

history. They are a gold mine of research for African American families.

DATABASES IN AFRICAN AMERICAN HISTORY

1. Civil War Soldiers & Sailors System* (<http://www.civilwar.nps.gov/cwss/>) United States Colored Troops, African American Sailors in the Union Navy

*This database has the names of the nearly 180,000 African American soldiers in the Union Army, USCT. It also has the names and places of origin (throughout the world) of African American sailors in the Union Navy.

2. National Register Information System (National Register of Historic Places) (<http://www.cr.nps.gov/nr/>)

*The National Register of Historic Places has a listing of over 1000 places that are significant in African American history, in communities all over the United States. An outdated publication describes some 800 of these, but the database itself, with some enhancements, would provide significant information on local communities and families.

STUDIES IN AFRICAN AMERICAN HISTORY

African-American History of War of 1812 Sites (pdf) (<http://crm.cr.nps.gov/archive/20-2/20-2-12.pdf>)

A History Remembered: Why Were Buffalo Soldiers in Yosemite? (<http://www.nps.gov/yose/nature/articles/buffs.htm>)

African American Archeology & History (<http://www.cr.nps.gov/seac/af-am/index4.htm>)

African American Heritage in the Golden Crescent (<http://www.cr.nps.gov/goldcrest/cultural/africahome.html>)

African American History and Culture (<http://crm.cr.nps.gov/issue.cfm?volume=20&number=02>)

African American Sailors in the Civil War Union Navy (http://www.civilwar.nps.gov/cwss/sailors_index.html)

Africans and African Americans on Jamestown Island 1619-1803 (pdf) (http://www.cr.nps.gov/history/online_books/african/african.pdf)

Chattel Slavery at Hampton/Norhampton, Baltimore County (<http://www.nps.gov/hamp/lancastr2.htm>)

Clues to African American Life at Manassas National Battlefield Park (<http://www.nps.gov/mnr/exhibit/arch00.htm>)

Connections: African-American History and CRM (<http://crm.cr.nps.gov/issue.cfm?volume=19&number=02>)

Encountering the Cultural Diversity of the Lower Mississippi Delta Region (<http://www.cr.nps.gov/delta/concept05.htm>)

Frankly, Scarlett, We Do Give a Damn: The Making of a New National Park (pdf) (<http://www.cr.nps.gov/history/categories/gates.pdf>)

Fugitive Slave Traffic and the Maritime World of New Bedford (pdf) (<http://www.nps.gov/nebe/research/grover.pdf>)

In Those Days: African American Life Near the Savannah River (<http://www.cr.nps.gov/seac/ITD/longversion/itd-lg1.htm>)

Racial Desegregation in Public Education in the U.S. (<http://www.cr.nps.gov/nhl/themes/Scanned%20Nominations/Desegregation/deseg-education.htm>)

Slavery and Resistance (<http://crm.cr.nps.gov/issue.cfm?volume=21&number=04>)

Speeches of Dr. Martin Luther King (<http://www.nps.gov/malu/documents/resources.htm>)

The Black Experience in Natchez 1720-1880: Special History Study (1993) (http://www.cr.nps.gov/history/online_books/natc/davis.pdf)

ORAL HISTORIES IN THE AFRICAN AMERICAN COMMUNITY

Oral Histories Capturing Forgotten Moments in Civil Rights History (<http://crm.cr.nps.gov/archive/19-2/19-2-5.pdf>)

Faces of Whaling Oral History Project (<http://www.nps.gov/nebe/research/faces.pdf>)

LESSON PLANS IN AFRICAN AMERICAN HISTORY*

Teaching with historic places

An American Success Story: The Pope House of Raleigh, NC (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/124popehouse/>) Meet Dr. Manassa T. Pope, an African-American doctor and entrepreneur in the early 20th century, and learn about his efforts to gain civil rights well before the modern Civil Rights Movement.

Brown v. Board: Five Communities that Changed America (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm>) Learn about the landmark U.S. Supreme Court case that declared segregation in public schools unconstitutional.

Chicago's Black Metropolis: Understanding History through a Historic Place (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/53black/53black.htm>) Examine the history of this "city-within-a-city," a self-supporting African-American community that prospered from the late 19th century until the 1930s.

From Canterbury to Little Rock: The Struggle for Educational Equality for African Americans (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crandall.htm>) Understand the magnitude of the struggle involved in securing equal educational opportunities for African Americans and examine how Prudence Crandall challenged the prevailing attitude toward educating African Americans in New England prior to the Civil War.

Glen Echo Park: Center for Education and Recreation (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/24glenecho/24glenecho.htm>) Trace the evolution of this Maryland site from a chapter of the Chautauqua movement, to a racially segregated amusement park, to a national park.

Iron Hill School: An African-American One Room School (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm>) Discover how an early 20th-century philanthropist reformed Delaware's education system for African-American children.

The Liberty Bell: From Obscurity to Icon (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/36liberty/36liberty.htm>) Analyze the influences that shaped the symbolic meaning of the bell, including why some civil rights protestors chose the Liberty Bell as their symbol for African American equality.

Memories of Montpelier: Home of James and Dolley Madison (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/46montpelier/46montpelier.htm>) Visit the Madisons' plantation home and their world of social prominence, and explore some contemporary views of slavery.

New Kent School and the George W. Watkins School: From Freedom of Choice to Integration (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm>) Learn about the U.S. Supreme Court case that forced the integration of public schools and meet the individuals who experienced segregation, fought to dismantle the institution, and integrated the public school system of New Kent County, Virginia.

The Old Courthouse in St. Louis: Yesterday and Today (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9stlouis.htm>) Compare two images of St. Louis's handsome Courthouse—as a gathering place for pioneers heading west and as a dramatic focus for Dred Scott's heroic efforts to free his family from slavery.

The Siege of Port Hudson: "Forty Days and Nights in the Wilderness of Death" (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/71hudson/71hudson.htm>) Understand the importance of the Mississippi River to both the North and South during the Civil War, as

well as the critical role African American soldiers played in the Civil War and how their fighting changed general public perception of their abilities.

Two American Entrepreneurs: Madam C.J. Walker and J.C. Penney (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/walker/walker.htm>) Examine the historic places associated with two of America's most famous 20th century businesspeople.

The Vieux Carré: A Creole Neighborhood in New Orleans (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/20vieux/20vieux.htm>) Examine New Orleans's distinctive French Quarter, a vibrant reflection of its Creole heritage, and recall the city's role in American westward expansion.

When Rice Was King (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm>) Investigate early rice plantations in Georgetown, South Carolina, to learn how rice cultivation transformed the native environment and promoted the South's dependence on a plantation economy. Recent revision to this lesson includes the examination of the origins of rice production and the cultural genesis of students' communities.

*Teaching with Historic Places is a program of the National Register of Historic Places. Individual Parks also have lesson plans in African American history.

TRAVEL ITINERARIES TO AFRICAN AMERICAN PLACES

We Shall Overcome: Historic Places of the Civil Rights Movement (<http://www.cr.nps.gov/nr/travel/civilrights/>)

Aboard the Underground Railroad (<http://www.cr.nps.gov/nr/travel/underground/>)

Amistad: Seeking Freedom in Connecticut (<http://www.cr.nps.gov/nr/travel/amistad/>)

Asheville, North Carolina (<http://www.cr.nps.gov/nr/travel/asheville/>)

Atlanta, Georgia (<http://www.cr.nps.gov/nr/travel/atlanta/>)

Aviation: From Sand Dunes to Sonic Booms (<http://www.cr.nps.gov/nr/travel/aviation/>)

Baltimore, MD (<http://www.cr.nps.gov/nr/travel/baltimore/>)

Historic Charleston's Religious and Community Buildings (<http://www.cr.nps.gov/nr/travel/charleston/>)

James River Plantations (<http://www.cr.nps.gov/nr/travel/jamesriver/>)

Lexington, Kentucky (<http://www.cr.nps.gov/nr/travel/lexington/>)

Southeastern Louisiana (<http://www.cr.nps.gov/nr/travel/louisiana/>)

Puerto Rico and the U.S. Virgin Islands (<http://www.cr.nps.gov/nr/travel/prvi/>)

Raleigh, North Carolina (<http://www.cr.nps.gov/nr/travel/raleigh/>)

Virginia Main Street Communities (<http://www.cr.nps.gov/nr/travel/VMainstreet/>)

World War II in the San Francisco Bay Area (<http://www.cr.nps.gov/nr/travel/wwIIbayarea/>)

Washington, DC (<http://www.cr.nps.gov/nr/travel/wash/>)

HONORING SAM MIRABELLA

HON. JIM DAVIS

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. DAVIS of Florida. Mr. Speaker, I rise in honor of Sam Mirabella, who embodied the boundless spirit of his native Tampa, Florida and was devoted to serving his community.

During his 12 years as a Tampa City Councilman, Sam played an important role in improving our city and helped usher Tampa's

government operations into modern times. And as a charter member of The Tampa Sports Authority, Sam was instrumental in bringing Tampa's first stadium to life and putting Tampa on the map for America's sports fans and teams.

However, the people Sam served didn't have to go to City Council meetings to bend Sam's ear. Sam, with his trademark cigar and colorful sense of humor, was always available at Mirabella's Seafood Co., which he co-owned. Even in his retirement, Sam was a fixture in South Tampa, riding his bike through the neighborhoods on a daily basis and stopping to talk to just about anyone who crossed his path.

Sam served his country in World War II and was always giving back to his hometown through a host of community and charitable organizations. A die-hard Gator fan, Sam was also eager to support his alma maters, the University of Florida and H.B. Plant High School.

Sam's passing is a tremendous loss for the Tampa community. I would like to extend my deepest sympathies to his family and many friends.

JOE LOUIS . . . REMEMBERING
THE LEGEND

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. RANGEL. Mr. Speaker, as the 25th anniversary of the death of boxer Joe Louis approaches on April 12, 2006, I feel it quite appropriate to reminisce about the outstanding career accomplishments and contributions he made to society during his lifetime.

Joe Louis Barrow, son of an Alabama Sharecropper was 10 years old when he moved to Detroit, Michigan with his mother and stepfather in 1924. He developed his physique by delivering 50-pound blocks of ice as a teenager. At 18, he learned that a boxing club paid fighters in food, so he fought to win \$7 worth of food in a match where he was knocked down seven times in two rounds. He vowed never to fight again.

A short time later a professional fighter, Holman Williams, gave him some lessons and persuaded him to enter the Golden Gloves competition. In 1933, his then manager, John Roxborough, shortened his name to simply Joe Louis. He went on to win 50 of 54 amateur fights, 41 by knockout, and was AAU national light heavyweight champion in 1934 when he was 19 years old.

Known as the "Brown Bomber" Louis turned professional in 1935. He won his first eight fights, but finally lost to Max Schmelling, a German who was a key part of Hitler's "Aryan Superiority". Joe Louis was granted a much sought after rematch with Schmelling on June 27, 1938. The fight resulted in a first round knock-out of Schmelling, two minutes and four seconds into the round. This feat dealt a devastating blow to Hitler's Nazi Germany.

Louis was very popular among whites as well as blacks. This fondness was attributed to his very quiet and modest demeanor. His popularity peaked after he knocked out Max Schmelling, as Schmelling was viewed by many as a tool of Hitler's Nazism.

Louis defended his title 25 times in 5 years, knocking out 25 of his opponents. He entered the Army in 1942 and was used basically as a good-will ambassador. He appeared in a movie, *The Negro Soldier*, in an attempt to boost morale among black fighting men.

After World War II ended, he defended his championship five more times. Louis announced his retirement in 1949 but his obligation to pay more than \$1 million in back taxes forced him back into the ring. His last fight resulted in a knock-out by champion Rocky Marciano in the 8th round on October 26, 1951.

Louis won 67 professional bouts, 53 of them by knock-out, and lost 3 bouts, 2 by knockout.

In 1969 ill health overtook him and after collapsing on the street in New York City he was hospitalized in a psychiatric hospital. Upon his release, he became a greeter at a Las Vegas casino. After attending a Larry Holmes/Trevor Berbick boxing match, Louis went into cardiac arrest and died at age 67 on April 12, 1981.

Joe Louis had an exceptional and fascinating boxing career filled with many wonderful moments. He was a ground breaking world renowned athlete who broke racial barriers at a time when that was difficult to do. He reigned as the U.S. Heavyweight champion for a record 12 years and most of all he opened doors for such future legends as Muhammad Ali, Jackie Robinson and Sugar Ray Robinson.

Even though 25 years have gone by since Joe Louis passed away, History will always continue to portray him as one of the best prize fighters of all time.

IN RECOGNITION OF CALIFORNIA
STATE UNIVERSITY, SAN
BERNARDINO

HON. JOE BACA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. BACA. Mr. Speaker, I rise today to congratulate California State University, San Bernardino on its 40th anniversary and recognize the extraordinary contributions the university has made to California's 43rd district and to the United States of America.

As a result of President Karnig's excellent leadership, CSUSB ranks among the fastest growing universities in the California State University system, and educates over 16,400 students per year. Since 1967, over 55,000 students have graduated from the university.

Comprised of five academic colleges staffed with exceptional faculty, CSUSB offers over seventy degrees and certificates to students. Several graduate and undergraduate programs have been nationally accredited, including the M.B.A. program, computer science, geographic information and decision sciences, psychology, business, health, public administration, and accounting and finance, among numerous others.

I am proud to recognize Cal State San Bernardino as one of California's most diverse universities. Diversity is so prevalent at CSUSB that on campus, there is no majority ethnic group. The university offers strong educational opportunities for minority students and has been nationally recognized for its contributions to the higher education of minorities.

Recently, the Princeton Review honored CSUSB in its "Best in the West" rankings and U.S. News & World Report named the university among the best places to earn a master's degree in the West. Such acknowledgement and respect is well-deserved and speaks volumes about the university's national presence. CSUSB is an asset to California and contributes significantly to the quality education system in our state.

Cal State San Bernardino represents the best of America's higher education system. I congratulate the university on its 40th anniversary and look forward to recognizing its wonderful contributions to California in the future.

IN HONOR OF HOLOCAUST
REMEMBRANCE DAY

HON. ADAM B. SCHIFF

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. SCHIFF. Mr. Speaker, I rise today to commemorate the 63rd anniversary the Warsaw Ghetto uprising. Today is Holocaust Remembrance Day, or in Hebrew, Yom HaShoah—Day of the Destruction. The "destruction" is an apt description of the horrific crime that resulted in the deaths of six million Jews and destroyed families and communities across Europe.

In remembering the unspeakable horror of the Holocaust, we must recommit ourselves to ensuring that this tragedy never happens again and to fighting the precursors that led to this mass genocide—the bigotry of anti-Semitism, the discriminatory Nuremberg Laws, and the blind eye that the world turned for far too long. We honor the memory of those that suffered, and we pray for a world free from such hatred and despair.

The Jewish people have a long history of persecution and redemption. This month, the Jewish people celebrated Passover—a commemoration of the Exodus when the Jews received their freedom and were redeemed after 400 years of enslavement. This cycle of persecution and redemption has continued over the thousands of years since then, and in the years following the Holocaust, the Jewish people were redeemed through the founding of the State of Israel.

The nation was founded on principles of democracy and freedom, and has maintained these ideals in the face of the ongoing terrorism that continues to plague its people. However, despite these attacks on its people, this Jewish State continues to serve as haven for persecuted Jews and since World War II, has taken in entire communities from the former Soviet Union, South Africa, Ethiopia, Argentina, and throughout the world.

Immediately following the liberation of the concentration camps, we pledged to ourselves, never again. Never again will the world stand idly by while individuals are being slaughtered solely for their race, religion or ethnicity. But in the years since then, we have seen atrocities committed in Bosnia, Rwanda and Kosovo and a genocide is still ongoing in Darfur. Today, I rise on this solemn day to remember these brutal acts of genocide and recommit myself to this pledge, never again.