

of Morris, Illinois on being named a Distinguished Member in the Illinois Art Education Association this past November. This award honors Mr. Corsello's service and leadership in the IAEA, and the local community.

Joe Corsello a veteran of the Korean War, has been a leader in art education and appreciation in the Eleventh Congressional District throughout the last three decades. For over thirty three years, Joe Corsello has taught the young people at Morris Community High School the finer points of visual arts and ceramics in his classroom. Outside of the classroom, Joe played an important part in shaping the minds of Morris High students as an advisor to the art club, student council, yearbook and athletic clubs.

During his time at Morris Community High School, Joe was named the 1978 Illinois State Teacher of the Year. Mr. Corsello is also a co founder of the Corsello—Prenzeler Art scholarship for college bound art students at Morris High. Named Man of the Year by the Morris Chamber of Commerce in 1977, Joe continues to serve the community by teaching art part time at Immaculate Conception Grade School.

While Joe Corsello has been recognized by a number of different groups for the wonderful job he has done throughout his lifetime, Joe's greatest satisfaction stems from the achievements of his students. Among these achievements include scholastic arts awards won by 12 of his students, and national art awards won by seven of his students.

Mr. Speaker, Joe Corsello has touched the lives of so many people in Morris and throughout the Eleventh Congressional District. I congratulate him on this honor, and I know I speak for the many students, teachers and residents back home in Morris when I say, thank you Joe for your hard work with our kids, and good luck with your future work in the arts.

TRIBUTE TO MERRILL ALPERT

HON. BRAD SHERMAN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 28, 1998

Mr. SHERMAN. Mr. Speaker, I rise today to pay tribute to Merrill Alpert, who will be honored by the United Synagogue of Conservative Judaism for the work she has done with teenagers throughout the Jewish community.

Henry Brooks Adams wrote, "A teacher affects eternity; he can never tell where his influence stops." For over two decades, Merrill has worked to enrich the lives of Jewish students. While a student at the Hebrew University of Jerusalem in 1975, Merrill worked as the Youth Director of Temple Beth Ami in Reseda; then later as Youth Director of Congregation Beth Kodesh. In her daily interaction with the students of these congregations, Merrill exemplified kindness, charity and a deep belief in the principles of the Jewish faith. In fact, many of the students that Merrill worked with have proceeded to work professionally in the Jewish community.

In 1986, Merrill accepted the challenging position of Youth Director of Valley Beth Shalom. In this capacity, she developed Camp Yoni and created a Summer Musical Theater Workshop. Overseeing this facet of the organization, Merrill has been responsible for many

successful regional programs. Combining her hard work ethic with a deep underlying faith, under Merrill's guidance Valley Beth Shalom United Synagogue Youth has become an exemplary institution, receiving the Far West Region Chapter of Excellence Award on several occasions.

In addition to her role at Valley Beth Shalom, Merrill has worked with several organizations to promote the ideals and principles which have distinguished her as a role model to Jewish teenagers within our community. She has served as the Chairperson of the Youth Professional Advisory Committee of the Jewish Federation Council (YPAC) and Secretary and President of the Jewish Youth Directors Association.

Realizing the importance of training future leaders of the Jewish Community, Merrill has spent several summers at Camp Ramah in Ojai, as a Yoetzet, working with potential counselors of our children. She has also stayed active on other committees and sits on several school boards, including the Board of the Los Angeles Hebrew High School and the Board of Milken Community High School.

Merrill has dedicated her career to ensuring that we provide the Jewish youth of our community with an enriched educational and spiritual experience. Mr. Speaker, distinguished colleagues, please join me in paying tribute to Merrill Alpert. She is a role model for the citizens of our community.

AFFIRMATIVE ACTION

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, January 7, 1998 into the CONGRESSIONAL RECORD:

THE FUTURE OF AFFIRMATIVE ACTION

The President's Initiative on Race, a series of recent federal court decisions, and voter referenda in California and Texas have all focused national attention on the future of affirmative action. Affirmative action has provided economic, political and educational opportunities for blacks and other historically disadvantaged minorities, as well as for women. The issue today is whether those programs should be continued.

HISTORY OF AFFIRMATIVE ACTION

Affirmative action has its roots in the civil rights era of the 1960s. The federal government imposed affirmative duties on the public and private sector alike to remedy past and present discrimination against blacks and other minorities. It is based on the idea that the constitutional guarantee of equal protection requires more than ending discrimination, but means that government should create remedies and incentives for people who have suffered bias. Affirmative action included everything from desegregation plans in schools and universities to set-aside programs in government contracts to efforts to improve minority representation in the workplace.

Over the last decade, however, the Supreme Court has worked to limit the use of race-based preferences at all levels of government. The Court has held that local, state and federal programs designed to benefit minorities are unconstitutional unless they serve a compelling government interest

and are narrowly tailored to address past discrimination. The Court's decisions, reflecting the conservatism of its majority, are based on the view that the Constitution is a color-blind document which, in general, neither tolerates discrimination against minorities nor affirmative efforts in their behalf.

The Court has not said that all affirmative action programs are unconstitutional, but has placed a heavy burden on government to demonstrate the need for them. It is generally accepted that affirmative action can be used to remedy specific instances of discrimination against minorities. Governmental entities may also use outreach and recruitment efforts to expand the pool of minority applicants for jobs, contracts, and college admissions.

On the other hand, governments may not use rigid quotas on behalf of minorities, nor may they justify affirmative action programs based on the history of discrimination in society at-large. The federal government is now reviewing its affirmative action policies to comply with recent Court decisions.

DIVERSITY AS A JUSTIFICATION

It is uncertain, however, whether governments can use race as a way to promote diversity, rather than remedy past discrimination. Advocates of affirmative action argue, for example, that local police departments have a strong interest in hiring minorities to patrol in minority neighborhoods or infiltrate minority gangs. Likewise, governments may want to hire minorities to serve in schools with heavy minority populations.

Public debate has focussed most recently on the use of race in college and graduate school admissions. The Supreme Court held in a landmark 1978 decision that a university could take the race of applicants into account in its admissions process to foster the diversity of its student body. The Court reasoned that diversity would bring a wider range of perspectives to the university and would contribute to a more robust exchange of ideas, which is central to the mission of higher education.

That 1978 decision, however, is in doubt given recent Court rulings on race-based preferences. One federal court of appeals ruled that the University of Texas could not use race as a factor in law school admissions. In addition, California voters approved a state referendum barring racial preferences in the state's education, employment, and contracting systems, including admissions decisions in the state university system. The effect of these actions has been to curtail sharply minority enrollment at public universities and graduate programs in Texas and California.

DEBATE OVER AFFIRMATIVE ACTION:

The public debate on affirmative action has been polarized. Supporters say that while the situation has improved, racism persists in this country, and that affirmative action is needed to remedy the effects of discrimination. Affirmative action programs, they will note, have provided opportunities for millions of minorities, expanding the American middle class and strengthening our political system and economy. They will also point out the hypocrisy in the debate over university admissions policies. While critics attack racial preferences, they say nothing about preferences based on athletic ability, alumni connections, or other factors.

Opponents respond that affirmative action is fundamentally unfair, that people should succeed or fail based on character, talent and effort, not race. While critics acknowledge that racism persists in our society, they say affirmative action leads to double standards which heighten rather than reduce racial tensions. Government, in this view, can