

SOUDER and former Superintendent of Ft. Clatsop Memorial, Don Striker.

TRIBUTE TO MR. GARY GRASMICK
FOR HIS SERVICE TO THE HOUSE

HON. ROBERT W. NEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Mr. NEY. Mr. Speaker, on the occasion of his retirement on August 2, 2004, we rise to thank Mr. Gary Grasmick for outstanding service to the U.S. House of Representatives. For the past 29 years Gary has served this great institution as a valuable employee at House Information Resources, HIR, within the Office of the Chief Administrative Officer.

Throughout his career with HIR, Gary has held many positions of increasing responsibility. He began his career at the House on June 16, 1975 as a Production Control Specialist in the HIR data center. For many years Gary's technical, analytical, communication, and financial skills served him well in his efficient management of information technology budgets and contracts. He performed extensive amounts of research and analysis of vendors' hardware and software offerings to acquire the most cost effective and functional products for the House. Gary has also been responsible for configuration management of data center hardware and software and served on several HIR task forces. Since 1998, Gary has been a member of HIR's Immediate Office as the Resources Manager where all his years of experience have been invaluable in serving senior management. As Resources Manager, Gary also oversaw the HIR financial management and procurement processes to ensure compliance with House guidelines and the responsible execution of appropriated funds. Gary was also the recipient of the HIR Quality Award, an in-house award given to outstanding employees for service beyond their assigned duties. His peers and co-workers will miss Gary's professionalism and friendly manner.

On behalf of the entire House community, we extend congratulations to Gary for his many years of dedication and outstanding contributions to the U.S. House of Representatives. We wish Gary many wonderful years in fulfilling his retirement dreams.

IN MEMORIAM—SPECIALIST CRAIG
STUART FRANK

HON. CAROLYN C. KILPATRICK

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Ms. KILPATRICK. Mr. Speaker, it is with great sorrow that I take this floor to pay tribute to one of Michigan's fallen sons, Army Specialist Craig Stuart Frank. Spc. Frank was a military police officer assigned to the 1775th Military Police Company out of Taylor, Michigan and deployed in Iraq.

Spc. Frank was on assignment guarding a truck convoy mission from Kuwait to a location north of Baghdad when he and his comrades came under a rocket propelled grenade attack. It was on this mission that he gave his last full measure of devotion.

Long before his deployment to Iraq, Spc. Frank was a hero to his family, Timothy and Linda Frank, and his friends of Lincoln Park, Michigan. He joined the military to first serve his country, but also to take advantage of the benefits to pay off his school loans. His father said that, "he didn't want to burden us with the payments." Craig was studying education at Eastern Michigan University and his goal was to become a history teacher. He also showed an interest in becoming a firefighter.

Craig was apparently an avid reader. He brought with him to Iraq 15 books when he was shipped out. His bookishness was a cause for much teasing from his fellow guardsmen of the 1775th.

Spc. Frank's service in the Michigan National Guard and the way he conducted himself in uniform and in battle teaches us a lot about courage. Serving his country was a great source of pride to Craig, and he died on duty in the field of battle.

My thoughts, prayers and tears are with the Frank family and the lady of Craig's affection, Ms. Connie Walker. Craig answered the call to duty and served his country and the State of Michigan with valor. The Army has a tradition of "No man left behind." In that tradition, the story and memory of Spc. Frank will not be left behind. They continue to live on in the thoughts and stories of families and friends.

To the Frank family, I wish to borrow from Abraham Lincoln's letter to Mrs. Bixby: "I pray that our heavenly Father may assuage the anguish of your bereavement, and leave you on the cherished memory of the loved, lost and solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom."

On behalf of a grateful nation, please accept our gratitude and deepest sorrow for your sacrifice.

PAYING TRIBUTE TO BREANN
BLACKMAN

HON. SCOTT McINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Mr. McINNIS. Mr. Speaker, I rise today to pay tribute to a smart, happy, and beautiful seven-year old, Breann Blackman, who brightens the lives of her family and her Grand Junction, Colorado community. Despite the many challenges she has faced she maintains a healthy and happy attitude towards life. I am proud to join my colleagues here today before this body of Congress and this nation in recognizing her tremendous caring and fun-loving nature in the face of great adversity.

When Breann was three-months old she was diagnosed with infantile scoliosis. The disease produces a severe twisting of the spine, which causes her to spend twenty-three hours of the day in a brace that encases her torso from the hips up to her armpits and has an attachment for neck and head support. The brace comes off for half an hour stretching exercises at recess and half an hour to take a bath. She attends swim therapy at St. Mary's Life Center and does breathing exercises four times a day with a Bi-pap breathing machine. In addition to these daily aspects of her life, she and her brother Jordan experienced the loss of both their mother and father to tragic

circumstances and now live under the custody of their grandparents Lillian and Gene.

Mr. Speaker, Breann Blackman has surpassed many obstacles in her life, and I am honored to recognize her strength and vitality before this body and this nation today. Thank you Breann for improving the lives of the people around you, and I wish you all the best in your future endeavors.

TRIBUTE TO JUANITA PHILLIPS

HON. KAREN MCCARTHY

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Ms. MCCARTHY of Missouri. Mr. Speaker, I rise today to pay tribute to the late Juanita R. Phillips, a retired St. Louis Public School educator and the aunt of my colleague and dear friend, Congresswoman DIANE WATSON. Ms. Phillips died of natural causes on July 1, 2004, less than three months shy of celebrating her 100th birthday. Born in Chicago, Illinois, on September 26, 1904, she experienced many highs and lows of this great country's history, witnessing historic events from both World Wars and the Great Depression to landing astronauts on the Moon. She attended the Clinton, Iowa Public Schools, graduated from the University of California-Los Angeles in 1927 and earned a master's degree in English from Ohio State University. She was a pioneer and a model for women of her day and today.

Ms. Phillips pursued a rewarding career teaching English at historically black institutions such as Florida A&M College in Tallahassee, Florida and the Hampton Institute in Hampton, Virginia, before moving to St. Louis, Missouri in 1943 with her husband, Dr. A.C. Phillips. Ms. Phillips followed her love for teaching English to Soldan High School in the St. Louis Public School system, from which she retired in 1972, and subsequently served as a tutor.

In her years as an educator Ms. Phillips touched many lives. One of those lives is that of her niece, my dear friend and colleague, Congresswoman DIANE WATSON. DIANE has followed in the footsteps of her Aunt Juanita by devoting her life to community service, first as a teacher and school board member, and then as a California State Senator and later as U.S. Ambassador to the Federated States of Micronesia. DIANE has been a role model to other women just as Aunt Juanita was for her.

Juanita Phillips was truly an exemplary American. She overcame obstacles of racism and hatred to ensure a better life for her family and future generations. The challenges she faced as an African American educator through the years of segregation in our country were difficult to overcome, but Juanita didn't give up. She was undaunted by her commitment to making her world a better place, and she succeeded in doing so for all of us.

Mr. Speaker, please join me in celebrating the life of a woman who dedicated her life to education and to making sure future generations could realize their dreams. There are lessons to be learned from someone who gave so much to so many. Let us all join in giving gratitude for this philanthropic, civic minded and loving individual, Juanita Rabouin Phillips, and to her niece, Representative DIANE WATSON, who carries on the legacy by her service in the Congress.

TRIBUTE TO JUDGE MICHAEL M.
MIHM

HON. RAY LaHOOD

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Mr. LAHOOD. Mr. Speaker, I rise today to congratulate Judge Michael M. Mihm on receiving the USAID Outstanding Citizen Achievement Award. The award recognizes volunteerism in overseas development context. In January 1994, Judge Mihm was appointed the first chairperson of the Committee on International Judicial Relations by Chief Justice William Rehnquist. In 2000, he was approached by the Librarian of Congress, Dr. James Billington, to help design an expanded rule of law component for the Library of Congress' Open World Leadership Center. Judge Mihm has hosted three Open World delegations at his home. He continues to serve as the Russian liaison for the Committee on International Judicial Relations to the Open World Partnership. Judge Mihm also provides voluntary counsel to Open World and USAID's Russian American Judicial Partnership.

Judge Mihm has dedicated several years of his time to the Committee on International Judicial Relations and the Open World program. I am happy to recognize him for his work and dedication to these programs.

HONORING STUDENTS AROUND
NEW YORK CITY WHO PARTICI-
PATED IN THE CONSTITUTION
EDUCATION AND ENGAGEMENT
PROJECT

HON. ANTHONY D. WEINER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 21, 2004

Mr. WEINER. Mr. Speaker, I rise to pay tribute to the over 100 students from around New York City who participated this year in the Constitution Education Engagement Project. The CEEP program, of which Carl Bonomo is the founder and Dorothy McCloskey is the director, takes secondary school students from around New York City and asks them to have hearings, discussions and debates and arrive at a piece of legislation for this Congress to consider.

This year, the winner was from Wadleigh Secondary School. Karen Watts, Wadleigh's principal, led a group of students that represents the City's best and brightest: Vanessa Reyes, Aaron Gardner, Evelin Valladared, and Victoria Bunn. In addition, I want to mention individuals who deserve special commendation at two other schools that participated in CEEP: principal Joseph Zaza at the Leon M. Goldstein School and Susan Getting and Maureen Longeran at the Townsend Harris School.

The legislation that the Wadleigh team has come up with addresses problems that affect over 41 States in the United States, and that is the inequity between funding among different school districts. In New York State alone, \$17,000 is spent per student in one district compared to \$6,000 per student in others.

Since 1973, 45 different States have had to address the inequities in school funding. The

students at the Wadleigh Secondary School deserve our thanks for their efforts to address the problems we have in our country through the legislative process.

I hope this House joins in paying tribute to their successes.

EQUAL EDUCATIONAL OPPORTUNITY ACT
(EEOA)

To provide equal access to quality education to all United States Citizens and Residents

SECTION 1. SHORT TITLE AND TABLE OF
CONTENTS

(a) This Act may be cited as EEOA of 2004
(b) Table of Contents. The table of contents for this act is as follows:

Sec. 1. Short Title and table of contents

Sec. 2. Abstract

Sec. 3. The EEOA

Title 1. Quality Education—Requirement to provide quality education to all citizens and residents.

Sec. 101. Definition of Quality Education

Sec. 102. Establishing a Uniform Standard

Title II. Funding—Establish permanent funding source that will allow goals of act to be met.

Sec. 201. Establishing special fund for act

Sec. 202. Increasing education expenditures on an adjusted per student basis

SECTION 2. ABSTRACT

We live in a time when only the educated are free. As we become more technologically advanced and information plays more of a critical role, only those individuals who have had a sound education will be able to compete and succeed in the global marketplace. This need for a quality education is most critical for those people who are on the lowest social and economic levels of our society. Now more than ever all must have access to a good education in order to have a fair chance in life. Sadly, those who are most in need of quality education have the least amount of access to it.

The 14th Amendment to the United States Constitution provides that every citizen will have equal protection of the law, but a Supreme Court decision in the case of Plessy v. Ferguson (1896) almost erased the protections provided by this amendment. The Plessy decision created the system of separate but equal and allowed for the legal separation of people based upon nothing but the color of their skin. This ruling allowed for the establishment of separate school facilities for white people and people of color. These facilities were anything but equal. Schools that served students of color were inferior in many important aspects. The physical conditions of the schools were poor, books and other materials were in poor condition, outdated or not available at all. The teachers were paid less than their white counterparts. The landmark ruling in the Supreme Court case of Brown v. the Board of Education (1954) ended the practice of legal segregation in public schools and struck down the Jim Crow laws that forced second-class citizenship on people of color. Despite this, American society in many ways remains as segregated as it was before 1954. Nowhere is this segregation more evident than in our public schools. Even though great people such as Charles Hamilton Houston the architect of the argument for the Brown case, Supreme Court Justice Thurgood Marshall, and Dr. Martin Luther King Jr., dedicated their lives to ensure that there would be equal educational opportunities for all Americans, we have yet to see this become a reality.

Recent studies show that the country's largest inner city school districts remain dramatically divided along lines of race and

economic class. These studies find that the poorest school districts have a population that consists mostly of minority students while white students make up the majority of the wealthy districts. The difference in the funding received by school districts is also very surprising. In New York State alone, \$17,000 is spent per student in the wealthiest districts while only \$6000 per student is spent in the poorest districts. This stark difference led to the creation of the Campaign for fiscal Equity (CFE), a group of parents, businessmen and politicians who sued the state of New York to get more funding for the poorer school districts. After a long battle that lasted for several years, the New York State Courts ruled that the state must provide equal funding to those poor school districts. But New York is not the only state where we see this type of inequality—41 out of 50 states in the country have a similar situation.

Unequal funding has had a direct impact on the academic achievement of under funded schools and students. Students who attend schools located in districts that receive less funding also have lower scores on standardized tests and are more likely to be below grade level in reading and math. Students from these under-funded schools are also more likely to drop out of school and fewer students from these attend and graduate from college.

Recently, the federal government has tried to address the problem by the passing the No Child Left Behind Act (NCLB). NCLB requires all school districts to achieve minimum academic standards as measured by standardized tests. Those states whose school districts do not meet these standards would lose some of their federal funds. The NCLB Act has been criticized because it does not provide the funding that schools would need to meet the standards set by the law. In fact, those school districts whose students are the most in need of additional funding would likely be the first ones to lose funding if their students, who also have the greatest academic deficits, do not achieve satisfactory scores. Many parts are NCLB are good and should be expanded, but a couple of the things that the law does not do is provide funding that is substantial enough to achieve it's goals, and it does not require that states provide equal funding. It is the goal of the EEOA to address the problems that NCLB does not.

SECTION 3. THE EQUAL EDUCATIONAL
OPPORTUNITY ACT

Title I.—Quality Education For All Citizens and Residents. The federal government will be required to ensure that every child within the borders of the United States is provided with the opportunity to receive a "quality educational experience."

Sec. 101. Definition of "Quality Education"—For the purposes of this Act, a "quality education" will be defined as: (1) An education that provides each student the opportunity to develop the skills that are necessary to become a productive member of their local, national and global communities. (2) Developing the skills and knowledge necessary to effectively participate in the global marketplace. (3) Adequate physical facilities to meet the demands of the uniform distribution of funds. (4) Well-trained certified teachers who are paid at a competitive rate. (5) Providing a variety of learning experiences that include opportunities for extracurricular interests and social development.

Sec. 102. Establishing a Uniform Standard—To ensure that each child receives a quality education this act shall establish a framework for the equitable distribution of funding to create the programs and curriculum necessary to meet the goals of a