

especially evident in Bosnia, Azerbaijan, and Ukraine. The recent arrest of Vladimir Gusinsky, head of Media Most and an outspoken critic of Russian President Putin, has raised our concern about Russia's approach to an agenda of free media.

A key OSCE commitment allows for the development and protection of freedom of expression, permitting independent pluralistic media. Three years ago, the OSCE States were concerned enough about the problems in this area that they mandated the creation of the position of Representative on Freedom of the Media. The 25th Anniversary of the Helsinki Final Act marks an appropriate occasion to review the past relations between the OSCE governments and the media, and to review the current situation of free media in the region.

Last year, 11 journalists were killed in the region, with a number of the deaths accompanied by suspicious circumstances. In addition to those killed while reporting the news, many others were arrested under suspicious circumstances and without due process. Radio Free Europe/Radio Liberty reporter Andrei Babitsky's story is a frightening example of just how badly the situation for reporters has deteriorated in Russia. While covering and reporting on the war in Chechnya, Babitsky was arrested by Russian troops for "participating in an armed formation," and yet later was traded to Chechen rebels in an exchange, thus being placed in grave danger. Babitsky was later retrieved by Russian forces and subsequently charged with using false papers.

While Babitsky was fortunate to have survived and received international exposure, most other journalists are not so lucky in Russia. In Vladimir Putin's first "state of the union" speech, he said that he supported a free Russian press, but was angered that media owners could influence the content. That is, while Putin openly declares support for a free media, he chills the media in his next utterance. Likewise, Gusinsky's arrest has heightened our concern as we see the tightening of the noose on the throat of a free press in Russia.

Actions by governments in Southeastern Europe are also a cause for concern. Turkey and the Balkan States present serious impediments towards promoting and allowing free media. Serbia continually threatens, harasses, and fines all media that do not follow the official line. Milosevic has seen to the gradual demise of any independent Serbian media, not the least through fines totaling \$2.1 million last year. Turkish authorities continue to block free media in key areas, with either the Kurdish issue or criticism of the military most likely to land journalists in jail.

Mr. Speaker, I could continue. Such developments are rife throughout the Caucasus and Central Asia. It is not enough for OSCE States to ardently promote the idea of free speech and media. Collective accountability must be used, along with public diplomacy, if the OSCE is to consist of States that rise to the standard envisioned at Helsinki 25 years ago regarding free speech and media.

RECOGNIZING THE NYSP PROGRAM AT THE UNIVERSITY OF WISCONSIN—EAU CLAIRE

HON. RON KIND

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 27, 2000

Mr. KIND. Mr. Speaker, today I recognize a fantastic program that benefits young people throughout the nation, and to pay special tribute to the chapter in my congressional district.

Earlier this month, I had the pleasure to spend some time at the National Youth Sports Program (NYSP) on the University of Wisconsin—Eau Claire campus. This is the twentieth year that an NYSP summer camp has operated in the Chippewa Valley region of western Wisconsin, at which disadvantaged youth take part in athletic, math and science activities for five weeks. The sports component of the program emphasizes instruction, competition, physical fitness and lifetime sports. The classroom programs cover nutrition, drug and alcohol awareness, higher education preparation and career discussions in addition to the science and math curriculum.

Of the 180 or so NYSP programs that operate nationwide each summer, the University of Wisconsin—Eau Claire camp has been recognized as one of the top five programs seven times. It has also been rated as the top program twice in the last decade.

NYSP is an excellent example of how federal partnerships with communities can work for the betterment of America's young people. Funds for NYSP are provided through the Department of Health and Human Services and are administered through the NCAA. In my home state, additional funds for food services are provided through the Department of Agriculture.

NYSP provides the kids who participate in the camps with wonderful opportunities they would not otherwise have to learn, play, and form new friendships in friendly, safe and supportive environments. This year at UW—Eau Claire, 589 young people participated in NYSP.

Mr. Speaker, I congratulate all of the many staff and volunteers who run the NYSP program at UW—Eau Claire. In particular, I wish to recognize Lisa McIntyre, Bill Harms, Jeff Lutz, Tom Platt and Tony Hudson, whose dedication to the program is very admirable, and who make sure I am kept up-to-date about the progress and success of NYSP each year.

I offer a special word of congratulations and thanks to Diane Gibertson, who has been the Activities Director of NYSP in Eau Claire. Diane is retiring this year, and was instrumental in establishing NYSP in the Chippewa Valley twenty years ago. Diane's tireless efforts over the years on behalf of youth in our community serves as a shining example for all of us—young and old—to follow our dreams, and to take time to help make the dreams of our children come true.

Once again, Mr. Speaker, on behalf of the residents of western Wisconsin, I congratulate and thank all those who have made the NYSP program an amazing success. Our children, and our communities, are certainly the better for their efforts.

THE TECHNOLOGY EDUCATION AND TRAINING ACT

HON. JERRY WELLER

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 27, 2000

Mr. WELLER. Mr. Speaker, today, I am introducing a bill with Mr. MORAN, Mr. COX, Mr. TAUZIN, Mr. TOM DAVIS, Mr. DRIER, Mr. ADAM SMITH, Mr. SALMON and Mrs. TAUCHER to address the severe worker shortage in technology related industries. The Technology Education and Training Act provides a \$1,500 tax credit for information technology training expenses.

This tax credit is necessary to address the serious shortage in the United States of trained technology professionals. This shortage has a dramatic effect on the U.S. economy. According to the CompTIA Workforce Study, as a result of unfilled IT positions, the U.S. economy loses \$105.5 billion in spending that would otherwise go to salaries and training. This reduces household income by \$37.2 billion and prevents the creation of 1.6 million jobs. Currently, an estimated 268,740 (10%) of IT service and support positions are unfilled. This results in \$4.5 billion per year in lost worker productivity. An ITAA study released April 11, 2000 predicts a shortage of 843,328 for the 1.6 million new IT workers needed in 2000.

The tax credit we establish in this bill would be available to both individuals and businesses for training and educational expenses for individuals being trained in technology related industries. The allowable credit would be \$1,500. For small businesses, or businesses and individuals in enterprise zones, empowerment zones, and other qualified areas, the credit would equal \$2,000. The training program must result in certification.

This bill encourages a private-public sector partnership which allows the private sector to determine who, what, where and how to train workers. It also helps to fill the IT worker pipeline with thousands of new and retrained IT skilled workers which would otherwise leave thousands of jobs in cities across America unfilled.

Mr. Speaker, thank you for the opportunity to speak on behalf of The Technology Education and Training Act.

THE IMPORTANCE OF A GLOBAL SCHOOL LUNCH AND GLOBAL WIC PROGRAM

HON. JAMES P. MCGOVERN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 27, 2000

Mr. MCGOVERN. Mr. Speaker, I was very excited to read the July 23, 2000 statement by President Clinton at the G-8 Summit in Okinawa, Japan, announcing a \$300 million initial start-up program in support of a universal school and pre-school feeding program for the over 300 million hungry children of the world. On July 27th, the Senate Agriculture Committee held a hearing on this issue and invited former Senators George McGovern and Bob Dole, the two chief proponents of this initiative, Secretary of Agriculture Dan Glickman, Senator RICHARD DURBIN, myself, and several others to testify.

This is a remarkable initiative to promote education and reduce hunger among children world wide. I would like to enter into the RECORD the President's statement describing this initiative, as well as the testimony of Ambassador George McGovern and my own testimony before the Senate Agriculture Committee.

THE CLINTON-GORE ADMINISTRATION:
BUILDING A STRONGER GLOBAL PARTNERSHIP FOR INTERNATIONAL DEVELOPMENT THROUGH SUPPORT FOR BASIC EDUCATION AND CHILDHOOD NUTRITION—JULY 23, 2000

Today, President Clinton announced new Initiatives to expand access to basic education and improve childhood development in poor countries. Part of the Okinawa Summit's unprecedented emphasis on international development, these measures include:

(1) A new \$300 million U.S. Department of Agriculture international school nutrition pilot program to improve student enrollment, attendance, and performance in poor countries. (2) Endorsement by the G-8 of key international "Education for All" goals, including the principle that no country with a strong national action plan to achieve universal access to primary education by 2015 should be permitted to fail for lack of resources. (3) A new commitment by the World Bank to double lending for basic education in poor countries—an estimated additional \$1 billion per year. (4) An FY 2001 Administration budget request to increase funding for international basic education assistance by 50% (\$55 million) targeted to areas where structural weaknesses in educational systems contribute to the prevalence of abusive child labor.

Better access to basic education can be a catalyst for poverty reduction and broader participation in the benefits of global economic integration. Literacy is fundamental not only to economic opportunity in today's increasingly knowledge-intensive economy but also to maternal and infant health, prevention and treatment of HIV-AIDS and other infectious diseases, elimination of abusive child labor, improved agricultural productivity, sustainable population growth and environmental conditions, and expanded democratic participation and respect for human rights.

(1) The U.S. will launch a \$300 million school feeding pilot program working through the UN World Food Program in partnership with private voluntary organizations. Building on ideas promoted by Ambassador George McGovern and former Senator Robert Dole and explored at the World Food Program (WFP), the USDA's Commodity Credit Corporation (CCC) would purchase surplus agricultural commodities and donate them for use in school feeding and pre-school nutrition programs in poor countries with strong action plans to expand access to and improve the quality of basic education.

For the first year of the program, the USG would spend \$300 million for commodities, international transportation, and other costs under the current CCC authorities, feeding as many as 9 million schoolchildren and pre-schoolers.

The program would be initiated working through the WFP in partnership with Private Voluntary Organizations (PVOs), the U.S. share of which could grow over time depending upon participation by other donors and eligibility by developing countries.

Selection criteria would be based on need and include a commitment and contribution of resources by the host government, technical feasibility, good progress toward a strong national action plan to achieve the

Dakar Education, for All goals, and a commitment by the host government to assume responsibility for operating the program within a reasonable time frame where feasible.

A portion of the commodities could be sold to provide cash resources for incountry program management, funding any associated programs (e.g. feeding equipment purchases and local-commodity purchases, etc.). Incountry product storing, processing, handling and transportation, and purchasing the appropriate foods for the local program.

Funding would come from USDA's Commodity Credit Corporation under the surplus removal authority of the CCC Charter Act, and Section 416(b) of the Agricultural Act of 1949, which provides for overseas donations of commodities in CCC's inventory to carry out assistance programs in developing countries and friendly countries. The last several years have seen record food surpluses in the U.S., with corresponding record donations of food overseas. USDA analysts project continued surpluses over the next few years.

(2) The G-8 has strongly endorsed Education for All goals and called for increased bilateral, multilateral, and private donor support for country action plans. At the initiation of the U.S., the G-8 has agreed to endorse the goals of a recently concluded international conference on access to basic education. Held in April 2000 in Dakar, Senegal, the World Education Forum gathered over 1,000 leaders from 145 countries to increase the world community's commitment to basic education in poor countries by:

Ensuring that no country with a strong national action plan to expand access to and improve the quality of basic education should be permitted to fail to implement its plan for lack of resources;

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

Achieving a 50 per cent improvement in level of adult literacy by 2015, especially for women;

Eliminating gender disparities in primary and secondary education by 2005; and

Expanding and improving comprehensive early childhood care and education.

(3) In connection with the Summit and at the suggestion of the U.S., World Bank President James Wolfensohn has pledged that the Bank will increase education lending by 50% and devote the increase to basic education in support of the Dakar Framework—a \$1 billion increase or doubling of the Bank's lending for this purpose. This step could galvanize action on the part of the developing countries and other public and private donors to develop a deeper partnership in support of educating the world's youth.

(4) The G-8 action builds on the President's FY 2001 budget initiative to increase by 50% (\$55 million) US assistance to strengthen educational systems in areas of developing countries, targeted to areas where abusive child labor is prevalent. The International Labor Organization has estimated that 250 million children work worldwide. A lack of educational alternatives exacerbates this problem. The Administration initiative would complement direct efforts to reduce abusive child labor such as those by the International Labor Organization by providing support for improvements in educational systems.

The Okinawa Summit's focus on basic education in developing countries builds on one of the primary achievements of last year's G-7/G-8 Summit, the Cologne Debt Initiative, which will triple the scale of debt relief available to countries undertaking economic

reforms and committing to devote the resources freed up by lower foreign debt repayments to the education and health of their people. The President has requested \$435 million in appropriations for this years participation in the Cologne Debt Initiative, \$810 million including FY 2002 and 2003.

The international community has set a goal of achieving universal access to primary education by 2015; however, half of children in developing countries do not attend school and 880 million adults remain illiterate. An estimated 120 million children in developing countries do not attend any school at all, and an additional 150 million children drop out of school before completing the four years of schooling needed to develop sustainable literacy and numeracy skills.

Girls represent over 60% and perhaps as many as two-thirds of the children who are not in school.

Where 20% of women or less read and write, those women have an average of six children each. By contrast, in countries in which female literacy has reached 80% or more, this figure drops to fewer than three children each.

Each year of maternal education reduces childhood mortality by eight percent, deworming medicine.

In Sub-Saharan Africa, 40% of children (42 million) are out of school. In South Asia, 26% (46 million) are not enrolled in primary education. Of those children who do enroll, 33% never finish in Sub-Saharan Africa, 41% in South Asia, and 26% in Latin America.

The United Nations World Food Program estimates that 300 million children in developing countries are chronically hungry. Many of these children are among the nearly 120 million who do not attend school. Others are enrolled in school but underperform or drop out due in part to hunger or malnourishment.

A 1996 World Bank study concluded that when children suffer from hunger or poor nutrition and health, their weakened condition increases their susceptibility to disease, reduces their learning capacity, forces them to end their school careers prematurely, or keeps them out of school altogether.

An estimated 210 million children suffer from iron deficiency anemia, 85 million are at higher risk for acute respiratory disease and other infections because of vitamin A deficiency, and 60 million live with iodine deficiency disorders. Each condition adversely affects cognitive development, physical development, and motivation, yet each is susceptible to cost effective treatment because the body requires only minute quantities of the nutrients in question.

By helping to address these problems, school feeding and pre-school child nutrition programs have been shown to have a significant positive impact on rates of student enrollment, attendance and performance.

The Presidents international school feeding pilot program and the G-8's support for basic education in poor countries are part of the G-8's unprecedented emphasis on development. One of the principal objectives of the Okinawa Summit has been to strengthen the partnership of developed and developing countries, international institutions, the private sector, and civil society in support of global poverty alleviation. The Summit will create a framework for significantly increased bilateral, multilateral, and private sector assistance to poor countries with effective policies in three interrelated areas: infectious diseases, basic education, and information technology. The goal is to mobilize a more comprehensive response by the international community in response to developing countries that exert leadership at home on these issues. No issue is more fundamental to human progress than basic education:

Primary education is the single most important factor in accounting for differences in growth rates between East Asia and sub-Saharan Africa because it leads to greater achievement of secondary education, according to the World Bank.

An education helps people understand health risks, including AIDS, and preventative steps and demand quality treatment.

Education opportunities are also critical to eliminating abusive child labor. Around the world, tens of millions of young children in their formative years work under hazardous conditions, including toxic and carcinogenic substances in manufacturing, dangerous conditions in mines and on sea fishing platforms, and backbreaking physical labor. Some children labor in bondage, are sold into prostitution, or are indentured to manufacturers, working against debts for wages so low that they will never be repaid.

TESTIMONY OF GEORGE MCGOVERN, U.S. AMBASSADOR TO THE AGENCIES ON FOOD AND AGRICULTURE, ROME, ITALY—JULY 27, 2000

Mr. Chairman and distinguished members of the Committee, I'm pleased to be associated once again with this important committee. During eighteen years as a Senator from South Dakota, I served every day as a member of this Committee: That was one of the deep satisfactions of my life. I also enjoyed my service on the Foreign Relations Committee, the Joint Economic Committee and my Chairmanship of the Select Committee on Nutrition and Human Needs. But Agriculture was my bread and butter committee.

This morning I'm especially pleased to be accompanied by my friend and longtime Senate colleague, Bob Dole. As you know, Bob and I represent opposing parties. But we formed a bipartisan coalition in the Senate on matters relating to food and agriculture. That coalition reformed the field of nutrition and virtually put an end to hunger in America. We reformed and expanded food stamps for the poor; we improved and expanded the school lunch and breakfast programs; we launched the WIC program for pregnant and nursing low-income women and their infants. In the 1980's and 1990's there has been some slippage in the coverage of these excellent programs and that needs to be corrected. It is embarrassing that in this richest of all nations we still have an estimated 31 million Americans who do not have enough to eat.

But today I want to describe a new vision for you. It is a vision that would commit the United Nations, including the U.S., to providing a nutritious meal every day for every child in the world.

There are now 300 million hungry school age children in Asia, Africa, Latin America and Eastern Europe. Most of them do not have a school lunch or breakfast. One hundred and thirty million of them do not attend school and are condemned to a life of illiteracy. Most of those not in school are girls because of the favoritism toward boys and discrimination against girls.

How can we draw these children into the classroom? The most effective attraction anyone has yet devised to bring youngsters into the schools and keep them there is a good school lunch program. The American school lunch program is the envy of the world. At the recent convention in St. Louis of the American School Food Service Association there were visitors from half a dozen foreign countries, including Japan, who were there to find out how they should erect school lunch programs.

By actual test results, a school lunch program will double school attendance; it will also dramatically improve the learning proc-

ess and academic achievement. Children can't learn on an empty stomach. Nutrition is the precondition of education.

Nearly 40 years ago when the late President Kennedy brought me into the White House as Director of Food for Peace—a bipartisan program under P.L. 480 launched in the Eisenhower Administration—I received a telephone call from the Dean of the University of Georgia. He said, "Mr. McGovern, I'm calling to tell you that the federal school lunch program has done more to stimulate the social and economic development of the south than any other single program. It has," he said, "brought our youngsters into the schools, improved their learning capability, made them stronger, faster and healthier athletes, and more stable and effective citizens."

I believe the Georgia Dean was right then, and based on what he told me so many years ago, I know that he would support a daily school lunch for every child across the world.

If we could achieve the goal of reaching 300 million hungry children with one good meal every day, that would transform life on this planet. Dollar for dollar it is the best investment we can make in creating a healthier, better educated and more effective global citizenry.

One enormous benefit from such an effort is that it would help mightily in breaking down the barriers to the education of girls. Third World parents will send both girls and boys to school if lunches are provided. In six countries where studies have been conducted, it was revealed that illiterate girls who enter into marriage at 11, 12 or 13 years of age have an average of 6 children. Girls who have been schooled have an average of 2.9 children; they marry later and are better able to nurture and educate their children.

One significant benefit of an international school lunch program is that it would raise the income of American farmers and those in other countries that have farm surpluses. Every member of this Committee knows that nearly every farm crop is now in surplus. This depresses farm markets and farm income. But if the Secretary of Agriculture—Dan Glickman, a great Secretary—used his authority in the market he can buy everything from California and Florida oranges to Kansas and Indiana wheat, Iowa corn, Montana, Texas and North and South Dakota cattle and hogs, Wisconsin and New York milk and cheese, and North and South Carolina and Georgia peanuts.

I'm pleased that President Clinton has endorsed this concept. In a White House meeting a month ago he told me: "George, this is a grand idea. I want us to push it." I cite Secretary Glickman and Undersecretary Gus Schumacher as my witnesses.

The President proposed \$300 million for the first year—largely in the form of surplus farm commodities. If other U.N. countries will consider that \$300 million as a 25% share with the other three-fourths coming from the rest of the world for a total of \$1.2 billion, that would not be a bad start.

I'd like to yield now to Bob Dole for some comments and then perhaps the Committee will wish to question us.

Governor George Bush has described himself as a "compassionate conservative." The most compassionate conservative I know is Bob Dole. He was terribly wounded in World War II. I suspect partly because of that he has a tender heart for veterans. But beyond this, wherever there are hungry poor people, or undernourished children, or farmers in trouble, Bob Dole is always there.

The late Martin Luther King, Jr. once preached a sermon on the New Testament verse: "Be ye wise as serpents and gentle as doves." Translated into the modern vernacular, Dr. King said this means: "Be ye tough-minded and tender-hearted."

That's Bob Dole.

TESTIMONY OF U.S. REPRESENTATIVE JAMES P. MCGOVERN—JULY 27, 2000

THE IMPORTANCE OF A GLOBAL SCHOOL FEEDING PROGRAM

I want to thank the Chairman, Senator Lugar, and Ranking Member, Senator Har-kin, for the opportunity to appear before your Committee this morning. Your years of service and leadership both on agriculture issues and on foreign aid and humanitarian issues are admired and appreciated by your colleagues and, I might add, the people of Massachusetts. By holding the first hearing to explore the importance of a universal or global school feeding program, once again this Committee demonstrates that leadership.

In the U.S. House of Representatives, I'm happy to report a bipartisan movement is growing in support of this initiative. Congressman Tony Hall, Congresswomen Jo Ann Emerson and Marcy Kaptur and I recently sent a bipartisan letter to President Clinton signed by 70 Members of Congress, urging him to take leadership within the international community on this proposal. I am attaching a copy of that letter to my testimony and ask that it be part of the Record of this hearing.

I would also like to enter into the Record as part of my testimony a letter in support of this initiative by the National Farmers Union. In their letter, NFU states: "The benefits to those less fortunate than ourselves will be profound, while our own investment will ultimately be returned many times over. The international nutrition assistance program is morally, politically and economically correct for this nation and all others who seek to improve mankind."

As Senators George McGovern, Bob Dole and Richard Durbin have just testified, the proposal we are discussing today is very simple: to initiate a multilateral effort that would provide one modest, nutritious meal to the estimated 300 million hungry children of the world. I do not wish to repeat their testimony, but there are points I would like to underscore.

Mr. Chairman, I believe the world moves on simple ideas.

This simple idea is also a big idea, made more compelling in its potential to move us closer to achieving many of our most important foreign policy goals:

- reducing hunger among children;
 - increasing school attendance in developing countries;
 - strengthening the education infrastructure in developing countries;
 - increasing the number of girls attending school in developing countries;
 - reducing child labor; and
 - increasing education opportunities for children left orphaned by war, natural disaster and disease, especially HIV/AIDS.
- Over the next ten to twenty years, achieving these goals will significantly affect the overall economic development of the countries that participate in and benefit from this initiative. Children who do not suffer from hunger do better in school—and education is the key to economic prosperity. The better educated a nation's people, the more its population stabilizes or decreases, which, in turn, decreases pressures on food and the environment.

Our own prosperity is clearly linked to the economic well-being of the nations of Asia, Africa, Latin America and Eastern Europe. As their economies grow stronger, so do markets for U.S.-made products. The generation of children we help save today from hunger and who go to school will become the leaders—and the consumers—of their countries tomorrow.

This simple idea, Mr. Chairman, might prove to be the catalyst to a modern-day Marshall Plan for economic development in developing countries: A coordinated international effort to create self-sustaining school feeding programs and to enhance primary education throughout the developing world. Our farmers, our non-profit development organizations, and our foreign assistance programs could help make this a reality.

On the other hand, it could also fail.

It could fail, Mr. Chairman, if we in Congress fail to provide sufficient funding for this initiative; if we fail to provide a long-term commitment of at least ten years to this initiative; and if we fail to integrate this initiative with our other domestic and foreign policy priorities.

In its July 23rd announcement, the Clinton Administration has made available \$300 million in food commodities to initiate a global school feeding program. This is an admirable beginning for a global program estimated at \$3 billion annually when it is 100 percent in place, with the U.S. share approximately \$755 million per year.

To ensure the success of this initiative, we will need to commit ourselves to long-term, secure funding for this and related programs.

First, new legislation to authorize this program, and the necessary annual appropriations to carry it out, must at a minimum provide for the total U.S. share. These funds would not only provide for the purchase of agriculture commodities, but also for the processing, packaging and transportation of these commodities; for the increased agency personnel to implement and monitor expanded U.S. education projects in developing countries; and for an increased number of contracts with U.S.-based non-governmental organizations (NGOs) implementing these feeding and education programs in target countries.

A significant portion of this assistance will go to our farming community for the purchase of their products, and that's as it should be. Quite frankly, Mr. Chairman, I would rather pay our farmers to produce than watch them destroy their crops or pay them not to produce at all.

Second, the United States must lead and encourage other nations to participate and match our contributions both to the food and the education components of this project.

Third, we will need to increase funding for development assistance to strengthen and expand education in developing countries. One of the key reasons for supporting school feeding programs is to attract more children to attend school. If that happens, then the schools will need cooking centers, cooking utensils and cooks. Within a year or two, the increase in student population will require more classrooms. Those classrooms will need teachers and supplies. Additional development assistance, delivered primarily through NGOs, will be needed to successfully implement both the food and the education components of this proposal.

Fourth, we will need to secure greater funding for and recommit ourselves to debt relief and to programs that support and stimulate local agriculture and food production in these countries—two important priorities of our foreign assistance programs. Revenues that developing countries must now use to service their debt could instead be invested in education, health care and development. Successful school feeding programs also rely on the purchase and use of local food products, which are in harmony with local diet and cultural preferences. If the ultimate goal is to make these food and education programs self-sustaining, the promotion of local agricultural production and

national investment in education are essential.

Fifth, our commitment to this effort must be long term. Too often initiatives are announced with great fanfare and then fade away with little notice given. Many development organizations currently active in the field with "food for education" programs are skeptical of this proposal. Many governments of developing countries share that skepticism. They have heard it before. They have seen programs announced, begun and then ended as funding abruptly or gradually ended. Our commitment to both the food and education components of this initiative must cover at least a decade.

Sixth, we do not need to re-invent the wheel to implement this program, or at least the U.S. participation in this multilateral effort. We have a long and successful history of working with our farming community to provide food aid. We have successful partnerships with NGOs already engaged in nutrition, education and community development projects abroad. We also have established relations with international hunger and education agencies, including the Food Aid Convention, the World Food Program, UNICEF and the United Nations Food and Agriculture Organizations (FAO).

Finally, Mr. Chairman, I believe we must also take a good long look at our own needs, and at the same time we contribute to reducing hunger abroad, we must make a commitment to ending hunger here at home. In a time of such prosperity, it is unacceptable that we still have so many hungry people in America. None of our seniors should be on a waiting list to receive Meals-on-Wheels. No child in America should go to bed hungry night after night. No family should go hungry because they don't know where the next meal will come from. No pregnant woman, no nursing mother, no infant nor toddler should go hungry in America. We have the ability to fund existing programs so these needs are met.

If I may, Mr. Chairman, I would also like to add one more comment. As first proposed, this initiative also had a universal WIC component. The United States is already involved in several nutrition and health programs for mothers and infants. I was very pleased to see in the President's announcement that it contained a pre-school component. I hope that we might also expand our assistance in this area and reach out to our international partners to increase their aid as well. We all know how important those early years of development are in a child's life. I fully support the school feeding and education initiative we are discussing this morning. But if a child has been malnourished or starved during the first years of their life, much of their potential has already been damaged and is in need of repair. Surely the best strategy would include health, immunization and nutrition programs targeted at children three years and younger.

I believe we can—and we must—eliminate hunger here at home and reduce hunger among children around the world.

I believe we can—and we must—expand our efforts to bring the children of the world into the classroom.

I hope you and your Committee will lead the way.

Thank you, Mr. Chairman.

IN HONOR OF THE UPCOMING 50TH WEDDING ANNIVERSARY OF DAVID AND ARMIDA MURGUIA OF SAN ANTONIO, TEXAS

HON. CHARLES A. GONZALEZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 27, 2000

Mr. GONZALEZ. Mr. Speaker, it is with great pride, honor and happiness that I rise to recognize the upcoming 50th wedding anniversary of David and Armida Murguia of San Antonio, Texas.

David and Amy were married November 8, 1950 at Our Lady of Perpetual Hope Catholic Church in San Antonio and honeymooned in Allende, Mexico.

Immediately after their honeymoon, David was inducted into the U.S. Army and transferred to Ft. Lee, Virginia, where Amy was able to join him after a short separation. After his military service, the Murguia's returned to San Antonio where they have lived ever since. The Murguia's are members of St. Ann's Catholic Church.

David graduated from St. Gerard's High School and attended St. Mary's University, where he obtained a law degree. He worked at Kelly Air Force Base before starting his own law practice.

Amy graduated from Ursuline Academy in San Antonio, and after raising their children, went to work as David's legal assistant. Both retired in 1998 after a long, productive, and well respected legal career.

As a result of their marriage, David and Amy are the proud parents of eight children, Michael David, Vincent John, Philip Andrew, David III, Theresa Armida, Catherine Ann, Mark Anthony, and Matthew. They have 13 grandchildren, and several great grandchildren. As do all couples, David and Amy have had their joyous occasion and rough times, but through it all, they have stuck by each other, and in a rare occasion in America today, will soon celebrate their 50th wedding anniversary.

On behalf of all citizens of San Antonio, I want to wish them a wonderful anniversary and I hope that they are able to celebrate many, many more. May their love and dedication to each other inspire each of us to work even harder on our own relationships so that we too may someday celebrate as the Murguia's are doing now.

BAY AREA RAPID TRANSIT BART

HON. ELLEN O. TAUSCHER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 27, 2000

Mrs. TAUSCHER. Mr. Speaker, as the Congresswoman representing eastern Contra Costa County and the Tri-Valley area of Alameda County, I rise today to express my firm belief that the Bay Area Rapid Transit (BART) system should be extended to Antioch and Livermore, California. While I am aware and understand that there are those who want to extend BART only to the South Bay, I must remind them that the families and businesses of the Antioch and Livermore areas also need BART and have been paying their hard-