



## A Salute to Admiral Marsha Evans

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(6) Boris Korczak should be compensated for his service to the United States and for the enormous personal risk he and his family incurred over an extended period of time.

**SEC. 2. PAYMENT.**

The Director of the Central Intelligence Agency shall pay out of funds available to the Director the sum of \$225,000 to Mr. Boris Korczak of 10392 Willa Mae Court, Fairfax, Virginia.

**SEC. 3. LIMITATION.**

No amount exceeding 10 percent of the payment made under section 2 may be paid to or received by any attorney or agent for services rendered in connection with the payment. Any person who violates this section shall be guilty of an infraction and shall be subject to a fine in the amount provided under title 18, United States Code.

A SALUTE TO ADMIRAL MARSHA  
EVANS

**HON. SAM FARR**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 28, 1998*

Mr. FARR. Mr. Speaker, I rise today to pay tribute to Rear Admiral Marsha J. Evans, a remarkable woman who served for the past two years as Superintendent of the Naval Postgraduate School in Monterey, California before her recent retirement from the U.S. Navy.

Admiral Evans has accumulated a long and distinguished military career. In addition to her position as Superintendent, Admiral Evans' leadership experience includes command of the Naval Station at Treasure Island, Commander of Navy Recruiting Command, interim director of the Marshall European Center for Security Studies, Executive Officer at Recruit Training Command, and Commanding Officer at the Naval Technical Training Center. She has also served at the Defense Intelligence Agency, the office of the Chief of Naval Operations, and the office of the Commander in Chief of U.S. Naval Forces Europe. Her extensive government experience includes serving as executive secretary and special assistant for the Secretary of the Treasury under President Carter, and serving as Deputy Director of President Reagan's Commission on White House Fellowships.

Admiral Evans was not only a pioneer for women in the military, but a strong advocate for the needs and concerns of women serving in the defense of their country. In addition to being selected for promotion to the rank of Admiral, she was also the first female surface assignments officer in the Bureau of Naval Personnel, as well as the first woman to assume command of a naval station. She was also active in gender-related issues, having served as Executive Director of the Standing Committee on Military and Civilian Women in the Navy, chairing the Women Midshipmen Study Group in the 1980's, and serving on the 1987 Navy's Women's Study.

In September 1995, the Naval Postgraduate School was fortunate to have Admiral Evans appointed as Superintendent, and she did not disappoint. Under her leadership, the school further strengthened and developed its academic mission. It began exploring important new fields, such as how to prevent and contain the use of weapons of mass destruction,

and expanded such programs as its successful international officer exchange programs at the Center for Civil-Military Relations.

Most recently, under Admiral Evans' direction the Naval Postgraduate School hosted a military-wide conference on Professional Military Education, which successfully brought together leading military and civilian educators and policy-makers from around the country to discuss how best to educate our soldiers to fight the conflicts of the future.

Admiral Evans is a remarkable leader and pioneer, and I am sorry to see her depart as Superintendent of the Naval Postgraduate School. The Navy is losing a fine officer and outstanding individual, and her presence will be greatly missed. I wish her the best in her new endeavors, and urge other young, aspiring women and men in the military to look to Admiral Evans' great service as a model for success and leadership.

GOOD SCHOOLS

**HON. LEE H. HAMILTON**

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 28, 1998*

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, December 10, 1997, into the CONGRESSIONAL RECORD:

WHAT MAKES A GOOD SCHOOL?

There are few more important questions facing a society than how to best educate its young people. Imparting knowledge from one generation to the next, conveying the historical, scientific, cultural, and moral ideals to those that follow, this process of teaching and educating is critical to the strength and stability of any civil society. It has been our schools that have largely shouldered this awesome responsibility. Good schools are building blocks for a good society.

What then makes a good school? Hoosiers have consistently made it clear that a quality educational system is a high priority. They understand how important schools are to their children and their communities. In meeting with constituents over the years, I have been impressed to see that many parents agree on some basic attributes of a good school.

*Good schools must have good teachers.* No other factor can make as much difference in the making of a good school as the influence of good teachers. The classroom is the front line of our educational mission and it is where ultimately we can gauge if children will or will not receive a quality education. Many parents agree that good schools begin in the classroom. Good teachers motivate, inspire, open new doors for students, and play a key role in the learning process. The quality of instruction goes a long way in determining the quality of an education. Good schools develop good teachers by strong efforts to raise the quality of teaching and respect for the profession of teaching. They can also help by providing opportunities for teachers to continue their education, and by providing teachers with small classes and the opportunity to plan.

A good school has a high level of parental and community involvement. Good teachers alone do not make a good school. The involvement of the family and community is also a necessary ingredient in any enriching educational program. In the many schools I have visited in the Ninth District, two attributes the best schools shared were the ac-

tive role of parents in the educational process and the strong hands-on involvement of community leaders.

When learning is reinforced at home and when parents take an active interest in their child's education, then schools can truly flourish. Family and community support is important in bringing energy and new ideas to the school system. Local support helps to hold schools accountable for the quality education of their students.

The local school is the traditional focal point of many Hoosier communities. It is of course, the place where our children are educated, but it also is a place where we can gather as a community to watch basketball games and attend school plays and other student activities. The strong bond that American families have with their local schools goes a long way in determining the success of their public school systems and their communities as a whole.

A good school has adequate resources. Even though a good school is more than just bricks and mortar, these physical resources certainly help. The availability of adequate funding, current textbooks, and a building with plenty of space and no leaky roofs contributes to an effective learning environment. Nowadays, this emphasis on resources means access to computers, to the Internet, and general technological know-how. Children today must grow up with a mouse in their hand. In such a technological and information-driven economy, having these resources in the school can mean the difference between adequately preparing or not preparing tomorrow's competitive workforce. Good schools also must have the resources to provide challenging after-school activities that engage the interests of both students and staff and improve upon classroom learning.

A good school is a safe school. Parents often emphasize the importance of a safe and orderly environment in schools. Students must be comfortable and not feel threatened or feel they are in a hostile environment. There has been increased concern across the country about drugs and weapons in schools. Concern about gangs, fighting, and other disciplinary problems is common among most parents. Parents recognize that providing a safe and orderly environment is conducive to learning.

A good school sets high standards. Excellence in education will not be achieved without high standards. These standards should not be mandated from above, but rather self-imposed by state and local schools that expect the best from their programs. Rigorous standards challenge students to reach their potential. Such standards help in attaining high levels of scholastic achievement. If the school doesn't expect the best from its students, then the students won't expect the best from themselves. I agree with many parents who believe that the schools and students should be held accountable for doing their best.

We should have clear expectations that students learn the essential basics of math, science, English, and social studies. Learning these basic skills will help kids in school, in the future workplace, and in life. I also like schools which spend time promoting ethics and core values such as compassion, honesty, and respect for others.

Conclusion. Not a single one of these factors alone can determine if a school is ultimately good or not. All of these factors are interrelated. For example, good teachers without parental involvement, or good teachers in an unsafe school can lead to frustrating, and many times unsuccessful, results.

I share the high priority Hoosiers give to education. I support local leaders in their efforts to improve the quality of education. I believe that state and local governments