

## EXTENSIONS OF REMARKS

### IN HONOR OF SAM AND LUCY KEKER

#### **HON. NANCY PELOSI**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, April 23, 2007*

Ms. PELOSI. Madam Speaker, I rise to honor Sam and Lucy Keker of Chevy Chase, MD, who are celebrating their 90th birthdays on April 28th with family and friends at a luncheon in their honor.

My husband Paul and I became friends with Sam and Lucy in San Francisco, where they travel every year for the past 35 years to visit family. This House does not have time for me to list all of their accomplishments, so I will mention only a few items in a long list of proud service to their country, their community, their church, and their families.

Let us start with service to country. Sam served as a Naval Officer at sea in two wars, World War II and Korea, and Lucy did what wives did during those wars, which was follow him wherever she could. Later, both their sons were combat Marines in Vietnam and both were wounded.

Sam and Lucy met at a student government conference in Albuquerque, NM, in 1938, where Lucy represented Women's College of the University of North Carolina as Student Body President, and Sam represented American University as Vice President of its student government. They married in 1941 and eventually settled in Montgomery County, MD.

Sam rose through the ranks to retire as Chairman of the Board of U.S. News and World Report, while Lucy pursued her interest in public education, becoming the elected president of the Montgomery County School Board during the building boom of the 1960s (which included a teachers strike) and later serving on the State Board for Higher Education, where she sat with an up-and-coming politician named STENY HOYER. They raised two boys, John, now a lawyer in San Francisco who went to law school with our colleagues MEL WATT and JOHN SPRATT, and Jerry, now an outdoorsman in Boulder, CO. Since 1961, they have been blessed with Tina Keker, who became their surrogate daughter and then daughter-in-law in 1965. They are further blessed with grandsons Adam and Nathan Keker, their wives Amanda and Nora, and four beautiful great-grandchildren. All of them, as well as family and friends from all over the country, will be with them to celebrate their birthdays.

For 50 years Sam and Lucy have been mainstays of the Chevy Chase Presbyterian Church, many of whose members became close friends and will be celebrating with them as well. Sam and Lucy served as Deacons, then as Elders, and always as friends of the CCPC congregation.

They love the game of politics, and are committed to the Democratic Party. Lucy's first Democratic National Convention was in 1940, in Chicago, where she served as a secretary

in the Women's Division of the Democratic National Committee. Lucy went on to become very involved in Maryland State politics, serving as the Montgomery County Chairman to several successful gubernatorial campaigns. They were two of CHRIS VAN HOLLEN's earliest, most vocal, and most generous supporters. Since I have known them I don't think they have missed a Democratic Convention. Sam says they are planning to be in Denver in 2008.

What I have always admired about Sam and Lucy is their indomitable spirit and youthfulness. They inspire us all by their never-flagging interest in life, especially young people. On behalf of the Congress, I extend to them the warmest congratulations on their 90th birthdays.

### HONORING OAKLAND POSTMASTER LAWRENCE BARNES

#### **HON. BARBARA LEE**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, April 23, 2007*

Ms. LEE. Madam Speaker, I rise today to honor the extraordinary life and career of Lawrence Barnes. Larry served with distinction as the Postmaster of Oakland from 1995 until 2007. His appointment as Postmaster came after more than 35 years of loyal service to the United States Postal Service (USPS), in addition to four years of honorable service in the United States Air Force. Today Larry celebrates his retirement after more than four decades of outstanding service to his community and his country.

Larry graduated from high school in 1965, at which time he joined the U.S. Air Force. There he served as an Air Traffic Control Technician, and was honorably discharged in 1969.

Upon leaving the military, Larry began his career with the USPS as a distribution clerk. Due to his exceptional performance and natural leadership abilities, it did not take long for him to begin moving through the ranks and into management. In the years that followed, Larry was promoted to MPLSM Clerk; Working Group Leader; Supervisor of Mail; MPLSM Supervisor; Management Trainee; Assignments in LRR; Postal Systems Examiner; MCS; Acting Superintendent; and General Supervisor. Following his extraordinary service in all of these areas, Larry was appointed as the Postmaster of Oakland on December 23, 1995.

As Postmaster, Larry worked tirelessly not only to improve USPS functions for individual customers and employees, but also to build a stronger community. A regular speaker at neighborhood meetings, he always made the effort to reach out to Oakland residents, and to be available to hear their ideas and concerns. Larry and his staff have also been active in local efforts to improve air quality and public health. I was proud and honored to host Larry as a speaker at my September 2006 Town Hall Meeting on West Oakland air qual-

ity. At that forum he provided updates on USPS efforts to modernize its vehicles and decrease its diesel emissions, actions that have greatly helped to improve air quality and public health in West Oakland.

In addition to being a dedicated government servant throughout his career, Larry is a committed husband, father, grandfather, bowler, and fan of the San Francisco 49ers and Oakland Raiders. Furthermore, he is a leader in the faith community, serving as an active member of the Abyssinian Missionary Baptist Church (AMBC) Men's Ministry, serving under the direction of Dr. Kevin D. Barnes, Pastor of AMBC. Education has also been a priority for Larry throughout his life. He graduated from Merritt College with an AA in Social Science in 1976, and is currently attending C.B. Mason Bible College.

I have known Larry for many years, and it has always been a pleasure to work with him. His commitment to his employees, his customers and to the Oakland community has had a positive impact on countless lives. On this very special day, I join the friends, family and colleagues of Lawrence Barnes in thanking and saluting him for his profound contributions to California's 9th Congressional District, our country and our world.

### BETWEEN POSSIBILITY AND PERIL: CONFRONTING THE CRISIS CONCERNING AFRICAN-AMERICAN BOYS

#### **HON. CHARLES B. RANGEL**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Monday, April 23, 2007*

Mr. RANGEL. Madam Speaker, I rise today to celebrate the accomplishments of David J. Johns, a Congressional Black Caucus Fellow, currently working in my office, who convened an important policy discussion on the subject of African-American high school Underachievement and the No Child Left Behind Act on Monday, April 16, 2007. I am also entering into the record an article titled "America Has Lost A Generation of Black Boys," written by Phillip Jackson for the CaribNews on the week ending April 17, 2007. Both address the importance of recognizing and tackling the significant challenges faced by young African-American males both in and outside the classroom.

In inner cities, more than half of all African-American males do not finish high school. One third of male youth of color are unemployed or not seeking employment; and 1 in every 3 African-American men between the ages of 20 and 29 is under correctional supervision. In many school districts throughout the United States, African-American males are more likely than any other group to be expelled from

● This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

school, a practice that begins as early as kindergarten. African-American males are more likely to be classified as mentally retarded or suffering from a learning disability, more likely to be placed in special education and more likely to be absent from advance placement and honors courses than any other student group. These statistics are distressing and inexcusable.

Sadly, the dismal state of African-American males, by far the most vulnerable and neglected population, has become all too familiar. Frequently, the severity of these statistics and the ways African-American men cope with tremendous barriers and challenges are brushed over or ignored altogether. Sometimes we blame the males themselves, insisting they subscribe to a culture of deviancy or refuse to "act white" by doing well in school. Other times we acknowledge that there are grave inequalities but fail to provide resources to adjust for gaps.

The policy forum, which featured experts including: Jeffrey Robinson, Principal, Baltimore Talent Development High School; Robert Balfanz of the Center for Social Organization of Schools at Johns Hopkins; James Forman, Jr., professor at Georgetown University Law Center; Amy Wilkins of The Education Trust; and Governor Bob Wise of the Alliance for Excellent Education moved past simply highlighting the litany of issues facing African-American male youth to make recommendations designed to instigate lasting and relevant positive change now. Among these recommendations were increased funding and support for mentor programs; uniform calculations of graduation rates, calling for States to equalize funding by leveraging Federal dollars, and expanding the length of the school day. Many of these themes are reinforced by Mr. Jackson's article, which insists we teach all Black boys to read at grade level by third grade and to embrace education, provide positive role models, and investing as much money in educating black boys as we do in incarcerating them.

I applaud and support the efforts of both David J. Johns and Phillip Jackson who have contributed greatly to a much needed conversation about the state of African-American males in America today.

**AMERICA HAS LOST A GENERATION OF BLACK BOYS**

(By Phillip Jackson)

There is no longer a need for dire predictions, hand-wringing, or apprehension about losing a generation of Black boys. It is too late. In education, employment, economics, incarceration, health, housing, and parenting, we have lost a generation of young Black men. The question that remains is will we lose the next two or three generations, or possibly every generation of Black boys hereafter to the streets, negative media, gangs, drugs, poor education, unemployment, father absence, crime, violence and death.

Most young Black men in the United States don't graduate from high school. Only 35% of Black male students graduated from high school in Chicago and only 26% in New York City, according to a 2006 report by The Schott Foundation for Public Education. Only a few Black boys who finish high school actually attend college, and of those few Black boys who enter college, nationally, only 22% of them finish college.

Young Black male students have the worst grades, the lowest test scores, and the high-

est dropout rates of all students in the country. When these young Black men don't succeed in school, they are much more likely to succeed in the nation's criminal justice and penitentiary system. And it was discovered recently that even when a young Black man graduates from a U.S. college, there is a good chance that he is from Africa, the Caribbean or Europe, and not the United States.

Black men in prison in America have become as American as apple pie. There are more Black men in prisons and jails in the United States (about 1.1 million) than there are Black men incarcerated in the rest of the world combined. This criminalization process now starts in elementary schools with Black male children as young as six and seven years old being arrested in staggering numbers according to a 2005 report, Education on Lockdown by the Advancement Project.

The rest of the world is watching and following the lead of America. Other countries including England, Canada, Jamaica, Brazil and South Africa are adopting American social policies that encourage the incarceration and destruction of young Black men. This is leading to a world-wide catastrophe. But still, there is no adequate response from the American or global Black community.

Worst of all is the passivity, neglect and disengagement of the Black community concerning the future of our Black boys. We do little while the future lives of Black boys are being destroyed in record numbers. The schools that Black boys attend prepare them with skills that will make them obsolete before, and if, they graduate. In a strange and perverse way, the Black community, itself, has started to wage a kind of war against young Black men and has become part of this destructive process.

Who are young Black women going to marry? Who is going to build and maintain the economies of Black communities? Who is going to anchor strong families in the Black community? Who will young Black boys emulate as they grow into men? Where is the outrage of the Black community at the destruction of its Black boys? Where are the plans and the supportive actions to change this? Is this the beginning of the end of the Black people in America?

The list of those who have failed young Black men includes our government, our foundations, our schools, our media, our Black churches, our Black leaders, and even our parents. Ironically, experts say that the solutions to the problems of young Black men are simple and relatively inexpensive, but they may not be easy, practical or popular. It is not that we lack solutions as much as it is that we lack the will to implement these solutions to save Black boys.

It seems that government is willing to pay billions of dollars to lock up young Black men, rather than the millions it would take to prepare them to become viable contributors and valued members of our society.

Please consider these simple goals that can lead to solutions for fixing the problems of young Black men:

Short term—(1) Teach all Black boys to read at grade level by the third grade and to embrace education; (2) Provide positive role models for Black boys; (3) Create a stable home environment for Black boys that includes contact with their fathers; (4) Ensure that Black boys have a strong spiritual base; (5) Control the negative media influences on Black boys; and (6) Teach Black boys to respect all girls and women.

Long term—(1) Invest as much money in educating Black boys as in locking up Black men; (2) Help connect Black boys to a positive vision of themselves in the future; (3) Create high expectations and help Black boys live into those high expectations; (4)

Build a positive peer culture for Black boys (5) Teach Black boys self-discipline, culture and history; and (6) Teach Black boys and the communities in which they live to embrace education and life-long learning.

NOTE: As the Executive Director of The Black Star Project, Phillip Jackson has become a national leader advocating for community involvement in education and the importance of parental development to ensure that children are properly educated.

**PERSONAL EXPLANATION**

**HON. BILL PASCRELL, JR.**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, April 23, 2007

Mr. PASCRELL. Madam Speaker, I was unavoidably detained on the rollcall vote for the final passage of H.R. 1257, the Shareholder Vote on Executive Compensation Act (rollcall vote No. 244), in order to return to my district to survey damage from the recent floodwaters that have severely affected many of my constituents. Had I been present, I would have voted "yea" on the rollcall vote for final passage of H.R. 1257, the Shareholder Vote on Executive Compensation Act (rollcall vote No. 244).

**TRIBUTE TO GEORGE HAMPTON**

**HON. DONALD M. PAYNE**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, April 23, 2007

Mr. PAYNE. Madam Speaker, today I wish to recognize and honor a devoted friend and dedicated public servant, George Hampton, who retires from the University of Medicine and Dentistry of New Jersey—or UMDNJ—on March 30th of this year.

George Hampton was born and raised in Newark and rose from a humble beginning to earn a degree in Urban Planning from Rutgers, The State University of New Jersey and—through peaceful but assertive protest efforts, help gain a foothold for generations to come for minority populations and helped diversify Rutgers' Newark Campus faculty. Later he even joined the faculty as an adjunct professor.

Mr. Hampton would go on to serve the city of Newark in several administrative positions, become a consultant to the Greater Newark Urban Coalition and as executive assistant to the Commissioner of the New Jersey Department of Environmental Protection; and serve as the President of the Regional Health Planning Newark Sub-area Council, as Board Chairman of Newark Emergency Services for Families, and as Board Chairman of the Newark Collaboration Group.

As Vice President of UMDNJ, Mr. Hampton has fulfilled a statewide responsibility for implementing the University's community service mission and extending UMDNJ's services to the community in the urban centers that serve as host to the University's several campuses in New Jersey. He has successfully directed the University's efforts to make a positive community impact throughout the state.

Madam Speaker, I invite my colleagues here in the U.S. House of Representatives to