

Based on these recommendations and others from people we met, we introduced legislation designed to empower the institutions that provide structure, rehabilitation and order to low-income neighborhoods. The bill does this by empowering faith-based and other private groups, funding scholarships for low-income children, encouraging private investment and home-ownership, and assisting those neighborhood groups which are restoring structure to their communities.

The American Community Renewal Act allows for up to 100 renewal communities to be established on a competitive basis in both urban and rural areas. To be designated a renewal community, State and local governments would have to work together with neighborhood groups to lessen the burden of rules and regulations that hamper job creation.

There are two tenants of the bill that would directly and positively impact the Community in Partnership Family Center as well as the CSTAR program. The first is a charitable tax credit. Individuals would be able to contribute to the charity of their choice, whose mission is poverty relief, and receive a tax credit of up to 75 percent of a \$200 donation. The other provision would allow renewal communities to voucherize their drug and alcohol rehabilitation programs. Participants would have the ability to choose where to receive their treatment—whether private or public. It's no great secret that private programs like CSTAR have tremendous success rates and little recidivism.

Targeting the few pillars of strength in these communities and empowering them is essential to uplifting the deterioration of our low-income communities. CSTAR, the family center, and others deserve the recognition and support from the Federal Government and I believe the community renewal bill does just that.

Mr. Speaker, it is both an honor and a privilege for me to pay tribute to these fine organizations, and commend them upon their efforts to ensure that all residents of St. Louis County have the opportunity to operate in the community as participating citizens. They are an outstanding example not only for the residents of St. Louis County, but to the Nation as a whole.

ACADEMIC HIGH SCHOOL: RANKED AMONG NEW JERSEY'S BEST

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. MENENDEZ. Mr. Speaker, I rise today to pay tribute to Academic High School. Academic has consistently been ranked one of the best public schools in the State, and has been ranked one of New Jersey's top 21 best high schools by New Jersey Monthly.

At a time when some question the mission of our public school system, Academic High School is an example of what can be done with dedication and commitment to an ideal. Public schools can excel and anyone who doubts this need only take a tour of Academic High School.

Academic High School was established in 1976 as a college preparatory school for highly motivated students. Academic serves an ethnically and racially diverse population. Prospective students must undergo a highly se-

lective screening process. This process is based on the student's elementary school performance, standardized tests, recommendations, attendance, and participation in extra-curricular activities. With a student-teacher ratio of 15 to 1, every student's individual academic needs can be addressed. The faculty shows a great deal of dedication to their work. This is exemplified by the fact that 51.9 percent of the teachers hold master's degrees—well above the State average.

The students of Academic High School have consistently distinguished themselves at the Hudson County Science Fair. Academic students have won trips to the International Science Fair on a regular basis. Academic students have distinguished themselves by qualifying as National Merit semifinalists, as well as attending the Governor's Schools and the St. Peter's College Summer Scholars Program. Students also have received the New York Times' Young Citizen Award and placed first in the Kiwanis-Key Club essay contest. With achievements such as these, it is not surprising that 96.9 percent of the graduates go on to attend 4-year colleges, including the most competitive colleges, such as Harvard, Yale, MIT, and Cornell.

Despite the challenges inherent in providing quality, urban public education, Academic High School demonstrates that it can be done. Providing a quality public education takes dedicated teachers, parents, and students working together to build a community school. I want to particularly note the work of School Principal Robert J. Roggenstein, who has worked many long hours to fulfill the school's mission.

I am proud to have a school in my district that serves as a model for other urban schools. I ask that my colleagues rise and join me in honoring this outstanding school.

TRIBUTE TO THE AWARD WINNING STUDENTS OF HILLSBORO HIGH SCHOOL

HON. BOB CLEMENT

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. CLEMENT. Mr. Speaker, on April 27–29, 1996, more than 1,300 students from 50 States and the District of Columbia were in Washington, DC, to compete in the national finals of the We the People . . . The Citizen and the Constitution program. I am proud to announce that the class from Hillsboro High School in Nashville represented Tennessee. These young scholars have worked diligently to reach the national finals by winning local competitions in their home State.

The distinguished members of the team representing Tennessee are: Aras Alexander, Meghan Ashford-Grooms, Allison Bradfield, Jennifer Cartwright, Andy Cheatham, Grace Cheng, Alfredo Cisneros, Hillary Condon, Lisa DeBusk, Kimberly Ewton, Marthie Francis, Blythe Gore, Corey Harkey, Eva Lea, Charles McMackin, Katie Newman, Casey O'Shea, Amanda Osteen, Austin Ray, Jamie Richards, Kristin Robertson, James Shadinger, James Shaub, Madeline Short, Eleanor Smith, Jennifer Tlumak, Emily Van Hook, Katie Walton, and Emily White.

I would also like to recognize their teacher, Mary Catherine Bradshaw, who deserves

much of the credit for the success of the team. The district coordinator, Holly Brewer, and the State coordinator, Dorothy Skeel, also contributed a significant amount of time and effort to help the team reach the national finals.

The We the People . . . The Citizen and the Constitution program is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights. The 3-day national competition simulates a congressional hearing in which students' oral presentations are judged on the basis of their knowledge of constitutional principles and their ability to apply them to historical and contemporary issues.

Administered by the Center for Civic Education, the We the People . . . program, now in its ninth academic year, has reached more than 70,400 teachers, and 22,600,000 students nationwide at the upper elementary, middle, and high school levels. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers.

The We the People . . . program provides an excellent opportunity for students to gain an informed perspective on the significance of the U.S. Constitution and its place in our history and our lives. I wish these students the best of luck in the national finals and look forward to their continued success in the years ahead.

A TRIBUTE TO DARRELL TORGERSON

HON. VIC FAZIO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. FAZIO of California. Mr. Speaker, I rise today to salute a decorated veteran of public education, Darrell Torgerson, on the occasion of his retirement from active service.

Mr. Torgerson has taught chemistry to students at Mira Loma High School in Sacramento for the past 30 years. Over the course of those three decades, Mr. Torgerson's rare fusion of light-heartedness and dedication to the task at hand has earned him a permanent place in the hearts and minds of countless pupils.

Mr. Torgerson is the kind of teacher in whose eyes the classroom door is never closed, and in whose ears the dismissal bell never rings. Ignoring the common standards of mediocrity, Darrell Torgerson has set the standard for this students by demanding more of himself than was ever asked. Mr. Torgerson has devoted countless hours after school to tutoring both the eager and the frustrated, has worked closely with honor students on their science papers for the International Baccalaureate program, and has coached student teams to numerous victories in various local and national science competitions. His freshman students have made their mark in Sacramento area competitions by regularly taking first place over opposing high school teams made up of juniors and seniors.

We all know that teachers are the guardians of America's future, but we don't hear enough about teachers like Darrell Torgerson, who has been a guardian angel for an entire generation of young people. I commend him on

his long and fruitful career, and I wish him the best of luck on the next stage of his life as educator.

INTRODUCTION OF THE PARENTAL LEAVE EQUITY ACT OF 1996

HON. ELEANOR HOLMES NORTON

OF THE DISTRICT OF COLUMBIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Ms. NORTON. Mr. Speaker, today, I introduce the Parental Family Leave Act of 1996, a bill which will ensure that employees who choose to care for a foster child or adopt a child will benefit from the same leave policy as their coworkers who are birth parents. This bill does not mandate that employers provide leave benefits beyond existing law, but rather that if they choose to provide such benefits, they do so for all parents equitably. Because the employers involved are generally larger businesses and the number of children is small, the bill will not burden employers.

The Family Medical Leave Act of 1993 [FMLA] provides that employers must grant up to 12 weeks of unpaid, job-protected leave for adoptive, birth and foster parents to care for a new child. Although some employers go beyond the mandate of the act and provide paid leave or allow paid sick leave to be used by employees with a new child, they often extend these benefits only to birth parents and not to foster parents or parents who adopt. My bill tracks the FMLA, correcting this inequity by providing that if an employer allows additional leave benefits for the birth of a child, the employer shall provide the same leave benefits to parents of a foster child or an adopted child. Thus, my bill does not require employers to provide leave policies beyond the requirement of the FMLA, but provides only for equal treatment for adoptive and foster parents, in keeping with the intent of the original legislation.

The basis for granting parental leave to both foster and adoptive parents overlap, but the circumstances of foster parents and adoptive parents are often different. Foster children are generally older children who have been removed from their own homes. Often they are children with specific needs. Sometimes they have been abused. Thus, a foster parent will normally have a greater challenge of adjustment than a new birth parent. A foster parent must acclimate to a child who already has set habits and personality traits. The foster child is sometimes intimidated by being thrust into her new surroundings. She may have come from dangerous or perhaps life threatening circumstances. In addition, foster care systems, especially those in large cities, are in great disrepair. A recent GAO report reported disgraceful circumstances for the care of many of these youngsters, a situation that is pervasive throughout the United States. The wreckage left behind by failed foster care systems is often reflected in the lives of foster children. They clearly need their parents in their new home as much, and probably more than the newborns who are the major recipients of paid leave.

Adopted children are generally not as old as foster care children and do not generally come to their new families from troubled circumstances. However, because most adoptive parents are caring for an infant, they find

themselves in a situation similar to the parents of newborns. There is no reason, therefore, to treat them differently than birth parents.

There are few foster or adoptive parents in any single workplace, guaranteeing that the effects on the employer would be minuscule in keeping with the policy of the FLMA. I urge my colleagues to support this bill to help ensure that foster parents and adoptive parents receive the same opportunity as birth parents to bond with a new child and to acclimate that child to her new family and surroundings.

ZION EVANGELICAL LUTHERAN CHURCH CENTENNIAL ANNIVERSARY

HON. BART STUPAK

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. STUPAK. Mr. Speaker, it is an honor for me to bring to the attention of the House of Representatives and the Nation that the Zion Evangelical Lutheran Church of Ironwood, MI, is celebrating its centennial anniversary on June 22, 1996. It was 100 years ago that 20 Lutherans were drawn together by their common faith to form the Church of Ironwood, MI. Today, the congregation has nearly 600 dedicated members who are proudly celebrating the love and faith that has been shared within the congregation and the Ironwood community for the past century.

In 1896, Pastor Michael Kivi was asked to lead the small congregation. He graciously accepted the offer and began his new job for a salary of \$20 a month. Thirteen dedicated pastors have served the congregation since Pastor Kivi. Currently, Pastor Francis Strong leads the members in worship and fellowship.

The congregation has been planning the anniversary festivities since 1992. "The History of the Zion Evangelical Lutheran Church," a concise history of the parish, was printed last fall. An original stage play was written for the celebration entitled "Workers in the Vineyard." A centennial feast is being hosted on June 22 for members and friends of the congregation.

Mr. Speaker, on behalf of all northern Michigan, and the entire Nation I would like to congratulate Zion Evangelical Lutheran Church on 100 years of faith, love, and ministry.

FATHER THOMAS PATRICK
JOSEPH DOYLE, S.J.

HON. ROBERT A. BORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. BORSKI. Mr. Speaker, I rise today to honor Father Thomas J. Doyle, S.J., who will be celebrating the 50th anniversary of his ordination into the Society of Jesus on June 30, 1996.

Father Doyle, a product of the Philadelphia community, attended the Gesu Grammar School, Roman Catholic High School, and St. Joseph's Preparatory School before deciding to serve God and the community. Upon his graduation from St. Joseph's in 1933, Father Doyle entered the Society of Jesus. After performing his priestly studies in Toronto, Can-

ada, he was ordained on June 30, 1946, by James Cardinal McGuligan. Father Doyle returned to Philadelphia to celebrate his first mass at Our Lady of Mercy Church before traveling the world as an educator, mission director, editor, and preacher.

Since returning to Old St. Joseph's Church in 1967, Father Doyle has become a pillar of the Philadelphia Community. He has served as chaplain to the Federation of Irish Societies of the Delaware Valley, the Irish Society, Legion of Mary, Knights of Columbus, and the Ancient Order of Hibernians. Father Doyle was honored as the 1992 Hibernian of the year for his selfless dedication to the community and willingness to help those in need.

Father Thomas Patrick Joseph Doyle epitomizes the Jesuit ideals. Today, I join his friends in offering both thanks and congratulations for his years of dedicated service.

CUTTING SPENDING

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, June 19, 1996, into the CONGRESSIONAL RECORD.

CUTTING SPENDING

Despite much of the political rhetoric in Washington, Congress and the President have made significant progress on reducing the federal budget deficit. For the first time since President Truman, the deficit has been reduced for years in a row. In fact, the projected 1996 deficit (\$140 billion) is less than half of the 1992 deficit (\$290 billion). Compared to the size of the economy, the U.S. deficit is now lower than that of any other major industrialized nation. However, much more must be done. The challenge facing Congress is to maintain this discipline and stay the course until the deficit is erased. In past months, Congress has taken a number of positive actions.

1996 SPENDING

With my strong support, Congress recently passed the last of the yearly appropriations bills which fund basic government operations. Overall, these bills cut spending \$23 billion blow 1995 levels—about 5 percent. I voted to eliminate more than 200 wasteful programs, including the Advisory Commission on Intergovernmental Relations, the modular helium reactor program, a congressional warehouse and parking lot, and many more.

LINE-ITEM VETO

With my support, Congress passed a line-item veto, and the President signed it into law. Under this provision, the President can object to any specific project or program and return it to Congress. Without a two-thirds vote in both the House and Senate, the program would be eliminated. This is an important step in efforts to block wasteful spending and "pork-barrel" projects. I am disappointed that the congressional leadership delayed this provision until 1997 by defeating an effort to make it effective immediately. If this had passed, even more could be saved from spending bills this year.

BALANCED BUDGET AMENDMENT

For the first time in history, the House last year approved a balanced budget amendment to the Constitution. The version that passed the House would require a 3/5 vote of