

we must pass this amendment and provide HOPWA with additional funding to ensure that people living with HIV and AIDS have access to the stable housing that is necessary for their medical care.

TRIBUTE TO DR. JOHN
O'SHAUGHNESSEY

HON. SAXBY CHAMBLISS

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. CHAMBLISS. Mr. Speaker, today I am proud to honor Dr. John O'Shaughnessey. The Medical Association of Georgia has given Dr. O'Shaughnessey the 2000 Physician's Award for Community Service.

This award is presented only to physicians who rise above the expectations of their medical duties and are intensely involved with community activities. Dr. O'Shaughnessey fits this description precisely as he has donated an immense amount of time and energy to the Macon community.

Dr. O'Shaughnessey has been a dedicated member of the Macon area for many years. In addition to practicing medicine for more than thirty years, he has played an active role in several civic organizations. The Department of Family and Children's Services, the Cherry Blossom Festival, the Macon Civic Club and the Greater Macon Chamber of Commerce are a few of the organizations to which he devotes his time.

The Macon community and myself are very proud of Dr. O'Shaughnessey's service and achievement.

NEW JERSEY SENATE OBJECTS TO
SCHOOL-TO-WORK

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. SCHAFFER. Mr. Speaker, I rise today to call attention to a resolution recently passed by the New Jersey Senate. Approved on May 10, 1999, Senate Resolution No. 73 express the objection of the State Senate to the School-to-Work provisions being developed by the New Jersey Department of Education.

State Senators Joseph Kyrillos, William Gormley, Scott Garrett, and Guy Talarico achieved a significant victory for quality local education by putting the New Jersey Senate on record opposing the federal School-to-Work curriculum and its goals.

The concerns expressed in this resolution cut to the heart of education reform today: Basic academics, local control, unlimited student opportunity and sufficient quality instructional time are at the forefront of local education efforts and are threatened by School-to-Work. New Jersey is clearly concerned about a radical restructuring of its education system around federal workforce development, "applied learning" and limited student choice. Other states and Congress should take note of the New Jersey's courageous stand.

Mr. Speaker, I hereby submit for the RECORD New Jersey Senate Resolution No. 73 and commend its content to our colleagues.

SENATE RESOLUTION NO. 73

Whereas, The Department of Education is developing a new chapter of administrative code to implement the core curriculum content standards and the Statewide assessment system which will fundamentally reform public education in New Jersey; and

Whereas, A number of the proposals incorporated in the core represent new graduation requirements for public schools students and since the current requirements for graduation were initially established by the Legislature under chapter 7C of Title 18a of the New Jersey Statutes, a revision of those standards of the magnitude incorporated within the proposed code and which represent a fundamental change in the educational requirements for secondary school students should undergo legislative review; and

Whereas, the new code provisions will not be formally proposed, according to the timetable set forth by the Department of Education, until August, 1999; and

Whereas, The new code provisions emphasize career education and include three phases in this area: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade; and

Whereas, The new code provisions require that eleventh and twelfth grade students, for a minimum of one day per week or the equivalent thereof, participate in a structured learning experience which is linked to the students' career plan and which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program; and

Whereas, The new code provisions will make school-to-work a requirement for all students in the State, and will result in the loss of 20% of academic instructional time, putting students at a competitive disadvantage in collegiate academic programs; and

Whereas, The school-to-work component of the new code provisions will result in limiting students' choices far too early in their lives and imposing job specific skills training on the educational system at the expense of instructional time in academic subjects; now, therefore,

Be it resolved by the Senate of the State of New Jersey:

1. This House objects to the school-to-work provisions incorporated in to the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. This House urges that school-to-work provisions be eliminated and that local boards of education be allowed to determine the necessity and nature of any career program for their own school district.

2. The Secretary of the Senate shall transmit a duly authenticated copy of this resolution to the State Board of Education and the Commissioner of Education.

STATEMENT

This resolution expresses the objection of the Senate to the school-to-work provisions incorporated into the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. The resolution also urges that school-to-work provisions be eliminated and that local boards of education be permitted to determine the necessity and nature of any career program for

their own school district. According to the department's timetable, the new chapter of administrative code is not scheduled to be formally proposed until August, 1999.

The school-to-work provisions being developed by the department represent a fundamental shift in the way the children of New Jersey will be educated. The school-to-work provisions emphasize career education and include three phases: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade. Eleventh and twelfth grade students would be required to participate in a structured learning experience which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program. The structured learning experience would be linked to the student's career plan and would be required of every student for a minimum of one day per week or the equivalent thereof, resulting in a 20% loss of academic instructional time. The school-to-work proposal would limit students' choices too early in their lives and impose job specific skills training on the educational system at the expense of instructional time in academic subjects.

PERSONAL EXPLANATION

HON. JO ANN EMERSON

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mrs. EMERSON. Mr. Speaker, I was attending my daughter's high school graduation and missed the following recorded votes. Had I been present, I would have voted, "no" on rollcall vote 292, "no" on rollcall vote 293, "no" on rollcall vote 294, "yes" on rollcall vote 295, "yes" on rollcall vote 296, "yes" on rollcall vote 297.

PERSONAL EXPLANATION

HON. JIM DeMINT

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. DeMINT. Mr. Speaker, last week, I was detained in my district and missed rollcall votes No. 258–269. Had I been present, I would have voted "yea" on all but rollcall vote No. 267. On rollcall vote No. 267, I would have voted "nay".

PERSONAL EXPLANATION

HON. SUE WILKINS MYRICK

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mrs. MYRICK. Mr. Speaker, I was unavoidably detained during the following vote. If I had been present, I would have voted as follows:

On June 15, 2000, rollcall vote 279, on the Nethercutt amendment to keep in place the

fund limitation proposed to be loosened by the Dicks amendment which would subsequently require the Forest Service and BLM to complete a regulatory flexibility analysis as required by law for the Interior Columbia Basin Project, I would have voted yea.

POCONO LIONS CELEBRATE 50
YEARS OF SERVICE

HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. KANJORSKI. Mr. Speaker, today I pay tribute to the Pocono Lions Club in Pocono Pines, Pennsylvania. The Lions are celebrating their 50th anniversary at a dinner on June 24, and their record of service is truly deserving of honor and recognition by the House of Representatives.

In the fall of 1949, a group of Pocono-area men met at Johnny's Inn in Pocono Summit to discuss the possibility of forming a Lions Club dedicated to serving some of the needs of the community. Bill Lewis and John Desanto, who became the Pocono club's first president, were the original group leaders. Bill Lewis is the lone surviving charter member and remains very active in the Lion's activities to this day.

The Pocono Lions are a group of community-minded people who pool their talents in behalf of local, national and international needs. Their members are mostly retired businesspeople who enjoy the social aspects of the club while also returning something to the community that has been home to them and their families for many years.

Their largest fundraiser is their annual auction, held on the fourth Saturday in August, although they hold several other events throughout the year to contribute to the community. They like to say that they make money and then give it away. Some of their recent donations include \$3,500 to the Pocono Regional Police, \$5,000 in scholarships for local high school students and \$500 to the Salvation Army for its building fund.

The Pocono Lions will be inducting four new members at their 50th Anniversary Charter Night, who will be joining the current membership of about 45 in their active fulfillment of the Lions motto: "We Serve."

Mr. Speaker, I am pleased to call to the attention of the House of Representatives the fine work that the Pocono Lions do for their community, the nation and the world, and I send my best wishes on the occasion of their 50th anniversary.

INTRODUCTION OF AMERICAN
GOLD STAR PARENTS ANNUITY
ACT

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. GILMAN. Mr. Speaker, I rise today with my colleagues from New York, Representative McNULTY, and my colleagues from California, Mr. FILNER and Mr. ROHRBACHER, to introduce the American Gold Star Parents Annuity Act of 2000.

This legislation would create a new annuity of \$125 per month for all current and future Gold Star Parents. Gold Star Parents are those individuals who have lost a child, who was an active duty member of the Armed Forces, to either enemy fire in a recognized conflict or to an act of terrorism.

The annuity is for each set of parents, to be divided equally if they are not longer married, should one parent be deceased, the surviving parent would receive the full amount of the annuity. The income from this annuity will be completely tax free.

Receipt of this annuity is contingent on the parents being awarded a Gold Star, for which eligibility is determined by the Secretary of Defense. The bulk of the recipients will be members of the American Gold Star Mothers.

The American Gold Star Mothers is an organization that had its beginnings in World War I. During that conflict, a blue star was used to represent a person serving in the United States' Armed Forces. As American casualties mounted in 1917, silver stars were used to represent those who had been wounded, and Gold Stars were used for those who had died in the service of their country.

On June 4, 1928, a group of twenty-five mothers residing in the Washington, DC vicinity, met to provide plans for the founding of a national organization. The American Gold Star Mothers was officially incorporated on January 5, 1929.

Membership was initially open only to mothers who had lost a son or daughter in World War I, but was later opened to those who had lost a child in World War II, Korea, Vietnam and the Persian Gulf conflict.

These additions have parallel congressional modifications to the U.S. Code to permit the Secretary of Defense to award gold star pins to the parents of deceased veterans of those conflicts as well as those who lost children in terrorist attacks on U.S. Armed Forces.

Since its founding, the American Gold Star Mothers has played a vital role in the healing process for those who had lost a child. Through bringing together individuals that share a common tragedy, this organization has helped all of its members realize that they are not alone in their grief.

Furthermore, the Gold Star Mothers have also performed the important service of assisting veterans of the last century's military conflicts and their descendants with the presentation of claims before the Veterans' administration. They also perform thousands of hours of volunteer service in VA hospitals, offering assistance and conflict to hospitalized veterans and their families.

Mr. Speaker, our nation has always sought to look after the surviving spouse and children of a service-member who has been killed in action. Often overlooked however, are the parents of the deceased service-member. This is unfortunate since the parents are usually the two people who have had the greatest role in shaping that person, and have had the greatest impact on his or her life. Yet beyond heartfelt condolences, the parents receive very little from the Government that their child chose to patriotically serve as a member of the Armed Forces.

While nobody would claim that the Government does not have some obligation to the widowed spouse and the killed soldier's children, very few have argued on the behalf of the parents who lose their children to war.

Only those parents who relied on their child as a primary means of support currently receive any benefit when their child is killed in the line of duty.

This legislation seeks to change this reality. It offers a small annuity to any parent, mother or father, regardless of need, as a sign of appreciation for the ultimate sacrifice made by their child in the defense of freedom and liberty.

§ 1126. Gold star lapel button: eligibility and distribution

(a) A lapel button, to be known as the gold star lapel button, shall be designed, as approved by the Secretary of Defense, to identify widows, parents, and next of kin of members of the armed forces—

(1) who lost their lives during World War I, World War II, or during any subsequent period of armed hostilities in which the United States was engaged before July 1, 1958;

(2) who lost or lose their lives after June 30, 1958—

(A) while engaged in an action against an enemy of the United States;

(B) while engaged in military operations involving conflict with an opposing foreign force; or

(C) while serving with friendly foreign forces engaged in an armed conflict in which the United States is not a belligerent party against an opposing armed force; or

(3) who lost or lose their lives after March 28, 1973, as a result of—

(A) an international terrorist attack against the United States or a foreign nation friendly to the United States, recognized as such an attack by the Secretary of Defense; or

(B) military operations while serving outside the United States (including the commonwealths, territories, and possessions of the United States) as part of a peacekeeping force.

(b) Under regulations to be prescribe by the Secretary of Defense, the Secretary concerned, upon application to him, shall furnish one gold star lapel button without cost to the widow and to each parent and next of kin of a member who lost or loses his or her life under any circumstances prescribed in subsection (a).

(c) Not more than one gold star lapel button may be furnished to any one individual except that, when a gold star lapel button furnished under this section has been lost, destroyed, or rendered unfit for use without fault or neglect on the part of the person to whom it was furnished, the button may be replaced upon application and payment of an amount sufficient to cover the cost of manufacture and distribution.

(d) In this section:

(1) The term "widow" includes widower.

(2) The term "parents" includes mother, father, stepmother, stepfather, mother through adoption, father through adoption, and foster parents who stood in loco parentis.

(3) The term "next of kin" includes only children, brothers, sisters, half brothers, and half sisters.

(4) The term "children" includes stepchildren and children through adoption.

(5) The term "World War I" includes the period from April 6, 1917, to March 3, 1921.

(6) The term "World War II" includes the period from September 8, 1939, to July 25, 1947, at 12 o'clock noon.

(7) The term "military operations" includes those operations involving members of the armed forces assisting in United States Government sponsored training of military personnel of a foreign nation.

(8) The term "peacekeeping force" includes those personnel assigned to a force engaged