

Ms. PELOSI. Madam Speaker, just to clarify what the leader said about the budget resolution, if the work on the budget resolution is concluded early evening Wednesday, will there be any legislative votes on Thursday next week?

Mr. ARMEY. Again, let me thank the gentlewoman for the inquiry.

If the gentlewoman would continue to yield, it would be our anticipation, Madam Speaker, that should we complete our work on the budget Wednesday night, that we would probably complete our work for the week at that point.

Ms. PELOSI. I thank the gentleman for the information, for giving us a specific list of suspensions, in one case in any event.

ADJOURNMENT TO MONDAY, MARCH 18, 2002

Mr. ARMEY. Madam Speaker, I ask unanimous consent that when the House adjourns today, it adjourn to meet at 2 p.m. on Monday next.

The SPEAKER pro tempore (Mrs. EMERSON). Is there objection to the request of the gentleman from Texas?

There was no objection.

HOUR OF MEETING ON TUESDAY, MARCH 19, 2002

Mr. ARMEY. Madam Speaker, I ask unanimous consent that when the House adjourns on Monday, March 18, 2002, it adjourn to meet at 12:30 p.m. on Tuesday, March 19, for morning hour debates.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

DISPENSING WITH CALENDAR WEDNESDAY BUSINESS ON WEDNESDAY NEXT

Mr. ARMEY. Madam Speaker, I ask unanimous consent that the business in order under the Calendar Wednesday rule be dispensed with on Wednesday next.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

HONORING IRISH AMERICANS AND ESSAY CONTEST WINNER MICHAEL ANTHONY PECORA BE- FORE ST. PATRICK'S DAY

(Mr. FERGUSON asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. FERGUSON. Mr. Speaker, I rise today to honor all Irish Americans and to wish everyone an early happy St. Patrick's Day, which we will celebrate this weekend.

I also would like to pay tribute to Mr. Michael Anthony Pecora, the first

prize winner in the 2002 Morris County, New Jersey, St. Patrick's Day Essay Contest.

Michael is currently a ninth grade student at Delbarton School in Morristown, New Jersey, a school of which I am a proud alumnus. Entrants in this contest were asked to discuss the contributions that Irish Americans have made to the betterment of our country.

Michael wrote of the ways that Irish Americans have helped to shape our political system, our education system, and our national literature and theater and sports. He spoke of the unique prominence of women in Irish communities, and the accomplishments that many women of Irish heritage have achieved in our country.

Michael eloquently described the persistence of Irish Americans in the face of ethnic and religious prejudice, and to overcome these obstacles and to make lasting and important contributions to American society.

I commend Michael Pecora for his award-winning essay about Irish Americans, and congratulate him on his accomplishment.

Mr. Speaker, I include for the RECORD the essay by Mr. Pecora.

The document referred to is as follows:

THE CONTRIBUTIONS OF IRISH-AMERICANS TO THE DEVELOPMENT OF THE UNITED STATES (By Mike Pecora)

The many contributions of Irish-Americans to the development of the United States have enriched the true meaning of what an American citizen represents today. Although these accomplishments are numerous and varied, there are spheres of endeavor in which Americans of Irish birth or ancestry have distinguished themselves throughout our country's history. Public service, politics, and governance comprise one domain of American life in which the Irish, by their overwhelming numbers, clearly left their impact on our national life. As exemplified by the Kennedys of Massachusetts, Irish-Americans have generally come from strong, stable, and large families. But even more remarkably, we find a pattern of increasing upward mobility from one generation to the next. The key variable in this upward march has been education, particularly the education of women. During the twentieth century, the Irish have been at the forefront of the nation's public and parochial educational systems. Indeed, coming into a society dominated by Anglo-Saxon Protestants, the Irish took the lead in the creation of a distinctly American Catholicism. The collective cultural achievements of Irish-Americans, from literature and theater to sports and popular entertainment are legend. Given that some forty million Americans claimed some Irish ancestry in the 1990 census, the collective record of Irish-American achievements does not seem surprising (Meager 1999, p. 280). But to get to where they are today, Irish-American have had to surmount major obstacles, including entrenched ethnic and religious prejudice. By doing so, not only did the Irish successfully assimilate into American society; they had a major part in the making of the "melting pot" itself.

Long before the Great Potato Famine of the late 1840s, substantial numbers of Irish immigrants came to the shores of North America (Griffin 1973, p. v). By the time of the American Revolution, there were an estimated 250,000 individuals of Irish descent liv-

ing in North America, many of them laboring in the construction of the country's rapidly growing transportation infrastructure (Meager 1999, p. 280). In 1857, Irish nationalists living in the United States formed the Irish Republican Brotherhood, the forerunner of the "Fenian" movement abroad, recruiting former state militia members into their ranks. When the Civil War erupted, the nucleus of Irish regiments already been organized. During the Civil War, "Ireland provided the largest proportion of foreign born troops in the South and probably ranked equal with Germany as the source of the largest immigrant element in the Union armies" (Blessing 1980, p. 536). The vast majority of Irish-Americans in this conflict served the North, wearing sprigs of green in their caps as they marched into battle (Blessing 1980, p. 536). In the First World War and the Second, units such as the famous "fighting sixty-ninth" extended this legacy of Irish-Americans answering the call to military duty.

In the 1920s, D.W. Brogan noted that the Irish had come to constitute the "governing class" of America (cited in Meager 1999, p. 286). At this time, white Anglo-Saxon Protestants of English and Germanic ethnicity made up the "ruling class" of the United States, but it was the Irish who led the way in public service (notably, in the police and fire departments of the country's developing cities) and in the nation's political life. The 1880s and 1890s witnessed a wave of Irish majors; by 1910, Irish governors, like David Walsh of Massachusetts, Edward Dunne of Illinois, and Alfred E. Smith of New York were elected to the highest posts within their own states. Al Smith's selection as the Democratic Party's nominee for the presidency in 1928 was a milestone for both the Irish and for all Catholic Americans. Smith was defeated in this bid, but some three decades later, John F. Kennedy completed the breakthrough (Vinyard 1997, p. 468). In the 1968 presidential contest, his brother, Robert Kennedy challenged Eugene McCarthy to become the Democratic standard-bearer; only for Kennedy to be assassinated, and McCarthy to be defeated in the primaries. Nevertheless, in that same year, Irish Catholics held both positions of Speaker of the House of Representatives (John McCormack) and majority leader of the Senate (Michael Mansfield).

Given their Catholic faith, it is not surprising that Irish-Americans have generally come from large and stable families; the frequency of divorce among the Irish has been significantly lower than that of other ethnic groups (Blessing 1980, p. 541). But the success of Irish families is even more evident when we consider patterns of generational upward mobility. During the nineteenth century, Irish-born immigrants did not fare well in the industrial capitalist economy of the United States. Indeed, the "famine" Irish of the 1850 and 1860s had a "dismal record of movement up the occupational scale" (Blessing 1980, p. 531). Nevertheless, second- and third-generation Irish-Americans far exceeded the accomplishments of their parents and grandparents. By 1980, with each successive generation of Irish-Americans, we see upward leaps in years of completed schooling, occupational status, and household income (Blessing 1980, p. 542).

One especially important aspect of Irish-American support for education revolves around gender. "Irish families often gave their daughters more education than their sons; accordingly, second-generation Irish women were able to take advantage of opportunities becoming available to females" (Vinyard 1997, p. 466). Irish-American women were heavily over-represented within the ranks of public school teachers during the

Progressive Era and thereafter (Vinyard 1997, p. 466). Moreover, Irish nuns and priests have been important leaders in America's parochial school system.

In the mid-nineteenth century, the Irish established themselves as the dominant ethnic group within the American Catholic Church, and have held that status ever since (Vinyard 1997, p. 462). In 1970, for example, over 50 percent of the bishops and 34 percent of the priests of the American Catholic Church reported an Irish background (Blessing 1980, p. 542). Such outstanding individuals as Cardinal William O'Connell of Boston, Cardinal Francis Spellman of New York City, and Spellman's successor, Cardinal John O'Connor, honorably led the Catholic Church through the transition of Vatican II. The Irish, therefore, left an unforgettable imprint upon American Catholicism, creating a model for both national and religious allegiance.

"Immigrants, but more often second- and third-generation Irish, helped to create a new American urban culture that emerged in the late nineteenth and early twentieth centuries" (Meager 1999, p. 288). Irish Americans were highly visible in the theater during this period. Playwrights like Eugene O'Neill, and novelists like James T. Farrell, Edwin O'Connor, and, in the 1920s, F. Scott Fitzgerald, made world-class achievements in American literature. At the same time, the Irish excelled in sports: John L. Sullivan in boxing and such individuals as Connie Mack, John McGraw, and Charles Comiskey help to transform baseball into America's pastime.

It is only been in the second half of the twentieth century that the scope, and depth of Irish contributions to America has been given its full recognition. In January 1897, when the founders of the Irish American Historical Society issued that organization's founding statement, they lamented that their countrymen had received "but scant recognition" from U.S. historians and attributed this neglect to "carelessness, ignorance, indifference or design" (American Irish History Society, in Griffin, 1973, p. 121). Despite their English-language advantage, the Irish were subjected to both ethnic and religious prejudice. This anti-Irish bias unfolded in waves, increasing during the immigration period of the 1840s, the Progressive Era at the turn of the century, and into the 1920s with the revival of the anti-Catholic Ku Klux Klan. As historian Patrick Blessing has put it: "The Irish were the first major immigrant group to threaten the stability of American society. Out of their interaction with the host society, came a more diverse and tolerant America" (Blessing 1980, p. 545). Despite decades of bigotry and repression, the Irish assimilated into the American "melting pot". Indeed, not only did they serve as a model for other immigrant groups, in the process of becoming full-fledged Americans, they altered, enlarged, and enriched the very definition of an "American."

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SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Virginia (Mrs. JO ANN DAVIS) is recognized for 5 minutes.

(Mrs. JO ANN DAVIS of Virginia addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Maryland (Mr. HOYER) is recognized for 5 minutes.

(Mr. HOYER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mr. JONES) is recognized for 5 minutes.

(Mr. JONES of North Carolina addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. HUNTER) is recognized for 5 minutes.

(Mr. HUNTER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Ohio (Ms. KAPTUR) is recognized for 5 minutes.

(Ms. KAPTUR addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

RESTRUCTURING THE IMMIGRATION AND NATURALIZATION SERVICE

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Pennsylvania (Mr. GEKAS) is recognized for 5 minutes.

Mr. GEKAS. Madam Speaker, I say to the Speaker and to the Members that the ghost of Mohamad Atta has attacked our Nation. Following the real Mohamad Atta and his crash into the World Trade Center, his ghost, like ashes left at Ground Zero, has arisen and entered the public consciousness again.

This time, as everyone knows by now, we learned from the aviation school in Florida that the visa for

Mohamad Atta has been approved, 6 months to the day after the real Mohamad Atta crashed into our Twin Towers.

This, of course, is unacceptable, and the President of the United States has said so, and the President immediately took action to start the investigation into the matters that led to this unseemly development in the school in Florida.

But it brings to mind that the President of the United States, as candidate George W. Bush in the Year 2000, noted that his observation of the Immigration and Naturalization Service was such that it could not go on in the structure that was extant at that time, that we must separate the law enforcement segment of INS from that of the process of visas and naturalization and citizenship.

This is a theme which members of the Committee on the Judiciary took to heart, and we have introduced legislation and worked on legislation for bifurcation of the INS so that we can home in on student visas, like the kind that Mohamad Atta abused, so we can home in on those who overstay their visas, like the Mohamad Attas of the world, so that we can keep track of the attendance of students in our country and note the end of their scholarship at a particular institution and then take steps, when necessary, to make sure they leave the country at the expiration of the visas.

All those are problems that are anticipated to be solved when we proceed with the bifurcation, the new structure, of the Immigration and Naturalization Service.

One giant step that we have already taken to get to the bottom of this is that I have instructed our Subcommittee on Immigration and Naturalization to formulate a hearing on this very same subject, and next week, or as soon as possible, we are going to look into how this incident occurred. We are going to determine from the INS internal workings how this large hole in the process appeared, and we are going to take steps to cover that hole forever, probably with a new structure that we anticipate under the legislation that we have in front of us.

The important thing to recognize here is that we know, and we knew before September 11, and so did Candidate Bush know in the Year 2000, that we must do something about the INS. It had grown, in agonizing detail, uncomfortable in so many respects, not only to the people who are subject to its process, who had to wait such long periods of time for validation of their particular applications, but also on the question of border control and the large question of illegal aliens and how many of them should be deported on the spot. All these are problems that we anticipate will be alleviated, if not removed entirely, by the new structure that we envision.

Now, to his credit, the President, together with the Attorney General, has