

American undergraduates, 56 percent of Hispanic undergraduates, 48 percent of Asian/Pacific Islander undergraduates, and 57 percent of Native American undergraduates are enrolled in community colleges.

Why do community colleges serve an increasingly vital role to the students in our districts?

For many students, tuition to a 4-year college or university is prohibitively expensive. Community college tuition is at least one-tenth that of 4-year colleges and often maintain transfer relationships with nearby colleges and universities.

For others, financial constraints require students to work long hours at one or more full-time jobs while attending school. Community colleges provide more lenient enrollment requirements that allow students to attend school around their work schedules and attain a degree, albeit in longer than the traditional 4-year time frame.

For still others, community college offers students the ability to obtain technical and vocational training while enrolled in academic courses for credit toward an associate degree.

In short, community colleges offer the flexibility and accessibility that are essential to ensuring that all of our students, not just the ones who are able to attend 4-year colleges and universities, obtain postsecondary educations.

Public community colleges receive 40 percent of their revenue from State funds and 5 percent from Federal funds. Over 37 percent of community college students receive financial aid of some kind.

These funding sources are dependent on the school maintaining its accreditation. It would then make sense that any attempts to revoke accreditation would be highly regulated and easily appealed.

This is not the case in my district. Compton Community College is in grave danger of losing its accreditation. One would think that school officials would have received fair and adequate notice of the deficiencies that may lead to its loss of accreditation. One would think that a thorough due process standard would apply to any attempts to appeal a decision to revoke accreditation. One would think that the community at large would be able to attend a public hearing where the fate of their community treasure would be decided. One would think all of these things, but the fact is that none of these standards apply.

That is why I have introduced a bill that will strengthen the due process available to community colleges nationwide that face threats of accreditation revocation.

Community colleges are community treasures. Accreditation boards should be doing all they can to keep community colleges alive, rather than taking steps to summarily cement their failure. In the event that a determination is made to revoke accreditation, every school in this Nation should have access to a full and fair review of their cases and every member of the community should have the ability to witness and participate in the process. This bill will strengthen those rights.

Electing to close down a community college, which is what loss of accreditation effectively means, is a serious decision and it must be accompanied by serious oversight. That is what this bill will put in place.

CONGRATULATING MIKE POTTER FOR WINNING THE CELFLIX FESTIVAL GRAND PRIZE

HON. MARK UDALL

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 16, 2006

Mr. UDALL of Colorado. Mr. Speaker, I rise today to congratulate a young constituent of mine who recently demonstrated his creativity and technological prowess on a very large stage. Mike Potter of Broomfield, Colorado, now a junior at Ithaca College, recently won the Grand Prize in the "Cellflix Festival," a prize that included \$5,000 and a tremendous amount of respect for individual ingenuity and creativity.

The "Cellflix Festival" is a competition that asks participants to submit a short film shot entirely on a cellular telephone camera. Within these constraints, Mike Potter submitted a film called *Cheat*, a charming and short exhibition that celebrates his grandparent's loving relationship. In it, Mike's grandfather quizzes his grandmother on newspaper headlines, offering her a kiss as a prize for each time she correctly guesses whether a headline is true or false. Sometimes, Mike's grandfather confesses at the end, he cheats. Described by one contest judge as "contagious," Mike Potter's creative short shows how much can be accomplished artistically with a limited medium, and one in which most of us are only vaguely aware.

I don't know about all my colleagues, but I have only barely mastered the use of a blackberry and my cell phone is still just a convenient technology for communicating. It never occurred to me until I saw the story about Mike Potter that the device I take for granted could be used as a means of artistic expression.

What's really intriguing about Mike's work is that it shows how young people, better versed in the ways of technology than any previous generation, may be blazing new trails of innovation and creative expression that will have implications for our economy and the entertainment industry.

I ask my colleagues to join me in congratulating Mike Potter on his recent award and in wishing him well in his future endeavors. I certainly look forward to seeing what else he can produce, and I am proud to represent such a creative young person in Congress.

HONORING THE CONTRIBUTIONS OF CATHOLIC SCHOOLS

SPEECH OF

HON. LORETTA SANCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 8, 2006

Ms. LORETTA SANCHEZ of California. Mr. Speaker, I rise today to support H. Res. 657, a resolution honoring the contributions of Catholic schools to our Nation.

I rise today in support of this resolution and in recognition of the teachers, parents, and schools administrations who dedicate themselves to the difficult task of creating a strong learning environment for students in Catholic schools everywhere.

I have dedicated my time in Congress to the issue of education and have worked to try to improve our educational system by supporting such initiatives as the creation of incentives for new teachers and increased funding for pre-school programs.

It is in honor of this same pursuit by the Catholic schools of this Nation that I rise today. These schools are charged with the most important responsibility in our society: Educating our children. The pursuit of excellence in education and opportunities for students in the area of music and the arts put these schools and educators in a class of their own.

The future of the American educational system is tenuous. To quote the former Chair of the Federal Reserve Bank Alan Greenspan in a recent congressional hearing regarding solving the education problem in this country, "if you don't solve it, nothing else is going to matter."

Many thanks to the Catholic school system for all it does to help meet this challenge and I call on my colleagues in Congress to join me in working to put the education of our children at the top of our legislative priorities.

CELEBRATING THE LIFE OF HARRY T. MOORE

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 16, 2006

Mr. CUMMINGS. Mr. Speaker, as our Nation celebrates Black History Month, I rise today to pay homage to the life and legacy of Harry T. Moore, a devoted husband, father, educator, and one of the first civil rights martyrs of our time. His tireless efforts and unselfish sacrifice in the name of social justice continues to inspire and empower Americans of all stripes, even now, over fifty years after his death.

Harry Tyson Moore was born in Houston, Florida on November 18, 1905. After his father's death his mother sent her only son to live with his three aunts in Jacksonville, Florida. In the prosperous and intellectual community of Jacksonville, Mr. Moore cultivated his intelligence and excelled. After graduating from Florida Memorial College in 1925, he moved to Cocoa, Florida. He settled in Brevard County teaching fourth grade at the only African-American elementary school in the area.

While there, he went on to meet his future wife, Hariette Vyda Simms. In time, Mr. Moore became principal of the Titusville Colored School, which taught children from the fourth to ninth grade. In March 1928 and September 1930, the Moore's welcomed two daughters into the world. With his family and professional life in place, Mr. Moore began an additional career in political activism.

In 1934, Mr. Moore founded the Brevard County NAACP chapter. In 1937, by working with the Black Florida State Teacher's Association and NAACP attorney Thurgood Marshall, he catalyzed a movement to equalize the salaries of Black and White teachers. Although he lost the court battle, he would ultimately win the war. Make no mistake, his actions inspired many others and ultimately, Mr. Moore helped achieve pay parity among teachers of color and their White counterparts.

In 1941, he organized the Florida State Conference of the NAACP and worked as an executive secretary without compensation. His platform also broadened as he began to add his voice to issues such as Black voting disenfranchisement, segregated education, and later in 1943, lynchings and police brutality. He began to organize protests, and write and circulate letters voicing his concerns about the issues.

He also organized the Progressive Voter's League and with his persistence and diligence, in 1948, helped over 116,000 Black voters register, which represented 31 percent of the African-American voting population in the Florida Democratic Party. In 1946, due to his role in the League, Mr. Moore and his wife were terminated from their jobs. Mr. Moore then took on a full-time paid position as an organizer for the NAACP. However, in 1949, over Mr. Moore's objection, the national NAACP office raised the dues from \$1 to \$2, causing a substantial amount of members to revoke their membership. This marked only the beginning of a strained relationship between Mr. Moore and the national NAACP office.

During that same year, the landmark Groveland rape case occurred, in which four African-American men were falsely accused of raping a White woman. Although the men were brutally beaten and no evidence suggested that the woman was raped, one of the men was killed, one was given a life sentence, and the other two were sentenced to death. With Mr. Moore's assistance in conjunction with the legal counsel of the NAACP, the case went to the U.S. Supreme Court and the conviction for the two sentenced to death was overturned. However, Sheriff Willis McCall, a known White supremacist, shot the two men to death as he was driving them to their pre-trial hearing. Recognizing this tragic injustice, Mr. Moore vigorously advocated for the indictment of Sheriff McCall.

Sadly, Mr. Moore never lived to see the outcome of his work in this case. On the eve of his 25th wedding anniversary and Christmas Day 1951, Mr. Moore and his wife were killed when a bomb placed underneath their bed in the floor detonated. Mr. Moore died in his mother's arms on the way to the hospital while Harriet died only nine days later.

Following the Moores' murder, there was a public outcry in the African-American community. Despite massive amounts of mail sent to President Truman and the Florida Governor in protest and the many protests and memorials organized demanding justice, no arrests were made in relation to the horrendous crime.

In no uncertain terms, Harry T. Moore led without permission, without acknowledgement, and without fear. What made his vision so tangible was the fact that he believed he could achieve what he set before himself. In a speech his daughter gave in 2002, she stated, "Daddy started the movement. He had absolutely nobody but us, and yet he accomplished all of those things—the voting, the teacher salaries all of the lynchings that he investigated. That's a very important part of history."

Mr. Speaker, Harry T. Moore's story is one of such importance as we celebrate Black History Month and reflect on the success of past and present leaders. For these stories are not only told to recall the achievements of African-American trailblazers, but to offer the next Harry T. Moore the hope, promise, direction,

and purpose needed to rise from the ordinary to achieve the extraordinary.

I shall conclude with an excerpt of the heartfelt words written by Langston Hughes in memory of Harry T. Moore:

In his heart is only love
For all the human race,
And all he wants is for every man
To have his rightful place.

And this he says, our Harry Moore,
As from the grave he cries:
No bomb can kill the dreams I hold
For freedom never dies!

SUPPORTING THE GOALS AND IDEALS OF NATIONAL MENTORING MONTH

SPEECH OF

HON. HENRY CUELLAR

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 8, 2006

Mr. CUELLAR. Mr. Speaker, I rise today to honor the important contributions of mentoring programs such as the One Star Foundation, an initiative established by the State of Texas, and the program HOSTS, Helping One Student to Succeed, in the Laredo Independent School District, which help students who are at risk of failing reading and or math by mentoring them with members of the community, and the Big Brothers Big Sisters of South Texas program. The National Mentoring Month is important, and it serves as a guide to us in our communities to reach out to youth, to show them there is another way, that they should not give into despair, but instead give into the hope of a better future.

Every time you reach out and mentor a child, you provide that child with a positive example of what an adult role model should be. Mentoring can be an invaluable resource for single-parent families, and low-income families, and it helps give the children the ability to succeed in school. There are over 156 mentoring programs in the State of Texas, and over 50 mentoring programs in my district working to give hope to children in urban and rural communities. These are excellent examples of how communities should come together to ensure that children have the best chance to succeed in their lives.

Mr. Speaker, I am proud to have had this opportunity to honor the value of H.R. 660, which supports the goals and ideals of National Mentoring Month.

TSUNAMIS, FLOODS AND EARTHQUAKES, SEEN AND UNSEEN

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 16, 2006

Mr. RANGEL. Mr. Speaker, I rise today to enter into the RECORD "Witness for Justice # 248" entitled Tsunamis, Floods and Earthquakes; Seen and Unseen, published December 26, 2005 by the United Church of Christ of Cleveland, Ohio. The article eloquently written by Rev. Sala W.J. Nolan, Minister for Criminal Justice and Human Rights of this Church on 700 Prospect Ave. in Cleveland re-

minds us of the existence of unseen tsunamis, floods and earthquakes that continue to overrun communities around the world—stifling the voices of those forgotten. Recalling the 2005 Indian Ocean tsunami that killed nearly 300,000, and Hurricane Katrina that took the lives of more than 1,000 Gulf Coast residents, leaving even scores more homeless and displaced, Rev. Nolan speaks of unseen tsunamis, floods and earthquakes that manifest throughout the world in the form of racism and other forms of injustice. "They take place in U.S. prisons, which house one-fourth of all prisoners in the world and young Black men exist at 8 times the population rate of the Black men of South Africa at the height of Apartheid," explains Rev. Nolan. The "invisible flood of incarceration" as described by Rev. Nolan—the imprisonment of our Black and Hispanic youth—is robbing our communities of future entrepreneurs, doctors, lawyers, political and community leaders and tearing them away from their families—leaving them to languish and surrender their dreams within a less-than-colorblind criminal justice system with a swift, revolving door.

I also join Rev. Nolan in her concern over the erosion of freedoms not protected in a political environment where the Republican-controlled White House and Congress have mistakenly justified the infringement of personal freedoms for the sake of a safer America. Rev. Nolan says that since the PATRIOT Act has passed, "our government has acquired vastly broadened authority to monitor, arrest and detain citizens. We have learned that freedoms not protected will erode." Since the 2001 terrorist attacks, the Bush administration has jailed and deported immigrants who have been living in our country for many years, obeying our laws, contributing to our society and working hard to support their families. It has created an atmosphere of fear and suspicion of anybody who seems to be a foreigner. We must force this secret tsunami to retreat off our lands and we must restore freedoms to those left most victimized by the misplaced political zeal for power—the poor, the enslaved, and the tortured.

I join Rev. Nolan in all her concerns and her wish for a more just America free of unseen tsunamis, floods and earthquakes. Witness for Justice #248, Dec. 26, 2005.

TSUNAMIS, FLOODS AND EARTHQUAKES: SEEN AND UNSEEN

(By Sala W.J. Nolan)

As 2005 draws to a close, we have much suffering to address. The tsunami of last December 26 still reverberates throughout the world. The worst hurricane season in U.S. history has damaged the Gulf Coast in ways that will extend to generations. And an earthquake has devastated Kashmir, where relief is terribly complicated by Indian and Pakistani political claims.

The events were life shattering and will leave enduring legacies. They are especially notable because of the human suffering that was unmasked. We saw aging and African-American citizens in the wake of Katrina, without food and water or medical care, left abandoned on bridges and in nursing homes and sports arenas. The visible poverty among so many citizens of the richest country in the world—and their utter abandonment by the institutions obligated to serve them—shocked the planet.

Every day there are unseen tsunamis, floods and earthquakes. They take place in U.S. prisons, which house one-fourth of all