations for a modern, democratic life.

V

Above all, however, the Alliance for Progress needs the enthusiastic and sustained support of the people of all the member countries. The people must know that this is their program. And this is where you—the Partners of the Alliance—are helping to make an invaluable contribution. You have established the means whereby the people of all our countries can join together in a partnership of mutual help—a partnership based on respect for each other's culture, and for each other's dignity.

One of the greatest strengths of our form of society is the readiness of private citizens, as individuals and through voluntary organizations, to further public objectives.

Through your efforts more and more people will come to see and understand that the Alliance is a living thing and that it goes beyond power projects and trade conferences and governmental decrees. Through your efforts more and more people will come to realize that there are many things they can do for themselves, things that governments cannot do for them, things they can do right now to change their lives and to improve the chances of their children having better lives.

Your work has already produced suggestions for hundreds of ways in which the people themselves can participate in the Alliance for Progress.

So, I think we are all entitled to regard this First Inter-American Conference of the Partners of the Alliance as a significant milestone. I congratulate you. Let us move forward, never forgetting, as President Johnson said recently, that we in North America and Latin America have always had very special ties of interest and affection and that "together we share and shape the destiny of the New World."

HOUSE OF REPRESENTATIVES

WEDNESDAY, JUNE 23, 1965

The House met at 12 o'clock noon.

The Chaplain, Rev. Bernard Braskamp, D.D., offered the following prayer:

Deuteronomy 6:18: Thou shalt do that which is right and good in the sight of the Lord.

Almighty God, Thou knowest how greatly concerned we are about the welfare of our beloved country and the problems of its defense and security.

Help us to see clearly that if our Nation is to remain invulnerable and invincible, then we must not fail to mobilize our moral and spiritual resources.

Grant that our leaders and chosen representatives may seek and surrender themselves gladly and gratefully to the guidance of Thy divine spirit.

May we earnestly covet for ourselves a new nativity of faith and courage which will enable us to remain strong and steadfast when we encounter life's stern demands and difficulties.

Hear us in Christ's name. Amen.

THE JOURNAL

The Journal of the proceedings of yesterday was read and approved.

MESSAGE FROM THE PRESIDENT

A message in writing from the President of the United States was communicated to the House by Mr. Geisler, one of his secretaries, who also informed the House that on the following dates the President approved and signed bills of the House of the following titles:

On June 12, 1965:

H.R. 821. An act for the relief of the town of Kure Beach, N.C.

On June 14, 1965:

H.R. 2299. An act for the relief of Robert L. Yates and others;

H.R. 3051. An act for the relief of Vermont Maple Orchards, Inc., Burlington, Vt.;

H.R. 3074. An act for the relief of Maxie L. Stevens; and

H.R. 7597. An act to establish the veterans reopened insurance fund in the Treasury and to authorize initial capital to operate insurance programs under title 38, United States Code, section 725.

On June 18, 1965:

H.R. 6755. An act authorizing appropriations for prosecution of projects in certain comprehensive river basin plans for flood control, navigation, and other purposes.

On June 21, 1965:

H.R. 8371. An act to reduce excise taxes, and for other purposes.

On June 22, 1965:

H.R. 1782. An act to amend the Retired Federal Employees Health Benefits Act with respect to Government contribution for expenses incurred in the administration of such act; and

H.R. 7777. An act to authorize the President to appoint Gen. William F. McKee (U.S. Air Force, retired) to the office of Administrator of the Federal Aviation Agency.

MESSAGE FROM THE SENATE

A message from the Senate by Mr. Arrington, one of its clerks, announced that the Senate had passed, with amendments in which the concurrence of the House is requested, a bill of the House of the following title:

H.R. 6453. An act making appropriations for the government of the District of Columbia and other activities chargeable in whole or in part against the revenues of said District for the fiscal year ending June 30, 1966, and for other purposes.

The message also announced that the Senate insists on its amendments to the bill H.R. 6453, requests a conference with the House on the disagreeing votes of the two Houses thereon, and appoints as conferees Mr. BYRD of West Virginia, Mr. HAYDEN, Mr. BARTLETT, Mr. MCINTYRE, Mr. CASE, Mr. COTTON, and Mr. SALTONSTALL.

COMMITTEE ON RULES

Mr. BOLLING. Mr. Speaker, I ask unanimous consent that the Committee on Rules may have until midnight tonight to file reports.

The SPEAKER. Is there objection to the request of the gentleman from Missouri?

There was no objection.

PERSONAL EXPLANATION

Mr. DULSKI. Mr. Speaker, I ask unanimous consent to extend my remarks at this point in the RECORD.

The SPEAKER. Is there objection to the request of the gentleman from New York?

There was no objection.

Mr. DULSKI. Mr. Speaker, I am recorded as not voting on rollcalls Nos. 145, 146, and 147. I was in my district. If present, I would have voted "yea" on all three measures.

LEGISLATIVE PROGRAM

Mr. ARENDS. Mr. Speaker, I ask unanimous consent to address the House for 1 minute.

The SPEAKER. Is there objection to the request of the gentleman from Illinois?

There was no objection.

Mr. ARENDS. Mr. Speaker, I have asked for this time to inquire of the majority leader if he will kindly inform us of any changes in the program for this week, and what we may expect.

Mr. ALBERT. Mr. Speaker, will the gentleman yield?

Mr. ARENDS. I yield to the gentleman from Oklahoma.

Mr. ALBERT. Last night we announced the addition of two bills to the program for this week. Those bills will be brought up tomorrow. One, a joint resolution, has to do with the temporary extension of the Area Redevelopment Act. The other deals with the extension