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## House of Representatives

The House met at 9 a.m. and was called to order by the Speaker pro tempore [Mr. PACKARD].

### DESIGNATION OF SPEAKER PRO TEMPORE

The SPEAKER pro tempore laid before the House the following communication from the Speaker:

WASHINGTON, DC,  
October 7, 1997.

I hereby designate the Honorable RON PACKARD to act as Speaker pro tempore on this day.

NEWT GINGRICH,  
*Speaker of the House of Representatives.*

### MESSAGE FROM THE SENATE

A message from the Senate by Mr. Lundregan, one of its clerks, announced that the Senate had passed bills of the following titles, in which the concurrence of the House is requested.

S. 590. An act to provide for a land exchange involving certain land within the Routt National Forest in the State of Colorado; and

S. 750. An act to consolidate certain mineral interests in the National Grasslands in Billings County, North Dakota, through the exchange of Federal and private mineral interests to enhance land management capabilities and environmental and wildlife protection, and for other purposes.

The message also announced that pursuant to Public Law 99-498, the Chair, on behalf of the President pro tempore, appoints Charles Terrell, of Massachusetts, to the Advisory Committee on Student Financial Assistance for a 3-year term effective October 1, 1997.

### MORNING HOUR DEBATES

The SPEAKER pro tempore. Pursuant to the order of the House of January 21, 1997, the Chair will now recognize Members from lists submitted by

the majority and minority leaders for morning hour debates. The Chair will alternate recognition between the parties, with each party limited to 25 minutes, and each Member except the majority leader, the minority leader, or the minority whip limited to 5 minutes, but in no event shall debate extend beyond 9:50 a.m.

The Chair recognizes the gentleman from Massachusetts [Mr. MCGOVERN] for 5 minutes.

### THREE CHEERS FOR UNIVERSITY PARK CAMPUS SCHOOL

Mr. MCGOVERN. Mr. Speaker, I wish to share with my colleagues the history of a remarkable school that has just come into being in the Third Congressional District of Massachusetts. It is called the University Park Campus School.

This school, which opened its doors this fall to its first class of seventh graders, is a collaboration between Worcester Public Schools and Clark University, located in the Main South neighborhood of Worcester. Over the next 5 years, the school will expand to cover students in grades 7 through 12 by enrolling a new class of seventh graders each year.

What makes this school so very special? First, Clark University has guaranteed every student who enters and completes University Park Campus School and then passes Clark University's entrance requirement will be able to attend Clark University for 4 years tuition free. That is right, tuition free. Clark University is promising these seventh graders a college education if they study hard and complete the 5-year program of University Park Campus School.

The University Park Campus School is a college preparatory school for neighborhood students, predominantly at-risk, underprepared students. Many had the dream of going to college, but

never thought that dream could be achieved. Several other students and their families never even began to dream until Worcester Public Schools and Clark University presented them with this magnificent opportunity.

This year, 35 students were chosen from 60 applicants. Academic standing was not considered in the application process. What mattered most was a commitment to learning, judged from an essay written by the students, letters of recommendation from teachers, and promises from parents or guardians to be closely involved. Students also had to commit themselves to putting in a longer school day and more homework time 4 days a week. On the fifth day students will be involved in community service and special seminars.

The small student-teacher ratio and the involvement of Clark University faculty and students will provide these young people with the very best of quality education.

Now, I have visited University Park Campus School and I am here to tell you that these kids, who are entering the first seventh-grade class, are really excited about going to college and achieving the American dream of a good education and good job. They are committed to this program, their families are committed to becoming active and involved in this school, and the community is committed to the success of each and every one of these students.

Recently I met with Donna Rodrigues, the school coordinator, and the school's two teachers, Dermot Shea and June Eressy. After talking with them, I have no doubt about the abilities of these educators to help make these children's dreams come true. Clark University faculty, who come from a host of different disciplines, may be involved in these students' education for as long as 10 years, from seventh grade through college, providing

□ This symbol represents the time of day during the House proceedings, e.g., □ 1407 is 2:07 p.m.

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



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academic and professional support and mentoring that few students receive.

University Park Campus School, however, was once only a dream, a dream in the mind and heart of Clark University President Richard Traina. President Traina found an able partner in Jim Garvey, superintendent of Worcester public schools, and together they turned this dream into a reality. Planning for this school was made possible as part of a Federal grant from the U.S. Department of Housing and Urban Development to promote the redevelopment of the Main South neighborhood. Enthusiastic support from Worcester Public School Committee, the neighborhood surrounding the university, and the campus community, have brought all the pieces together.

Perhaps we should never have doubted that this innovative school could be built and operated in Worcester inner-city. After all, 87 percent of all kids eligible to attend Worcester public schools do attend public schools. That is because Superintendent Garvey has made a commitment to bring quality education to all Worcester's children.

I hope others will follow the model of University Park Campus School. Here is a university that is giving back to the community that supports it. Here is a public school system committed to bring quality education to all Worcester's children, and here are students and parents who are encouraged to set their expectations at the very highest level.

Can you imagine walking into an innercity seventh-grade classroom where every single student is talking to you about how they are going to college and what they are going to choose as their major?

Mr. Speaker, I wish every one of my colleagues could meet these students and faculty members. I invite my colleagues to visit Worcester and University Park Campus School, truly a model for public education that we can all praise and support.

Mr. Speaker, I include the following materials on the University Park Campus School.

#### UNIVERSITY PARK CAMPUS SCHOOL—THE SCHOOL WITH A PROMISE

(By Donna Rodrigues)

After phone calls, brochures, visits to elementary feeder schools, family informational meetings, and personal interviews with 35 families and children, I proudly present University Park Campus School's Class of 2003 to you. You will find quotes from family members and children that I found irresistible on the sides of each page.

#### THE PROCESS

The school day for UPCS is longer than any other school in Worcester, and reflects best thought from practice and research. Children will attend school from 7:45 to 4:00 for four days per week, with an optional 4:00-5:00 homework center available during which time "Big Kids" from Clark may tutor and serve as mentors. The fifth day, designed with two large three hour blocks of time, we integrate community service and special seminars into the curriculum, and will begin at 8:30 and end at 3:00. Teachers will see fewer students for longer periods of time.

The last hour of each day will be devoted to what was learned that day, with some students needing remediation and others acceleration.

#### A PREREQUISITE: FAMILY INVOLVEMENT

Children from the neighborhood did not have to take an entrance exam nor were their test scores or grades analyzed before admittance, but they did have to attend an informational meeting with their parents and/or guardians.

Sarah Lawrence Lightfoot said that "children bring their families to school with them," and that they did during our informational meetings. The first of four family informational meetings brought 75 adults with 25 children to the Lurie Room at Clark University. Generations filled the room to hear about the "new school." The more I spoke about high academic expectations, hours of homework, and shutting off the television to read, the more families shook their heads in agreement and nudged their children. I told them that this was not a school for everyone, it is a school for those who want to make a commitment to their education, a school with promise, one made by Clark University for the possibility of free tuition, and one made by UPCS to prepare these children for the demands of a four year competitive college or university.

#### COLLABORATIONS WIN-WIN

As news of UPCS spread throughout the Clark campus, professors and students approached Donna Rodrigues to discuss the school and possible connections. The Special Seminar arrangements we made turned out to be equally beneficial to Clark and UPCS. It appears that many Clark students can benefit from experience with younger children to broaden their resumes.

Theater and film students need experience producing and directing younger children for job experience; education students need to observe best practice and work with exceptional mentor teachers; education students, with provisional certification, in the Masters Program will be able to realize a "Ted Sizer dream" of a year long site-based program; foreign language students will be able to increase their conversational skills by conversing with native speakers; psychology students will be able to be involved in a sustained mentoring program; community service projects at Clark have a new meaning; and UPCS students and families will provide a wealth of information about the neighborhood.

UPCS also has collaborations planned with: University of Massachusetts Medical Center Pipeline; Worcester Foundation for Biomedical Research; Broad Meadow Brook Farm; New England Science Center; Worcester Art Museum; State initiatives: PALMS, CUSER; PACE at Harvard University; Northeastern University RESEED Program; and Sturbridge Village.

#### EXCELLENCE BEGINS IN THIS COMMUNITY

What Makes the University Park Campus School Unique?

A College Preparatory school for neighborhood students; predominately "at-risk," underprepared students.

A school culture that emphasizes "respect and responsibility" and strong ties to the Main South community—all students participate in community service/research internships.

Radically redesigned school schedule and pacing of the day; organization of core academic material into 2 large academic blocks—Humanities and Math/Science.

Opportunities for teachers to know their students well—teachers teach fewer students over the course of the day and over multiple

years, and meet with small "advisory/tutorial" groups everyday.

Sustained intellectual partnerships with Clark faculty and students—through guest lectures, "special seminars," and a program supporting Clark students to serve as tutors and coresearchers, as part of their undergraduate and graduate preparation.

A school culture that emphasizes "effort" over "ability": multiple second chances and opportunities for academic support (Homework Center, after-school program, summer courses).

High standards and performance-based exit requirements for each two year "stage," with the expectation that some students will take longer and need more support to meet the performance and content knowledge requirements.

Emphasis on teacher as intellectual, researcher and educational leader, with time built into each school day for reflection, collaboration with fellow teachers and Clark faculty and students, and on-going research.

Demonstration/Teaching school—a resource for the entire Worcester Public School community.

Innovative pedagogy promoting a strategic mix of "hands-on," inquiry based learning and more traditional, "direct instruction."

Strong emphasis on "basic," enabling skills (mathematics, reading/writing, analysis, the use of multi-media technologies for research and communication) in combination with sustained, interdisciplinary investigations.

Innovative assessment plan—emphasizing developmental assessment (with clear, public standards and rubrics) for students and parents coupled with strict exit requirements requiring content and process mastery (demonstrated through exhibitions, examinations, and projects—all standards and tests designed to be "taught to").

Active "test preparation" for all standardized tests (MCAS, PSATs, SATs, etc.) that students will be expected to take.

Thoughtful approach to conferencing with parents, teachers, and students—twice a year, using assessment plan to build home/school partnership.

#### QUOTES FROM STUDENTS SELECTED FOR UPCS—UNEDITED EXCERPTS FROM STUDENT'S APPLICATION ESSAY

"One of the reasons I want to attend this school is I want to be a somebody and the only way that you can be a somebody is to have an excellent and brilliant education. My mom also wants to be a part of it and I think that it will help me and my mom learn more about others. I also want to be in a safe environment not to worry about people asking to try drugs or be in a gang."—Michael Donnelly, 6th Grader, Heard Street School.

"I would appreciate very much if I could get the opportunity to go to UPCS. I think I'll do a lot better in a smaller class. Going to a University has been my one dream, and without an EDUCATION there is no room in this world and no career for me. If given this opportunity I'll assure you that I will be the best and brightest boy in your school. I was born in St. Lucia a Caribbean Island. I could remember 6 years ago, my first day in Worcester, my mother pointed out to me. This is the university I want you to go too. All I knew that coming to America was coming for an education, because my grand parents was so excited since I will be their first grand son with the college education. They believe in me and I believe in myself. I want to make them proud of me."—Neal Kagal, 6th Grader, Goddard School.

"I think that it's going to be wonderful because their's going to be a lot of help for kids that need it. Because I'm one of those kids

who needs a lot of help. Signing off"—Danielle Chase, 6th Grader, Canterbury Street School.

"I think that it is a great learning opportunity. Because when I start high school I need to think about my future to go to college and become a writer. To me a neighborhood should be a place where you can feel safe. Like you can trust people around you."—Taryn Kodell, 6th Grader, Gates Lane School.

QUOTES FROM PARENTS OF SELECTED STUDENTS OF UPCS—EXCERPTS FROM UPCS BROCHURE: FAMILIES OF THE CLASS OF 2003

"You're giving my girls a future—one I never could give them. I work ten hours a day, and I can't make ends meet."—A Father.

"I grew up in this neighborhood, and I always thought that I would work at the Foundry. They called 21 of us into the office, and 3 kept their jobs, the ones that could use the computer. At 50, I had no job, no choices, no options . . . no computer or academic skills. Now I take courses here at Clark with my 24-year-old daughter. I want my son to go to this school (UPCS). I want him to have choices."—A Father.

"Please tell me again that this is really true—it's too good for me—I've never been picked for anything good."—A Father.

"I got goose bumps when you were talking about the school. I couldn't believe it."—A Grandmother.

#### TRIBUTE TO THE PROMISE KEEPERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 21, 1997, the gentleman from Wisconsin [Mr. NEUMANN] is recognized during morning hour debates for 5 minutes.

Mr. NEUMANN. Mr. Speaker, I rise this morning to pay special tribute to a group of people that were in this town this weekend, a large group of people, the Promise Keepers.

They were in town, a large group, predominantly men, but there were some women there too, to recommit themselves to their faith in God and to the most important things in their lives here, and that is their families.

When I watched the media and the media treatment of this particular event, I could not help but think back to when I first entered into politics myself. With no political experience or background behind me, I went into politics thinking that if we talked about our faith in God and our commitment to our family and our commitment to our country, and what a great country it was, where you could start a business in the basement of our home and build that business because of the opportunities that exist here, build that business into a company that provided job opportunities for 250 people, I thought that was what was right and good about this great Nation that we live in.

When I went into politics, I learned that they treated the business success, they said well, that makes you rich and therefore you are a bad guy. Even though the business started in the basement of the house and we busted our tails and did what this great coun-

try is all about, built that business from the ground up to provide job opportunities for our people, they twisted that around.

When they learned of a faith in God and a commitment to family, well, they twisted that around too and started using names like "right wing radical." Well, if right wing radical means that you are committed to your faith and God and you are committed very strongly to your family, and if you believe in this great country we live in that if people work hard you should have an opportunity to start a business in the basement of your home and build it, well, then so be it, and let us hope the whole country is right wing radical, because that is what made America great in the first place.

I brought with me this morning all seven promises that the Promise Keepers make, because sometimes in the media this stuff gets twisted around, so I thought I would read all seven of them this morning. Here are the promises, the seven promises of a Promise Keeper, the people that were here this weekend.

Number 1, a Promise Keeper is committed to honor Jesus Christ through worship, prayer, and obedience to God's word in the power of the Holy Spirit.

Number 2, a Promise Keeper is committed to pursue vital relationships with a few other men, understanding that he needs brothers to help him keep his promises, promises being the faith.

Number 3, and here is one that they like to twist around, No. 3, a Promise Keeper is committed to practice spiritual, moral, ethical, and sexual purity. That is, the husbands that were here are committed to their wives and their families.

Let me read No. 3 one more time, because I think it is extremely important. A Promise Keeper is committed to practice spiritual, moral, ethical, and sexual purity.

Number 4, a Promise Keeper is committed to build strong marriages and families through love, protection, and Biblical values.

Number 5, a Promise Keeper is committed to support the mission of his church by honoring and praying for his pastor and by actively giving his time and resources.

Number 6, a Promise Keeper is committed to reach beyond any racial and denominational barriers to demonstrate the power of Biblical unity.

Number 7, a Promise Keeper is committed to influence his world, being obedient to the Great Command and the Great Commission, the Great Command being in Mark 12:30-31, and the Great Commission is found in Matthew 28:19-20.

Now, I have just read the entire commitment of the people that were here in Washington this weekend, and again I refer to some of the press coverage of this, where instead of treating it as people who were sincerely committed to what made America the greatest Na-

tion in the world in the first place, a commitment to faith, the freedom to worship in our country as we see fit and appropriate in our lives, a commitment to our families, knowing that a husband and wife raising children is what is great in this country and what has built this country and been the backbone of America, and an understanding that in this great Nation that we live in we have the opportunity to start a business in the basement of a home and build that business through hard work and effort into something that provides job opportunities to lots of people.

Well, after two races which we lost and getting beat up over these very issues, I have come back to the conclusion that in fact these are the right values for the future of this country, and I sincerely hope that the other people in America will come back to the conclusion that a commitment to a faith in God, a commitment to our families, and an understanding that, with hard work, in America the opportunity to get ahead and live the American dream is still here, I hope those are the values that we carry forward from our generation to the next generation.

#### THANKING CONGRESS FOR USING D.C. STUDENT INTERNS IN SEPTEMBER

The SPEAKER pro tempore. Under the Speaker's announced policy of January 21, 1997, the gentlewoman from the District of Columbia [Ms. NORTON] is recognized during morning hour debates for 5 minutes.

Ms. NORTON. Mr. Speaker, I come to the floor today to sincerely thank Members of the House and Senate for affording the opportunity for 254 high school students to participate as volunteer interns in 175 of your offices during the first 3 weeks of September when D.C. schools were closed for roof repairs. I want especially to thank the gentlewoman from the Virgin Islands, Ms. DONNA CHRISTIAN-GREEN, the gentleman from Pennsylvania, Mr. TOM FOGLIETTA, and the gentlewoman from California, Ms. JANE HARMAN, who not only accepted interns in their office, but who also have themselves come to the floor to speak of their experience with our students and to commend the young people. I will include for the RECORD their statements and other materials from this experience.

Congress was due back at the same time the schools were due to open in the District. General Julius Becton and other school officials tried desperately to find ways to get schools open, but an extraordinarily rigid and restrictive court ruling made this impossible. Shortly before we were due back, it became clear to me that all options had been exhausted. With only a few days to go before September 2, the day school was to open, my staff and I got to work to recruit Members to accept interns.