

Security Department's FY06 authorization bill, ALPA supported my amendment.

While last year's appropriations bill for the Department and the 9/11 reform implementation act included funding for cargo screening R&D, additional cargo inspectors, and related provisions, these measures do not go far enough.

TSA currently handles the screening of cargo carried on passenger planes by using a process it calls the "Known Shipper Program." The Known Shipper Program requires only paperwork to be filed, but no screening to be done. Mail and packages weighing less than 16 ounces are not even subject to the paperwork check—they are loaded straight onto the plane without even a perfunctory paper check! When it comes to freight on all-cargo carriers, inspection is the exception, not the rule—only a tiny portion is physically inspected before loading onboard. TSA now requires air carriers to conduct random inspections of cargo that are randomly verified by TSA—but this still results in almost none of the cargo on passenger planes being physically inspected for explosives or other dangerous materials. TSA is unable to inform us of how many cargo inspections are performed by the air carriers because the air carriers do not have to report to TSA the number of cargo inspections they conduct.

Some have argued that the technology to screen 100 percent of cargo is not available. But there are numerous companies that are currently selling technology that is being used to screen cargo, including American Science and Engineering; L3 Security and Detection Systems; and Raytheon CargoScreen. Some have argued that 100 percent screening is not technically feasible. But countries including Israel, the United Kingdom, and the Netherlands routinely screen cargo. Moreover, Logan Airport in Massachusetts, which has been conducting a cargo screening pilot program, reported in February that "100 percent of all air cargo on all types of aircraft is technically possible." According to Massport, which is responsible for the operation of Logan Airport, a federal mandate to screen 100 percent of cargo and a funding mechanism to distribute cost among the major players involved are required. The Air Cargo Security Act provides this mandate and authorizes the appropriations needed to accomplish it.

Some have argued that the Known Shipper Program is enough to assure the security of cargo. The Known Shipper Program is dangerously flawed and easily exploited. TSA has admitted that it has not audited most of the so-called known shippers in its database, and packages weighing less than 16 ounces are not even subject to the Known Shipper Program, even though the bomb that brought down Pan-Am Flight 103 contained less than 16 ounces of explosive!

I urge my colleagues to support the Air Cargo Security Act and close a dangerous loophole that puts our Nation at risk.

CELEBRATING ASIAN PACIFIC
AMERICAN HERITAGE MONTH

HON. JIM McDERMOTT

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 3, 2005

Mr. McDERMOTT. Mr. Speaker, I rise to honor the contributions made by Asian Pacific

Americans. May is Asian Pacific American Heritage Month and a time when every American should acknowledge the important role of Asian Pacific Americans in building our great nation.

The 7th Congressional District in Washington State, which I represent, is home to more than 78,000 Asian Americans, the largest minority group in the district comprising over 13% of the population. Today, Seattle is home to a rich and ethnically diverse cultural weave of Japanese, Asian Indian, Korean, Chinese, Filipino, Cambodian, Laotian, Hmong, Vietnamese, Pacific Islanders and other Asian Americans.

The 1880 U.S. Census records the first resident of Japanese descent in the state of Washington. Over the next 150 years, Asian Americans contributed to our state and nation in many ways. In 1963, Wing Luke became the first Chinese American elected to the Seattle City Council, and today a museum is named in his honor. There were other triumphs: Ruby Chow was the first Chinese American woman elected locally and Gary Locke was the first Chinese American elected Governor. Many Asian Americans serve today in the Washington State Legislature, other local elected offices, key leadership roles in civic organizations, business and industry.

Asian American role models come from all walks of life. Like other ethnic populations, Asian Americans had to persevere against prejudice, racial injustice and discrimination. When they immigrated, they worked in the mines and Alaskan canneries, logged the forests, were the first non-Native fishermen, and farmed the land. Up until World War II, Japanese Americans supplied nearly three-quarters of western Washington's fruits and vegetables.

The war marked a turning point. Internment camps, including one near Seattle, were a stain on America's conscience and it took four decades before we acknowledged the mistake, and the suffering inflicted on thousands of innocent Asian Americans. We learned a lot during World War II, about the courage and patriotism of Asian Americans, and about our own shortcomings in letting fear overtake reason at a time of world conflict. In a small but important way, naming a federal courthouse in Seattle after William Nakamura, a Japanese American Medal of Honor winner, was a statement about America being stronger because of Asian Americans.

In Seattle, we proudly celebrate Asian Pacific American culture and heritage, from the Vietnamese Tet in Seattle Lunar New Year celebration to other local cultural festivals. We also honor Asian Pacific Americans by preserving the ethnic heritage of our citizens. Places like the Wing Luke Asian Museum, the Seattle Asian Art Museum, the Filipino American National Historical Society, and Densho: The Japanese American Legacy Project keep us in touch with the roots of our neighbors. These wonderful resources proudly recall the past and proudly inspire the future.

By celebrating Asian Pacific American Heritage Month, we honor the spirit of America as a nation of immigrants. By honoring Asian Pacific Americans, we honor Americans from every ethnic background. This celebration reminds us that America is a melting pot where we retain our ethnic heritage even as we assimilate the American experience. It is what makes America strong. It is what makes America the destination for people willing to

risk their lives floating in rafts in the ocean to reach this great land. Celebrate Asian Pacific American Heritage Month.

IN RECOGNITION OF THE GREAT
EDUCATOR, HUMANITARIAN, AND
CIVIL RIGHTS ACTIVIST, DR.
KENNETH B. CLARK

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 3, 2005

Mr. RANGEL. Mr. Speaker, I rise today to honor an outstanding American whose tireless work helped end segregation, raised the educational expectations of generations of New Yorkers, and advanced the idea of a truly integrated society. My dear friend, Dr. Kenneth B. Clark died on May 1, 2005 and he will be missed by all who knew him. I extend my condolences to his family and I know I am joined by thousands of New Yorkers, as well as those throughout the Nation, who benefited from his work to end the injustice of legally imposed racial segregation and to create a society where all could have an equal opportunity to succeed.

Kenneth B. Clark was a brilliant scholar and teacher who influenced a generation of social scientists by his work and his example as a teacher at the City College of New York. He was also, and at heart perhaps he was even more so, an activist who sought to bring about the social change required to attain equality of opportunity for African-Americans in our society. He inspired the vision of Dr. Martin Luther King, Jr. and those who led the great Civil Rights Movement toward a society in which people would be judged, as Dr. King put it "by the content of their character and not the color of their skin."

Dr. Clark was committed to the achievement of an integrated society in America that would remove the barriers to full participation by blacks, but would also make whites more aware of the benefits to be derived from participation by all based upon talent.

Dr. Clark had an impressive career of working for civil rights and education. His research in the 1950s established the inherent problems of segregated system and alerted the Supreme Court and the Nation to the negative effects of segregation on African-American youth. As a member of the New York State Board of Regents for twenty years, he continually advised elected officials on ways to transform and improve their school systems. He was a passionate advocate for children and did not spare those who failed them.

Dr. Clark was an exemplary American who worked to improve the life of all persons in America. I knew him as an exceptional individual and a trusted friend. The attached obituary from the New York Times (May 2, 2005) highlights the life story and accomplishments of Dr. Clark.

KENNETH CLARK, WHO HELPED END
SEGREGATION, DIES

NEW YORK, NY—Kenneth B. Clark, the psychologist and educator whose 1950 report showing the destructive effect of school segregation influenced the United States Supreme Court to hold school segregation to be unconstitutional, died yesterday at his home in Hastings-on-Hudson, N.Y. He was 90.

His death was reported by daughter, Kate C. Harris.

Dr. Clark was a leader in the civil rights movement that developed after World War II. He was the first black to earn a doctorate from Columbia University, the first to become a tenured instructor in the City College system of New York, and, in 1966, the first black elected to the New York State Board of Regents.

He wrote several influential books and articles and used his considerable prestige in academic and professional circles and as a participant on many government bodies and Congressional committees to advance the cause of integration. He battled white supremacists and black separatists alike because he believed that a "racist system inevitably destroys and damages human beings; it brutalizes and dehumanizes them, black and white alike."

It was his research with black schoolchildren that became a pillar of *Brown v. Board of Education*, the 1954 Supreme Court decision that toppled the "separate but equal" doctrine of racial segregation that prevailed in 21 states."

While for decades Dr. Clark was one of the great national authorities on integration, his effect was particularly profound in New York City and New York State. Mayors and governors consulted him, and he expressed firm views about virtually every delicate racial matter from school busing to housing discrimination.

He was often fearless and blunt about his views, and willing to change them when the empirical evidence led him to believe that his original sentiments were wrong. An early champion of a sweeping reorganization of New York City schools that gave greater control to community school boards, Dr. Clark later commented that "the schools are no better and no worse than they were a decade ago."

"In terms of the basic objective," he said, "decentralization did not make a damn bit of difference."

Dr. Clark, who grew up in New York, gained firsthand knowledge of the effects of legally entrenched segregation in an extended visit, in the 1950's, to Clarendon County in central South Carolina. Its school system had three times as many blacks as whites, but white students received more than 60 percent of the funds earmarked for education.

Dr. Clark administered a test, which he had devised years earlier, to 16 of those black children, who were ages 6 to 9. He showed them a black doll and a white doll and asked them what they thought of each. Eleven of them said that the black doll looked "bad," and nine of them thought that the white doll looked "nice." Seven of the 16 told Dr. Clark that they actually saw themselves as being closest to the white doll in appearance when asked, "Now show me the doll that's most like you."

"These children saw themselves as inferior, and they accepted the inferiority as part of reality," Dr. Clark said.

Dr. Clark's testing in Clarendon County was used by Thurgood Marshall and the NAACP Legal Defense and Educational Fund in its challenge to the constitutionality of the separate-but-equal doctrine because it showed actual damage to children who were segregated and a violation of equal protection under the Fourteenth Amendment.

On May 17, 1954, the Supreme Court under Chief Justice Earl Warren announced its decision in *Brown v. Board of Education*, and Marshall, who had argued the case before the court, called Dr. Clark with the news. Dr. Clark recalled that Marshall told him that "Justice Warren had specifically mentioned the psychological testimony as key."

Dr. Clark added: "I confidently expected the segregation problem would be solved by 1960. That shows how naive I was."

AN UNWAVERING INSISTENCE

To the end, Dr. Clark remained committed to integration, although he grew more pessimistic. For this, in part, he blamed neoconservative whites who, he thought, had betrayed the civil rights struggle; those blacks who thought they could succeed in isolation from whites; politicians of both races who made empty promises; and defeatists who came to think that integration and real racial harmony were "too difficult to achieve."

Renowned for the power of his oratory and writing over a career that spanned more than 50 years, Dr. Clark was uncompromising in his insistence that blacks be given equal rights and that even in the face of violence at the hands of racists, they must "adopt a courageous, calm and confident position."

Besides Ms. Harris, of Lausanne, Switzerland, and Osprey, Fla., he is survived by his son, Hilton B. Clark of Manhattan, three grandchildren and five great-grandchildren. Dr. Clark's wife died in 1983.

Kenneth Bancroft Clark was born in the Panama Canal Zone on July 14, 1914, the son of Arthur Bancroft Clark and Miriam Hanson Clark. His parents did not get along. Mrs. Clark yearned to return to the United States. Mr. Clark, a passenger agent with the United Fruit Company in Latin America, felt he wanted to stay where he was in order to earn a living. When Kenneth was only 5, his mother decided to leave her husband. She took Kenneth and his younger sister, Beulah, to New York City, where Mrs. Clark took a job as a seamstress in a sweatshop, struggling to pay the rent on a tenement apartment in Harlem. Later, she helped organize a union where she worked and became a shop steward for the International Ladies Garment Workers Union. Mrs. Clark and Kenneth had a strong bond and years later, he would recall that she "somehow communicated to me the excitement of people doing things together to help themselves."

In 1920, Kenneth entered Public School 5 in Harlem and soon thereafter switched to P.S. 139, which later also educated James Baldwin. At first, the student body reflected the fact that Harlem contained substantial populations of Irish and Italians. By the time Kenneth Clark reached the ninth grade, however, Harlem was changing and most of the students around him were black. At school, he was told to learn a trade and prepare for vocational training. Miriam Clark would have none of that. She walked into school one day, told the counselor what she thought of vocational schools and made it clear that as far as she was concerned, her son was better than that. Kenneth thus went to George Washington High School in Upper Manhattan.

He was admitted to Howard University, where he studied political science with Dr. Ralph Bunche and where he came to admire Bertrand Russell and Albert Einstein. He earned his bachelor's degree in 1935 and returned to Howard the next year for his master's degree in psychology. He also taught at Howard for a time, but soon departed for New York, where he pursued doctoral studies at Columbia University, receiving his Ph.D. in experimental psychology in 1940.

From 1939 to 1941 he took part in the classic study of the American Negro that was organized by Gunnar Myrdal, the Swedish economist. The study, which documented the inequalities that obtained among American whites and blacks, would be required reading in colleges and universities for years.

In 1942, Dr. Clark served for a time in the Office of War Information, for which he traveled about the United States in order to assess morale among blacks. He returned to

New York late in the year and joined the faculty of City College.

Mamie Phipps Clark, whom he had married in 1938, also earned a doctorate in psychology from Columbia and in 1946 joined him in founding the Northside Center for Child Development, which treated children with personality disorders. At first, its services were offered only to blacks but in 1949, it became available to whites, too. That year, Dr. Clark was promoted to assistant professor of psychology at City College.

His interest in black children's perceptions of themselves went back to 1939 and 1940, when he and his wife conducted tests with dolls in New York and Washington. In those days, Washington had a segregated school system, and the tests showed that black children in Washington had lower self-esteem than their peers in New York City.

On another occasion, Dr. Clark was in rural Arkansas and when he asked one black child which doll was most like him, the little boy smiled and pointed to the brown doll and replied: "That's a nigger. I'm a nigger." Dr. Clark said he found that "as disturbing, or more disturbing, than the children in Massachusetts who would refuse to answer the question or who would cry and run out of the room."

Taken as a whole, Dr. Clark said, the results repeatedly confirmed that American society in the segregated South was telling blacks that they were "inferior to other groups of human beings in the society."

Throughout the 1950's and 1960's, Dr. Clark was most active in New York City. In 1954 he had assailed the city school system with permitting de facto segregation, pointing out that because of this, especially in places like Harlem, "children not only feel inferior but are inferior in academic achievement." After an investigation supported his charges, he was named to lead a Board of Education commission to see to the integration of city schools and to push for smaller classes, an enriched curriculum and better facilities in the city's slum schools.

During this period he also served as a visiting professor both at Columbia and at the University of California, Berkeley. He became a full tenured professor in the city university system in 1960 and in 1961 won the Spingarn Medal of the National Association for the Advancement of Colored People for his contributions to promoting better race relations.

A FIGHT FOR HARLEM

In 1962, Dr. Clark organized Harlem Youth Opportunities Unlimited, or Haryou, in an effort to recruit educational experts to reorganize Harlem schools, provide for preschool programs and after-school remedial education and reduce unemployment among blacks who had dropped out of school. Two years later, a committee headed by Attorney General Robert F. Kennedy endorsed Haryou's work, and as a result, President Lyndon B. Johnson's administration earmarked \$110 million to finance the program.

But the program was placed under the administration of a joint organization formed by the merger of Haryou and Associated Community Teams, a pet project of Adam Clayton Powell Jr., the Harlem Congressman and minister. Mr. Powell and Dr. Clark, who served as acting chairman of Haryou-Act, clashed over the selection of an executive director. Mr. Powell charged that Dr. Clark stood to profit personally from control of the program. Dr. Clark denied this and said that Mr. Powell saw the Haryou-Act program mostly in terms of the political power it gave him.

The struggle between the two was long and heated, and journalists reported that the two grew to despise each other, something that Dr. Clark denied.

"I liked him," Dr. Clark said of Mr. Powell. "Adam was one of the most honest, corrupt human beings I have ever met. One of the reasons I liked Adam is that he had so few illusions."

Dr. Clark quoted Mr. Powell as telling him, in the middle of the controversy, "Ah, Kenneth, stop being a child. If you come along with me, we can split a million bucks." Dr. Clark explained that what Mr. Powell didn't understand was: "I didn't want any million dollars. What the hell was I going to do with a million dollars?"

In 1950, Dr. Clark became convinced he should move his family from New York City to Westchester County. He wanted to leave Harlem because he and his wife could not bear to send their children to the public schools that he was trying so hard to improve but were failing anyhow. "My children have only one life," he said.

At the same time, he decided that perhaps the way to hasten the improvement of city schools was to decentralize them. But after the schools were decentralized, they continued their decline. Dr. Clark came to think of the decentralization experiment as a "disaster," failing to achieve any of the educational objectives he had sought.

By the 1970's, after the assassinations of the Rev. Dr. Martin Luther King Jr. and John and Robert Kennedy, and the difficulty in achieving integration in the North, many blacks were growing more wary of whites, more doubtful about overcoming prejudice and achieving racial equality. Dr. Clark was discouraged too, but he remained a firm advocate of the integration of American society. His colleagues described him as "an incorrigible integrationist," convinced of the rightness of the civil rights struggle and certain that the nation could not and should not go back.

In 1973, with a backlash to integration mounting, Dr. Clark said in an interview in *The New York Times Magazine* that "one of the things that disturbs me most is the sophisticated form of intellectual white backlash," citing the writings of Daniel Patrick Moynihan, among others. "In their ivory towers, they have lost all empathy with low-income people and black people. They are seeking to repudiate their own past liberal positions, fighting against their own heritage at the expense of the poor."

Dr. Clark said he neither admired nor respected such intellectuals and said he was "breaking all ties with them." A registered Democrat, Dr. Clark went out of his way in 1976 to support the incumbent United States senator, James L. Buckley, a conservative Republican, in his unsuccessful race against Mr. Moynihan, the Democratic candidate.

Dr. Clark's candor was evenhanded. Late in life, he said he had not been heartened by the ascendancy of blacks in public life because it had not translated into a fundamental change in the condition of ordinary black people. He said he thought white Americans admired accomplished blacks like Colin Powell as long as there were not "too many of them" and they did not threaten white hegemony in American society.

He remained active and vocal. In the 1980's, he expressed anger over assertions that blacks were the cause of their own problems. In 1986, he called on the New York State Board of Regents to supersede the authority of local school boards if they chronically reported low test scores. He also spoke out on deteriorating relations between blacks and Jews, asserting that the dialogue had been too much about anti-Semitism among blacks and not enough about anti-black sentiment among the Jews.

He irritated separatists when he quit the board of Antioch College after it agreed to black demands for the establishment of a

dormitory and study program that excluded whites. And some blacks in Washington became upset with Dr. Clark, whom they had hired to evaluate their black-run school system, when he concluded that it wasn't very good and that what students needed was better teachers and tougher basic courses. He also suggested that whatever argot black children spoke in the streets, they ought to be required to use standard American English in school.

Dr. Clark was something of a legend in the City University system. And he was quick to say what all really great teachers say: that in the process of teaching, a good professor learned more than his students.

He retired from City University in 1975 and, looking back on more than a third of a century of work there, said he thought that the students of the 1940's and '50's had been better at asking probing questions. Dr. Clark was not so impressed with the students of the 1960's and said he thought their revolution "was pure fluff." He also retired from the Metropolitan Applied Research Center, which he had founded eight years earlier, and embarked on a consulting business on race relations and affirmative action.

Dr. Clark's books included "Dark Ghetto" (1965); "A Relevant War Against Poverty" (1969); "A Possible Reality," (1972); and "Patmos of Power" (1974).

Despite the many honors he won and the respect he commanded, Dr. Clark said he thought his life had been a series of "magnificent failures." In 1992, at the age of 78, he confessed: "I am pessimistic and I don't like that. I don't like the fact that I am more pessimistic now than I was two decades ago."

Yet as a conscience of New York politics and of the civil rights movement, he remained an unreconstructed, if anguished, integrationist. A decade ago, during one of his last lengthy interviews, he chain-smoked Marlboros in his home, flanked by vivid African carvings and walls of books wrapped in sun-faded dust jackets, as he professed optimism but repeatedly expressed disappointment over dashed expectations about experiments in school decentralization, open admissions at City University and affirmative action.

"There's no question that there have been changes," he said then. "They are not as deep as they appear to be."

Among the cosmetic changes was an rhetorical evolution from Negro to black to African-American. What, he was asked, was the best thing for blacks to call themselves?

"White," he replied.

He said a lack of meaningful progress could be blamed on blacks who saw themselves only as victims and on whites too narrow-minded to recognize their own self-interest in black success. As whites become a minority in a polyglot country, he was asked, won't they see that it is in their interest that blacks succeed?

"They're not that bright," he replied. "I don't think you can expect whites to understand the effects of prejudice and discrimination against blacks affecting them. If whites really understood, they would do something about it."

A PROCLAMATION IN HONOR OF PETTY OFFICER SECOND CLASS MELVIN MAHLKE

HON. ROBERT W. NEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 3, 2005

Mr. NEY. Mr. Speaker:

Whereas, Melvin Mahlke has served for twenty years in the United States Navy; and

Whereas, Melvin Mahlke is to be commended for the honor and bravery that he displayed while serving our nation; and

Whereas, Melvin Mahlke has demonstrated a commitment to meet challenges with enthusiasm, confidence, and outstanding service; and

Whereas, Melvin Mahlke is a loving husband to his wife, Candra, and father to his children, Brittany, Mason, and Dalton.

Therefore, I join with the family, friends, and the residents of the entire 18th Congressional District of Ohio in thanking Petty Officer Second Class Melvin Mahlke of the United States Navy for his service to our country. Your service has made us proud.

IN RECOGNITION OF THE NORTH JERSEY AVALANCHE YOUTH HOCKEY TEAM; WINNERS OF THE 2005 USA HOCKEY TIER I CHAMPIONSHIPS IN THE 12 & UNDER DIVISION

HON. STEVEN R. ROTHMAN

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 3, 2005

Mr. ROTHMAN. Mr. Speaker, I rise today with great pride to honor a tremendous group of young people from the great state of New Jersey, the North Jersey Avalanche PeeWee AAA youth hockey team. The Avalanche recently won the 2005 USA Hockey Youth Tier I National Championship in the 12 & Under Division. The team skates out of the Ice House in Hackensack, NJ, which lies in the heart of my congressional district, and happens to be the largest ice-skating facility in the Garden State.

Led by head coach Glenn Carlough and assistant coach J.J. Picinic, the North Jersey Avalanche won the National Championship in very convincing fashion. After cruising through preliminary tournaments, the group of 17 youngsters, many of whom have been playing hockey since they were toddlers, made their way to the Youth Tier I, 12 & Under Division Championships in Fairbanks, Alaska. In six games of fierce competition, the Avalanche rose to the top, with an outstanding record of five wins and one loss, and scoring a total of 29 goals, while only allowing 11.

On April 13, 2005, over 1,000 people were in attendance for the Championship game, in which the North Jersey Avalanche took on the Los Angeles Hockey Club. The team hit the ice strongly, scoring two goals in just the first minute of the game. They maintained their intensity, as evidenced by the strong performances of players like Charles Orzetti, who scored two goals, including the game-winner. Anchoring the team's performance in the final game was goalie Jonathan Drago, who faced 27 shots and made 25 saves. The monumental effort put forth by all the team members led the Avalanche to a decisive 8-2 victory.

The North Jersey Avalanche Tier I champion team is one of the 21 traveling hockey teams based at the Ice House in Hackensack. Built in 1997, the Ice House is widely regarded as one of the premier ice-skating facilities in the Nation. In addition to the thousands of