

IN MEMORY OF ALLISON MICHELE MILLS OF BELLAIRE

HON. ROBERT W. NEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mr. NEY. Mr. Speaker, I rise today in memory of Allison Michele Mills, who passed away on April 12, 1999. Allison was born December 6, 1980, the daughter of Dave and Lynne Temple Mills.

Allison was a senior at Bellaire High School, where she was announced as the Valedictorian of the graduating class of 1999. At Bellaire High School, Allison was the president of the National Honor Society, a Hugh O'Brian Youth Ambassador as well as a cheerleader and a member of the marching band. Additionally, Allison was a member of the French Club, the Quill and Scroll, and a four-year class officer.

Mr. Speaker, it is a privilege for me to pay my last respects to a young woman who gave so much of herself to her community, her school and her family. Allison will be missed by all whose lives she touched. I am honored to have represented her and proud to call her a constituent.

GENERAL ELECTRIC APPLIANCES EMPLOYEES HELP THE YOUTH OF AMERICA

HON. ANNE M. NORTHUP

OF KENTUCKY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mrs. NORTHUP. Mr. Speaker, I rise today to pay tribute to the employees of General Electric (GE) Appliances for their contribution to over 1 million hours of volunteer work to the youth of America. In April 1997, GE pledged that by the year 2000, its employees, retirees, and family members would volunteer over 1 million hours in community service. Not only did GE reach this goal, but surpassed it, with 1.3 million hours contributed thus far.

In Louisville, Kentucky, GE Appliances contributes an average of 210,000 volunteer hours each year and donates approximately \$2 million to community service organizations. Its efforts are far reaching and have a tremendous impact on this community. They include refurbishing the campus of Brooklawn Youth Haven, an organization which serves boys who suffer from severe emotional and behavioral problems; working with students from Western High School to create Kentucky's first student team to participate in the F.I.R.S.T. Program, a national robotics competition; providing mentoring and leadership to thousands of African-American youth; refurbishing the Wayside Christian Mission Family Crisis Center; and refurbishing two classrooms at Family Place, a child abuse treatment agency.

Mr. Speaker, I am proud to honor the volunteers of GE Appliances, especially those in Louisville, Kentucky. They have shown that taking pride in your community and working to improve the lives of its residents is an important part of being a United States citizen. Their outstanding efforts truly make a difference in the lives of Kentucky's youth, and I hope that they will serve as a source of inspiration to communities throughout this country.

CONGRATULATING THE SCHOOL SISTERS OF NOTRE DAME ON THE OCCASION OF THEIR 50TH ANNIVERSARY

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mr. UNDERWOOD. Mr. Speaker, I take this opportunity to recognize the School Sisters of Notre Dame on Guam who are celebrating their 50th anniversary on May 9, 1999. I also extend my congratulations to Sister Joseph Ann Quinene, the local regional director, and all the Notre Dame Sisters on this very special occasion. Given the success of numerous students who have grown in wisdom and knowledge under their tutelage, their 50-year presence represents more than simply a measure of time. Their commitment to the children of Guam, their dedication to teaching, and their strong faith have enriched our island community in ways that cannot be measured.

The School Sisters of Notre Dame arrived on Guam in 1949 as a Mission of the Milwaukee Province at St. Francis in Yona. Invited by Rev. Bishop Apollinaris Baumgartner and Rev. Father Alvin Lafeir over the years, the mission grew to include the establishment of St. Francis School in Yona, San Vicente School in Barrigada, Our Lady of Mount Carmel in Agat, and the Notre Dame High School in Talofof. They have also provided the opportunity for many young Guamanian women to join their mission.

By the end of their first year on Guam, Guamanian girls became candidates for membership in the Notre Dame Sisters family. In August of 1955, the first two professed Guamanian Sisters returned to Guam to help in the teaching force of the School Sisters of Notre Dame. In 1969, Sister Mary Bernard Unpingco, a native Guamanian, was elected to represent the island in Rome, and in 1974, Sister Cecile Marie Crisostomo was elected as the first Guamanian Regional Leader. This opened other administrative positions for the Guamanian School Sisters of Notre Dame. Since 1974, the principals and community leaders have been held by local Sisters.

To assist in their mission on Guam, an Aspiranture was built for young girls who were interested in pursuing the life of the School Sisters of Notre Dame while finishing their high school. In addition, a boarding house was opened at Notre Dame High School for girls from the other islands who were interested in finishing high school.

Following several visitations, the Provincial leaders of the Milwaukee Province decided that Guam was ready to carry on the work of the School Sisters of Notre Dame, and the Guam District was established as a Region of the Milwaukee Province. The Region of Guam, under the leadership of the local Sisters, carried the work of Mother Therese Cerhardinger to the islands of Rota and Saipan, and today they have extended their leadership in education to the islands of Chuuk, Ebeye and Yap. In 1977, the Guam Region became a vital unit of the International Community when Sister Francine Perez was elected a General Councilor of the central governing body of the School Sisters of Notre Dame in Rome. It is also with great personal pride that I note that my godmother, Sister Carmen Francis Siguenza, is a member of this order.

As a fellow educator, I applaud the record of the School Sisters of Notre Dame on their 50th anniversary and thank each and every one of them for their diligence and dedication to our children and to Guam. Si yo'os ma'ase paro todo i che'cho' miyu para I famagu'on-ta yan it taotao-ta guini gi isla-ta.

INTRODUCTION OF A HOUSE CONCURRENT RESOLUTION URGING THE CONGRESS AND THE PRESIDENT TO INCREASE FUNDING FOR THE PELL GRANT AND EXISTING CAMPUS-BASED AID PROGRAMS PRIOR TO FUNDING ANY NEW EDUCATION PROGRAMS

HON. HOWARD P. "BUCK" McKEON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mr. McKEON. Mr. Speaker, I rise today to introduce a House Concurrent Resolution calling on the Congress and the President to significantly increase funding for the Pell Grant and Campus-Based Aid programs.

Every year since we gained the majority, Republicans have worked to increase the maximum Pell Grant, and we've worked hard to strengthen higher education programs with a proven track record of success. We have also enacted tax incentives which help working families save for the education of their children, and ease student loan repayment for those who must borrow.

Most importantly, just over 6 months ago, we enacted the Higher Education Amendments of 1998. This vitally important legislation saved the student loan program and cut borrower interest rates; dramatically increased the maximum authorized Pell Grant; and strengthened the Campus-Based Aid programs which provide needy students with grants, work study opportunities, and low-interest loans. This legislation went a long way to achieving our goals of:

Making college more affordable;
Simplifying the student aid system; and
Ensuring academic quality.

In short, we have truly made higher education a priority, and we will continue to do so.

However, I was shocked when the administration sent us a budget proposal along with the proclamation that the doors to college were now open to all Americans. I was surprised to learn that the administration actually believes that it has opened the doors to college for all. I was disappointed with the details of that budget, which cut overall funding for Pell Grants by 3 percent, allowed for only modest growth in the Campus-Based programs, and proposed student loan cuts which Congress had rejected on a bipartisan basis only months before. Instead of supporting these core programs which are proven to work, the administration pursued funding for four new "designer" programs, which have not, and probably will never, help one student graduate. In talking to students and educators alike, I know they share my disappointment.

Let's look at the priorities we are setting forth today in this resolution. First, it calls for a \$400 increase to the maximum Pell Grant award. The Pell Grant program is the largest and most important Federal need-based higher education grant program. It is a voucher for

higher education, which students can take to an institution of their choosing and use to pursue the type of education that will most benefit them. Every dollar that a student receives from the Pell program is a dollar that won't have to be borrowed. With average student indebtedness now at \$9,700, this is more important than ever before.

The Pell Grant program was created in 1972, and currently serves 3.8 million students. In the late 1970's, Pell Grants covered 75 percent of the cost of attending a 4-year public college or university. Today, it covers only 36 percent of that cost. Restoring some of this lost buying power is probably the single most important thing we can do to reassure students from low-income families that college is possible. Funding Pell Grants at the level set forth in the resolution would have the added benefit of making an additional 215,000 students eligible, including 21,000 in my home State of California.

Second, this resolution makes funding for the Campus-Based Aid programs a priority. These programs provide institutions with Federal support for grant, loan, and work study programs. They are need based. However, they do provide financial aid professionals with more flexibility to tailor the aid package to the student's needs. Most importantly, these programs require schools that participate to provide matching funds, which allows us to leverage our investment with private dollars.

Finally, this resolution sets priorities. It says to the President and to the American people that we are serious about funding the financial aid programs we know work, and that we shouldn't create new programs until we meet these commitments.

Mr. Speaker, we are faced with a choice. We can blindly buy the "program du jour" on the President's education menu, cooked up by the bureaucrats at the Department of Education, or we can wisely fund the "meat and potato" scholarship programs that have put America's students through college for more than a generation.

I urge my colleagues to show their support for America's students, and cosponsor this resolution.

TRIBUTE TO ALONZO MOODY

HON. BILL PASCRELL, JR.

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mr. PASCRELL. Mr. Speaker, I rise today to pay tribute to Mr. Alonzo Moody of Paterson New Jersey, an exceptional individual who has dedicated his life to public service. He will be honored this Thursday evening, April 8, 1999, by family, friends, and professionals for his outstanding contributions to the community.

Mr. Speaker, Alonzo Moody was born the sixth child to the late Allard Moody, Sr. and Mary Jane Moody. He has been married to his wife Sarah for 28 years and is the proud father of three sons; Malik Ali Angaza, Zatiti Kufaa, and Kwesi Tacuma.

Alonzo earned a Bachelor of Arts degree in the field of Urban Planning from Ramapo College of New Jersey in 1976. He also attended Honolulu Business College from 1968–1969 in Hawaii, majoring in Systems Analysis. He has worked for the Department of Human Re-

sources and the Paterson Youth Services Bureau for the past twenty five years as Executive Director. His responsibilities include supervision and administration of programs, with direct accountability for their use in the community. He also coordinates all youth agency activities within the City of Paterson. Mr. Moody directs and supervises two youth agencies and fifteen staff members.

On October 21, 1998, Mr. Moody was appointed and sworn in as Deputy Mayor of the City of Paterson by the Honorable Mayor Martin G. Barnes. As Deputy Mayor, he oversees issues involving youth, families, and recreation. In March of 1992, Mr. Moody became Director of the Alexander Hamilton Development Resident Management Youth Program. He implemented homework study hour, a variety of recreational activities, counseling services, and other activities for the youth of the Alexander Hamilton Housing Development during the evening hours. Since 1991 Alonzo has been serving as a member of the Paterson Board of Education.

From 1977 until 1989 Alonzo and his wife Sarah have served as Children's Haven House Parents, providing a nurturing and supportive family environment for eight boys ages eight to fourteen placed by the Division of Youth and Family Services.

Alonzo served as an Assistant Basketball Coach at Passaic County Community College in 1979. From 1973 to 1980 he was an administrator for the Children's Shelter, Community Youth Worker Probation Counselor for Passaic County Probation Department and Director of the Youth Summer Twilight Program for the Catholic Youth Organization. From 1966 until 1969 Mr. Moody also served in the United States Air Force, as an Airman First Class.

Many community organizations have benefited from Mr. Moody's participation. He was a former member of the Paterson Task Force for Community Action, Inc.; the Community Action Day Care Center, Inc. Board of Directors; and the Paterson YMCA Board of Directors. He currently serves on the Eastside High School's Home School Council, RISK, NJ Black United Fund; Passaic County Youth Commission; Municipal Drug Alliance; Village Initiative Executive Board, Children's Haven Board of Directors; and the Minority Concerns Committee.

Mr. Speaker, over the years, Mr. Moody has touched the lives of many people in his community. His warmth of spirit and caring nature has inspired an enormous amount of people. We are all gathered here tonight as a testament to Alonzo and to thank him for all that he has done for the well being of his fellow man.

Mr. Speaker, please join me, our colleagues in the United States House of Representatives, Alonzo's family, friends, and colleagues, and the City of Paterson, New Jersey, in commending a truly great man.

EXPOSING RACISM

HON. BENNIE G. THOMPSON

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 20, 1999

Mr. THOMPSON. Mr. Speaker, in my continuing efforts to document and expose racism in America, I submit the following articles into the CONGRESSIONAL RECORD.

BLACK PARENTS FACE SPECIAL CHALLENGES

RAISING A SON TO BE A MAN

(By Le Datta Grimes)

LEXINGTON, KY.—Donita Harris is biracial. Her momma is Chinese. Her daddy is black. She grew up in a predominantly white neighborhood near Turfland Mall. Whenever she reflects on her childhood area, one memory is clear: the neighborhood carpool.

Each week, the neighborhood moms took turns driving the local children to school.

One woman, however, refused to pick up Donita and her brother. The woman didn't like black people, Harris said, so she sped past their house.

Harris, now 27, recalls this episode as she looks into the chubby-cheeked, bright-eyed face of her 4-month-old son, Robert Jr.

"... I just wonder what prejudice will look like 10 to 15 years from now."

Donita, a social worker, and her husband, Robert Sr., who works at a lamp factory, know that their son will face certain hardships simply because he is a black male.

Their job as Robert Jr.'s parents, they said, is to raise a man capable of withstanding today's stereotypes and achieving success in spite of them.

Raising black males in a society that depicts them as angry, aggressive, lazy and ignorant presents a unique task for black parents, said William Turner, an associate professor of family studies at the University of Kentucky.

While all parents seek to raise healthy, well-adjusted children, black parents raising sons have some additional tasks.

They must teach their sons, Turner said, to navigate and function in a society that sometimes views them through a distorted looking glass.

"There are some extra things that black parents have to teach their kids," he said. "Facts about race and racism are among them."

Tracey Bartleson is raising two sons, Xavier Spence, 7, and Damone Thompson, 3.

Damone's father and Bartleson are no longer together. Xavier's father lives in Canada.

When life puzzles her sons, it is Bartleson they run to. She works the overnight shift, 11 p.m. to 7 a.m., so she can be home for their questions during the day.

A few months ago, as they were watching Selma, Lord, Selma, a Disney movie depicting the sometimes violent anti-segregation marches that took place three decades ago in Selma, Ala., Bartleson turned her head to see tears streaking Xavier's face.

"Momma?" he asked. "Why would people do things like that?" Bartleson pulled her son into her arms and explained. "People don't know us from the inside," she said rocking him. "They pass judgment before they know us."

That's not right, she told him, but it happens. Bartleson handled Xavier's questions on race in a positive, reassuring manner. That's the best way, Turner said, to build self-confidence and self-love.

Defensive statements like, "You're black and people won't like you for it," put children on a path to anger and aggression.

"Finding a way (to discuss race) that isn't traumatic to the child is very important," Turner said.

Along with positive conversations about race, parents can build their children's self-esteem by reading with them about and acknowledging black role models.

It is critical that parents do these things early, Turner said, because around age 6, parents lose the ability to control their children's environment.

When children are 6, parents send them to school and into a salad bowl of opinions and ideas tossed by a variety of chefs. Not all of the seasonings are good.