

Early in his life, Bishop Jackson was baptized and immediately began strengthening his ties to the church. He served as a Sunday School teacher and Superintendent, Youth Leader, and Deacon at the Bible Way Church of Hampton Street. He was called to the ministry in 1963 and installed as a pastor in 1964.

In January, 1966 the Church building burned and he and the congregation held services in homes and a school on Atlas Road. In October, 1967 Bishop Jackson, "Mother" Elizabeth Simmons and 11 members established a new church on Bluff Road in Columbia, South Carolina.

In 1969, Bishop Jackson dedicated a new 350 seat sanctuary on Atlas Road and established a Nursery School. He was also ordained and Elder in 1969 and appointed a District Elder in 1970. He continued his building program on Atlas Road, adding a youth center and dining hall in 1971. He established a radio broadcast the following year.

In May of 1972, Bishop Jackson was appointed Diocesan Bishop of South Carolina, Eastern North Carolina and Prince Frederick, Maryland, and served in this capacity for many years. It was during this time that he established the Bible Way Social Action Foundation (BSAF) to serve needy community members. In 1980, he was appointed as Liaison Bishop for West Africa, and a school was named in his honor in West Africa in 1988. While sharing his faith around the world, he continued serving his home church and in 1981 they built a 1,000 seat sanctuary. From 1983-1988, Bishop Jackson assisted Bishop Chester Byrd with the Florida Diocese and was appointed Bishop of the Florida Diocese in addition to South Carolina, and was later appointed as Director of Finance for Bible Way Church World Wide.

Still remaining in the Columbia area, Bishop Jackson helped to establish a state of the art Family Life Center in May of 1995, and he was consecrated as Co-Vice Presiding Bishop of Bible Way Church in July of 1995. He retired from full time pastorate in November of 1996, after over 33 years in the ministry, and is now Pastor Emeritus of the Atlas Road Bible Way. Throughout his ministry, Bishop Jackson has received numerous honors and recognitions. Of particular note was his 1997 induction into the South Carolina Black Hall of Fame.

Mr. Speaker, we seldom meet people who give so tirelessly of their time and resources as Bishop Andrew Charles Jackson. Please join me in paying tribute to this wonderful South Carolinian, devoted Christian, and personal friend.

TRIBUTE TO MRS. BESSIE CANNON, PRESIDENT, SERVICE EMPLOYEES INTERNATIONAL UNION (SEIU) LOCAL 880 OF CHICAGO, ILLINOIS

HON. BOBBY L. RUSH

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 15, 1999

Mr. RUSH. Mr. Speaker, I rise today to recognize and honor the life of Mrs. Bessie Cannon who made her heavenly transition on Friday, July 9, 1999 at the age of 57.

Mrs. Cannon served diligently as the President of the 10,000 member Service Employ-

ees International Union (SEIU) Local 880 for seven years. She was a strong and effective voice for the "little people", fighting in Chicago for the passage of the city's first "Living Wage" ordinance. She championed many causes within the labor movement in Chicago and across this nation during her 13 years as a member of SEIU.

A deeply devoted Christian woman, Mrs. Cannon served faithfully as a member of the Fellowship Missionary Baptist Church of Chicago, under the leadership of the Rev. Dr. Clay Evans. She had an unwavering commitment to the cause of Christ, believing that in Him we have everlasting life. Mrs. Cannon was a loving wife, mother, grandmother, sister and friend. She was an anchor in her home, in her church, in her community and indeed in this nation.

Mr. Speaker, I have known Mrs. Cannon for several years. She has been a supporter and friend. I want to encourage her family and many friends to always remember to look to the hills from which comes all of their help. I am truly honored to pay tribute to her distinguished life and am privileged to enter these words into the CONGRESSIONAL RECORD of the United States House of Representatives.

TRIBUTE TO MR. CHRIS CHIAVERINA AND MR. RICHARD BERNOTOS: TWO EXCELLENT EDUCATORS

HON. DONALD A. MANZULLO

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 15, 1999

Mr. MANZULLO. Mr. Speaker, I am proud to take this opportunity to officially recognize two outstanding gentlemen from the 16th District of Illinois for their important contributions to advancing educational excellence in Illinois.

Mr. Chris Chiaverina lives in Crystal Lake and is a physics teacher at New Trier High School in Winnetka, IL. He exemplifies the innovativeness and creativity that teachers can bring to education. Through his collaborations with fellow educators in math and science, Mr. Chiaverina has helped to develop the Connections Project, which has recently won a grant from the GTE GIFT (Growth Initiative For Teachers) program. GTE offers 60 grants to groups integrating math and science with technology in innovative ways. I would like to include a summary of this inspiring project that won this national award.

I also would like to praise the dedicated work of Mr. Richard Bernotos, Superintendent of School District 47 in Crystal Lake, IL, who was recently chosen as the Parade Grand Marshal for the Crystal Lake Fourth of July celebration. The Crystal Lake Gala Committee picked the Grand Marshal of the parade based on nominations from the community including that of Franklin McAnally, a sixth grade student from Lundahl Middle School. Franklin's letter is included as a testimony to Mr. Bernotos' legacy.

THE CONNECTIONS PROJECT

WHAT IS THE CONNECTIONS PROJECT?

The New Trier Connections Project is an ongoing endeavor which was initiated several years ago as a result of collaboration among art, mathematics and science teachers. The specific goals of the Connections

Project include: (1) the production of interactive, interdisciplinary exhibits; (2) the creation of hands-on curricular resources that permit the integration of the exhibits into existing art, mathematics and science courses; (3) the promotion of sender school/high school articulation; (4) the fostering of intra- and inter-departmental collaboration; (5) the implementation of in-service opportunities to acquaint faculty at New Trier and its sender schools with interactive, interdisciplinary resources; and (6) the operation of a web-site to provide on-line access to information about our project.

The teachers and students involved in this initiative have created more than 80 hands-on, museum-type exhibits that demonstrate interrelationships between art, mathematics, science and human perception. The multi-disciplinary exhibits are grouped in thematic clusters that currently include "bubbles", "curves", "illusion and perception", "iteration and fractals", "light, color and optics", "symmetry and reflection", "tessellation". These exhibits are used to create motivating experiences for students and to enhance and expand the curriculum.

The displays are being used in a variety of venues. In addition to being presented in exhibitions in the Brierly Gallery, the exhibits have been used in a wide range of classes at New Trier, in local and Chicago elementary schools, at professional meetings, and in university classes.

HOW DOES THE CONNECTIONS PROJECT BENEFIT NEW TRIER STUDENTS?

New Trier's motto, "to commit minds to inquiry", is at the heart of the Connections Project philosophy. Our exhibits are designed to encourage students to actively explore the world around them while discovering elements common to the arts, mathematics and science. Connections exhibits complement student course work in art, math, science, and other subjects by giving students a common set of experiences through which they may understand basic ideas, make connections between related concepts, and integrate newly acquired understanding with prior knowledge. By presenting seemingly disparate disciplines in a real-world context, the artificial boundaries between subjects become less pronounced.

While fun is not the main goal of education, the Connections Project exhibits permit students to experience interdisciplinary relationships in a less structured, more playful atmosphere. Furthermore, interactive exhibits address the need to expose students to concrete examples of phenomena prior to the development of abstract concepts. A student's interaction with an exhibit is often the first step in the understanding of a more abstract idea.

APRIL 9, 1999.

CRYSTAL LAKE GALA COMMITTEE,
Crystal Lake, IL.

DEAR COMMITTEE: My family and I would like to nominate Mr. Richard Bernotos, District 47 School Superintendent, for Parade Grand Marshal. I feel Mr. Bernotos deserves this honor because of his dedication to the children of District 47. His outstanding services as a teacher, administrator, and now as Superintendent has shown commitment and the extra effort that has made Crystal Lake "A better place to live." The children of this district are always his number one priority as he makes sure that our schools are safe and that we get the best education possible. His commitment to children and his efforts on our behalf have made District 47 an outstanding place to live and learn. I don't think you can do more for a community than to help the children of that community. Even when Mr. Bernotos was in the hospital and undergoing treatment for an illness, he

thought about the children of District 47. He returned to work earlier than he probably should have to be sure that our schools ran smoothly and safely.

For these reasons, I hope that you will honor Mr. Bernotos by naming him Grand Marshall of the Crystal Lake Gala's Parade. He has helped every single person in this community by working for the children of the community.

Thank you very much.

Sincerely,

FRANKLIN MCANALLY,
Lundahl Middle School.

DR. EUGENE STANISLAUS

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 15, 1999

Mr. TOWNS. Mr. Speaker, I want to recognize the achievements of Dr. Eugene Stanislaus. Dr. Stanislaus was born and raised in Brooklyn, NY. He received his B.A. in Biology from New York University in 1980. He received his Doctor of Dental Surgery degree from the State University of Stony Brook, School of Dental Medicine in 1984. After dental school he completed a one year general practice dental residency program at The Long Island College Hospital, Department of Dentistry.

Upon completion of his residency, he joined the practice of his father Dr. Lamuel Stanislaus where he has practiced for the past 14 years. Presently he is an attending dentist at The Long Island College Hospital, Department of Dentistry. Some of his professional affiliations include memberships in the American Dental Association, the Second District Dental Society, the Academy of General Dentistry and the International Congress of Oral Implantology at the University of Pittsburgh for a 1-year course in the surgical replacement of dental implants.

Several times each year he visits public and private schools to speak to the students about dental health issues and to encourage them to consider a career in dentistry. He also participates in several community and church sponsored health fairs each year.

Dr. Stanislaus has been married for 13 years to his wife Koren. They have two children, Travis and Jeanine. During his free time he coaches Little League Baseball and he is an assistant Cub Scout leader at St. Thomas Aquinas Church. He is an Eucharistic minister at St. Vincent Ferrer Church and he is a former lector at St. Francis of Assisi Church.

I want to commend Dr. Stanislaus for his outstanding commitment to his community, and hope that he is able to continue such valuable work for many years to come.

THE FAIRNESS IN TELECOMMUNICATIONS LICENSE TRANSFERS ACT

HON. GEORGE W. GEKAS

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 15, 1999

Mr. GEKAS. Mr. Speaker, today I am proud to join with my chairman on the Judiciary

Committee, Mr. HYDE, to introduce a bill that will restore stability and fairness to the process by which telecommunications licenses are transferred.

In the House Judiciary Committee's Subcommittee on Commercial and Administrative Law, which I chair, we recently held a hearing where it was revealed that the Federal Communications Commission (FCC) has no administrative rules in place to govern license transfer proceedings. This is one of the most unusual oversight hearings I have ever conducted, because we are usually examining relatively narrow questions about whether given procedures have their intended effects. In this case, we observed bureaucrats unfettered by any rule or law. It inspired to confidence on my part, nor does it, I am sure, on the part of the American people.

At risk of boring the Speaker through the sheer obviousness of my comments, let me say this: Regular administrative procedures are an essential protection for Americans. They force the government to play by rules that are known in advance. They give the public a chance to be heard, and they give the public finality. This allows Americans to organize their affairs in compliance with the law. When procedures change, all the benefits of regular order disappear, and the stink of unfairness begins wafting.

In the absence of established procedures that stink has wafted over past and pending license transfer matters before the FCC.

Our legislation requires the FCC to promulgate procedures for considering license transfers, but pushes the agency in no direction on what the procedures should be, other than open, honest, and fair.

We are also interested in whether the FCC's "public interest" standard is a legal standard, or something different. A legal standard can be learned from public sources of law. It is written clearly so that the regulated public can predict what the agency will do. And a legal standard can be reviewed in court. It's unclear that the public interest standard meets any of these tests.

Therefore, this legislation calls for the FCC to define and articulate that standard in a public rulemaking.

Let me make something clear about this legislation, though, Mr. Speaker. It is an exercise of our jurisdiction over the administrative processes that govern this land. We require no particular outcome and offer no definition to guide the FCC's wisdom. We merely say, write whatever rules you like and adhere to them. I know of no way to ensure fairness in the regulatory process with a lighter touch than that.

I call on the FCC—and I'm confident that my Committee Chairman, Mr. HYDE does as well—to promulgate clear regulations, both procedural and substantive, so that the telecommunications industry can continue to evolve at a rapid pace. If the FCC fails to deal with the telecommunications world evenhandedly and fairly, I will be prompted to join those in Congress who are calling for a top-to-bottom review of the agency's authority.

HATE CRIMES; INCOME TAX SYSTEM; AND INTERNATIONAL STUDENT ACTIVISM ALLIANCE

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 15, 1999

Mr. SANDERS. Mr. Speaker, I submit for the RECORD statements by high school students from my home State of Vermont, who were speaking at my recent town meeting on issues facing young people today. I am asking that you please insert these statements in the CONGRESSIONAL RECORD as I believe that the views of these young persons will benefit my colleagues.

HATE CRIMES

(On behalf of Ryan Creedon, Jeff Davis, Demere Kasper, and Jesse McCall)

Ryan Creedon: Hate crimes have been prevalent in America's history since its conception. A hate crime has been legally defined by Congress in the Violent Crimes and Law Enforcement Act in 1994 as a crime in which the defendant intentionally selects a victim, in the case of property crime, property that is the object of a crime because of the actual or perceived race, color, national origin, ethnicity, gender, disability or sexual orientation of any person.

The Violent Crimes and Law Enforcement Act does not serve as the nation's hate crime law. The law that does act as the nation's hate crime law does not include crimes that are gender- and sexually-orientated and motivated.

Currently, it is being debated whether or not a hate crime should be separated from what would usually be a crime. Take for example the unfortunate suffering Matthew Shepard was subject to in Wyoming. Shepard, a homosexual man, was tied to a fence and assaulted numerous times with the butt end of a pistol by two men because of his sexual orientation. Should the two men be convicted of murder alone, or should they be charged for a hate crime as well?

Jeff Davis: In this case, it is not logical to take the time, energy or money to further try the subjects. They will spend the rest of their lives in jail. However, it does make sense to further punish less severe crimes that are committed by the aggressor because of the subject's race, ethnicity, religion, sexual orientation or gender.

In these circumstances, you can look at the case of Re Beaver St. Paul, 1992. The defendant, along with other juvenile delinquents, built a cross by taping together pieces of wood and burning it in a nearby neighbor's yard. The teenagers were punished under the St. Paul bias-motivated crime ordinance, which prohibits the placement of racial symbols on public property. The balancing test guarantees the rights of life, liberty, and the pursuit of happiness better than any other legislation to date, and sets forth a division line between what is personally offensive and what is free expression.

Demere Kasper: The balancing test weighs the importance of one's rights to express themselves against another's rights to live comfortably. This test is used in many cases. For example, the state of Kansas responds to the actions of Reverend Fred Phelps, the antihomosexual activist. Phelps, along with protesters, verbally directed antigay slander towards those of a homosexual AIDS victim. The Kansas legislature voted that Phelps' actions were immoral, and passed a ban which prohibited such acts, citing a balancing test as the reasoning.