

teachers around this country. It is National Teacher Appreciation Day. My father was a teacher. In fact, I am probably one of the few people in this body that knows what it is like to live on a teacher's salary.

I did not have him for a class; although, my older brother Rich did. My brother Rich was a valedictorian of his class. My father's class was the only class in which he received a B. So maybe it is better that I did not have him as a teacher. But I want to pay tribute to the many people who have invested and poured their lives into preparing me for a better future, and I have been marred for life by the people who have invested and taken the time and energy and have been dedicated and committed to preparing and equipping me for the future that was ahead of me.

Today I stand here as a product of their investment. Today I am a little bit of Margie Peters, little bit of Mike McKernan, little bit of Coach Applebee. There are great lessons that have been learned, and there is no greater laboratory in which to learn those lessons, to impart knowledge and to instill values than in the classroom.

I would like to visit with Members just briefly today about one person in particular that had a profound impact on my life, and it was a basketball and track coach, a red-haired Irishman named Jerry Applebee. We do not get C-Span in the town in which I grew up, and so we have got his picture here. He probably will not see this. But I want to make reference to one game in particular that I recall as a senior in high school in which we had an opportunity to win the district basketball tournament. It would have been my last opportunity and his last opportunity to advance to the State tournament. And I had an opportunity toward the end of that game to make a shot that could have won that game and sent us on and advanced us in the playoffs. And as the play was called and the ball was inbounded and I received the ball and took the shot and missed it at the buzzer, with that perished our last opportunity at a State tournament and certainly his last opportunity as well.

I remember sitting in the locker room after that game was over and feeling dejected and responsible for the loss; and Coach Applebee, as was his custom, he came alongside, and the bus was getting ready to leave, and said, "John, the bus is ready to leave, it is time to go. And, by the way, track starts next week."

He learned and reinforced a lesson that has stuck with me for a very long time, and that is, it is not so much about winning or losing as it is about learning, and the lessons I learned along the way and the teaching and the coaching that I had the opportunity to sit under his guidance and leadership were some very important lessons that when you win, you win with grace, that when you lose, you lose with dignity, that you always play by the rules, and

that you always play hard. That was his way.

I never asked whether or not Coach Applebee was a Democrat or a Republican. But it was interesting, because when I decided to seek my party's nomination for the U.S. Congress, he was one of the first people that came forward and helped. We had a little pie auction in my hometown of about 700 people, and he was the first one to step up and buy pies. In fact, I think he bought the first 4 or 5 pies and bid the price up on them because he wanted to make sure that nobody else thought that they were going to be able to get off easy.

That is one of the things I think that is characteristic of a lot of teachers around this country, and that is the personal time, the investment, the energy, the dedication, the commitment they make to building character into the next generation of Americans.

Today I want to thank those who had an impact on my life, a profound impact, as well as many others like them around this country who, day in and day out, go about their business and certainly it is not for the money because, particularly in our State, it is not a very lucrative profession, but they do it because they believe very strongly in helping to equip and helping to build a better future for our country.

So today we pay tribute, and I want to thank the many teachers around this country who are about the process of educating and preparing and building character into us and equipping us so that we might be the kind of people and achieve all the things we possibly can and strive for a better future as well for our kids and our grand kids.

#### GUAM'S QUEST FOR COMMONWEALTH CONTINUES

The SPEAKER pro tempore. Under the Speaker's announced policy of January 21, 1997, the gentleman from GUAM [Mr. UNDERWOOD] is recognized during morning hour debates for 5 minutes.

Mr. UNDERWOOD. Mr. Speaker, next year marks the 100th anniversary of the end of the Spanish-American War, with the territory of Guam being one of the spoils of that conflict. It has been 100 years since Guam has been a colony of the United States. And before that, Guam was a colony of Spain for over 200 years.

We are a people who can adapt and adjust to wars, typhoons and changes from outside forces. But we have been a colony of one Nation or another for far too long. We have taken steps to change our inability to make decisions for ourselves which govern our everyday lives. We have begun the journey for change in plebescite in 1982, and our journey for commonwealth status continues today.

The people of Guam, American citizens in the Western Pacific, will not remain colonized for another century. We

have been loyal citizens under the American flag. We have developed economically to the point where we have a booming tourist industry, the envy of many Asian Pacific nations. We could develop even further if we did not have so much Federal constraints imposed upon us as an unincorporated territory.

To help us develop further, we are striving for an improved political relationship with the Federal Government through the Guam Commonwealth Act, H.R. 100. I introduced H.R. 100 on the first day of the 105th Congress. This important legislation embodies the aspirations of the people of Guam for more self-governance and signals to the American people that we are serious about changing from our current status under an organic act to a negotiated commonwealth status.

We embarked on this journey in 1982 when the people of Guam voted for commonwealth in a plebescite. A draft commonwealth proposal was presented to the U.S. Government, both the executive branch and the legislative branch. The Congress, through the House Subcommittee on Insular and International Affairs, held a hearing in 1989 in Hawaii. At that time, the administration raised a number of objections and the chairman of the subcommittee asked the Guam officials at the hearing to meet with the executive branch officials to resolve or narrow their differences on how best to structure a new relationship.

It has been 8 years since the executive branch has been meeting with the representatives of the Guam Commission on Self-Determination. Numerous meetings were held to discuss, debate and deliberate on a variety of issues embodied in the draft commonwealth proposal.

We have had to deal with an inter-agency task force of individuals who resisted changes to the status quo in traditional Federal territorial relations. We have worked with four Presidentially-appointed special representatives who led the Federal negotiations with Guam officials. It has been a taxing, debilitating experience filled with a few minor breakthroughs and a few major agreements on structuring a commonwealth, but we still have not reached final agreement.

After 8 years, we still do not have an official position from the administration; and this is true whether it was in the Bush administration or the current Clinton administration, whether they will support or oppose the Guam Commonwealth Act. I urge the administration to bring closure to this process so that Guam can assess its options on how best to proceed.

I personally asked the President last month to complete this long delayed process, but we are not going to wait for the answer. We are ready to move on to another playing field; namely, the U.S. Congress.

Last month, the Governor of Guam, bipartisan members of the Guam Commission on Self-Determination, and

legislature, and I met with House and Senate committee members who have jurisdiction over insular issues. We were energized with the understanding of the issues and especially the renewed commitment by Chairman DON YOUNG to conduct a hearing on the Guam Commonwealth Act, perhaps this summer after the committee has concluded its consideration of Puerto Rico's political status legislation.

We thank Chairman YOUNG and the gentleman from California [Mr. MILLER], the ranking member, and Members of the other body for their commitment to work with me and other elected officials from Guam to move the Guam commonwealth process along.

As often is the case, congressional action on an issue is the driving force for change. By moving Guam commonwealth to the congressional level, it will force the administration to seriously decide whether to help Guam craft a new relationship or to oppose our quest for commonwealth. It is my hope that by the time we hold the hearings in Congress that the administration will conclude its review and consideration of Guam commonwealth.

The people of Guam are relying on the Congress, the branch of government which represents all of the people of this Union, to be fair to us and to be receptive to our quest for an improved relationship. One hundred years is too long.

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#### THE INFLUENCE OF TEACHERS IN OUR LIVES

The SPEAKER pro tempore. Under the Speaker's announced policy of January 21, 1997, the gentleman from New Jersey [Mr. PAPPAS] is recognized during morning hour debates for 5 minutes.

Mr. PAPPAS. Mr. Speaker, for many of us, what we are doing today and the person that we are today can be traced back, at least in part, to the influence that a particular teacher had on us. In so many ways, teachers, whether in grade school or high school, have encouraged us and inspired us as we grew.

The formidable years, those years in which we begin to think about what we want to be and the path of how to get there, are so many times guided by teachers. I know many people have chosen a profession or excelled in an area based on the influence of a teacher. That influence sometimes reaches well beyond guiding us through the four R's.

For anyone who has logged onto my web site or was at the Speaker's opening day reception, they know that I enjoy singing. Aside from recently joining with one of my colleagues, one of which was the gentleman from South Dakota [Mr. THUNE], in forming a congressional quartet, music has been a part of my life since childhood.

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My lifelong love of music and singing has been inspired by my elementary

school music teacher, Mr. Erin Sanders. Mr. Sanders led us in song each week while he played the accordion at the Pine Grove Manor School in Franklin Township, NJ, where I attended.

He also taught each of us that was interested in learning to play a musical instrument. I recall with fondness how he would enthusiastically direct at both practice and especially at concerts.

I remember one day I had traveled into New York City with my father and, among other things, I purchased a conductor's baton. When I returned to school, I lent the baton to Mr. Sanders to use for an upcoming concert. At the end of the school year, I wrapped it and I left it for Mr. Sanders in his office, and I can still remember the smile on his face when he thanked me for it. It was a small offering to him for all he had given to me.

All of us should take the time to reflect on our own school experiences and remember those teachers and programs that made a difference. Sometimes it was not just what we were encouraged to do but also what we were encouraged not to do. Whether it was just talking, being confident, challenging us, or developing a talent, I hope we remember how Mrs. So-and-so or Mr. So-and-so took the time to make us feel special. Each of us are gifted in one way or another. Maybe you are an artist, mathematician, writer, runner, or singer, but whatever it is, never forget who was there when you needed someone's prodding or encouragement.

So as we celebrate National Teacher's Week, I want to say a special thank you to Mr. Sanders for the difference he made in my life.

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#### HONORING OUR NATION'S TEACHERS

The SPEAKER pro tempore (Mr. MILLER of Florida). Under the Speaker's announced policy of January 21, 1997, the gentlewoman from Kentucky [Mrs. NORTHUP] is recognized during morning hour debates for 5 minutes.

Mrs. NORTHUP. Mr. Speaker, on this day when we honor our Nation's teachers, I would like to highlight the work of one accomplished educator in my district of Louisville, KY.

Jacqueline Austin spent 13 years as a classroom teacher before being named as principal of John F. Kennedy Elementary School. In her first year as principal, Mrs. Austin would arrive early at work and phone students to wake them up and ensure that they were coming to school. She says it was the only way she knew to improve the school's attendance rate, which was near the bottom of all of Jefferson County elementary schools.

Kennedy could be found at the bottom of a lot of other lists, not only in attendance but also in test scores and failure rates. In fact, more than 30 percent of John F. Kennedy's kindergartners and 23 percent of its first graders had failed a grade.

Located in one of the toughest housing projects in the city, Kennedy Elementary seemed to be a lost cause. But in the tradition of outstanding educators, Mrs. Austin set about finding ways to solve her school's problems. Her good friend, Ethel Minnis, wife of director of Career Workforce Education Bernard Minnis, made her aware of the Montessori style of education, which, as Jackie says, encourages students to be actively engaged in their own education.

Under the direction of Ms. Austin, Kennedy became the only public Montessori school in the Commonwealth of Kentucky. Now, 10 years after Jackie Austin was given this seemingly impossible task, John F. Kennedy Elementary is a model school. The student scores on the State tests have earned the school acclaim. It was recently named a Kentucky Pacesetter School for consistent academic achievement. Mrs. Austin herself was given the Milken Family Award for Excellence in Education.

Students run the school's in-house TV network, WJFK. Not only do they appear on air, but they also operate the cameras, produce, direct, and stage manage the broadcasts. Students run their own post office and take a mini civil service exam, and students run the Kennedy Financial Services, which teaches skills associated with banking as well as investing in stocks and bonds.

Jackie Austin's enthusiasm and work ethic have proven to be contagious. Parental involvement in the school is at an all-time high. Kennedy teacher Patti Barron says, "When you have a principal that works as hard as she does, we're willing to work as hard as we can." John F. Kennedy Elementary has risen like a Phoenix from the ashes of a once failing school.

Jackie Austin was on the front lines of this Nation's war against ignorance. She was innovative and determined not to let the enemy win. The results she has achieved exemplify what happens when educators are allowed to be independent and creative.

Mrs. Austin says, "Every child is a learner. With all of the outside distractions, we have to make learning dynamic and exciting." Jackie Austin has done just that. I was honored to meet her and tour her school, a modern day success story, where education and learning are paramount.

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#### CONGRATULATIONS TO THE PRESIDENT AND HOUSE AND SENATE LEADERS FOR BUDGET AGREEMENT

The SPEAKER pro tempore. Under the Speaker's announced policy of January 21, 1997, the gentleman from Virginia [Mr. MORAN] is recognized during morning hour debates for 5 minutes.

Mr. MORAN of Virginia. Mr. Speaker, I rise to congratulate all the parties that were involved in the budget agreement reached over the weekend. While