

International, a volunteer organization dedicated to enhancing the quality of life of children throughout the world, for over thirty years. In fact, Mr. Miller's contributions to the organization and the greater community were so significant that the Kiwanis Club of Center honored his efforts with a lifetime membership in 1993. He served in the group's Rampart Range sector as its president and club secretary for many years, and was known as "Mr. Kiwanis" at his town's community center.

Mr. Speaker, it is with great admiration that I recognize the life and passing of James Leonard Miller before this body of Congress and this nation for his service to his community and country. I extend my sincere condolences to his wife, children, and grandchildren. James Miller's life and memory will live on among the many people he inspired.

BORDER COMMUTER STUDENT ACT OF 2002

SPEECH OF

HON. CIRO D. RODRIGUEZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 15, 2002

Mr. RODRIGUEZ. Mr. Speaker, I rise in support of HR 4967, the "Border Commuter Student Act of 2002." I am a proud co-sponsor of this bill which amends the Immigration and Nationality Act to establish a new category of non-immigrant students from Mexico and Canada who commute for study at a school or college in the United States.

Current law prohibits border residents of Mexico and Canada from coming into the U.S. to study on a part-time basis. Students are required to have an F1 student visa and be enrolled for full time study. This act makes their admission for part-time study permanent and creates a new F3 category designed to meet the needs of border commuter students seeking academic training. Further, HR 4967 would create an M3 visa classification for border students seeking vocational training.

Institutions of higher education and vocational training along the border have provided invaluable educational opportunities for Mexican citizens for many years. This has served the political and economic interests of both countries. However, many citizens of Mexico and Canada who commute along the border are unable to take the time from work and family to attend as a full-time student. Rather, they attend on a part-time basis during the day or at night when the opportunity presents itself. This measure allows these students to continue commuting and improving the quality of their lives.

Enhancing the educational level of Mexican citizens along the U.S./Mexico border provides these students with the tools necessary to create and take advantage of expanding economic opportunities in Mexico. This advances their contributions to the Mexican economy and serves the strategic interests of both countries.

I represent the 28th Congressional District of Texas, from San Antonio south to the border communities of Starr County, and I have heard directly from my constituents and elected officials of the many benefits of enactment of the Border Commuter Act will bring to this region. The border economies of both Texas

and Mexico gain from the improvement of skills and education among border residents. The enhancement of partnerships among these two communities will enrich the quality of lives for all of the residents in South Texas and our entire country.

COMMENDING FRANCISCO JIMENEZ

HON. MICHAEL M. HONDA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. HONDA. Mr. Speaker, I rise today to honor the achievements of a remarkable man, Francisco Jimenez. Born to Mexican migrant farm workers, he has become a professor of Modern Languages at Santa Clara University, an acclaimed author, and the winner of numerous awards including this year's National Professor of the Year Award. He is a credit to Silicon Valley, to California, and to our nation.

At the age of 4, Professor Jimenez crawled under a fence crossing the border between Mexico and America with his family. They made their way to the San Joaquin Valley where they picked strawberries in Santa Maria during the summer, grapes in Fresno during September, and cotton in Corcoran and Bakersfield during the winter. Working from sunrise to sunset, the entire family made only \$15 a day by following the harvest throughout the year. The family, which eventually grew to nine children, lived in one room shacks and tents without electricity or running water. When they visited the local dump, they collected discarded clothes, wood for floors, and Francisco Jimenez would pick up books.

As a result of his family's illiteracy, persistent poverty, and transient lifestyle, Professor Jimenez' education was sporadic at best. He struggled to keep up with his classmates, was labeled "mentally retarded" by one of his teachers, and flunked first grade. His classmates were unforgiving and often cruel. Nevertheless, he loved school. His alternatives were spending the day in his family's shack or working in the fields, an experience his brother, Roberto, lived every day.

Mr. Jimenez's sixth-grade teacher, Mr. Lema recognized Francisco's desire to learn and helped him with his English during lunch. Unfortunately, not long after connecting with Mr. Lema, Francisco's family needed to move again to follow the harvest. Mr. Jimenez continued his education by teaching himself using as a guide the discarded books he found at the dump.

Eventually, he and his brother were able to get jobs working for a janitorial company. The stable job allowed him to stay in school. His junior year in high school, an INS agent entered his classroom and arrested him as an undocumented immigrant. He and his family were deported to Mexico, but returned only weeks later with visas. After his return, Francisco went on to become the student body president of his high school and graduated with a 3.7 GPA. A guidance counselor recognized his talent and helped him obtain the scholarships and student loans he would need to attend Santa Clara University. He became a U.S. citizen during his junior year in college.

Francisco Jimenez went on to receive his Masters from Santa Clara University and his

Ph.D. from Columbia University. He is the author of the award winning book, "The Circuit: Stories from the Life of a Migrant Child," which tells the story of his childhood experiences. Before accepting a professorship at Santa Clara University, he taught at Columbia University and the University of Cincinnati. While his dedication to teaching is worthy of praise in and of itself, he has been recognized locally and nationally for his skills. Santa Clara County gave him the Dia del Maestro Teacher of the Year Award and Santa Clara University awarded him the Dave Logathetti Award for Excellence in Teaching among others. I am privileged to represent a man who can now add to this exceptional list of honors, the National Professor of the Year Award.

Professor Jimenez was given the award because of his outstanding teaching. He tailors his lessons to his students' backgrounds and works with them one on one. He tries to instill in each of them a global consciousness and an understanding of the human condition. Moreover, he believes it is important to bridge the gap between the university and society. To achieve this, he visits communities of migrant farm workers to talk to them about education. As a leader of the Hispanic community and an advocate of human rights, he is concerned with the current anti-immigration backlash, particularly efforts to deny education to the children of undocumented immigrants.

Mr. Speaker and my colleagues, please join me in honoring Professor Francisco Jimenez for being awarded the National Professor of the Year Award. He has dedicated his life to others and his achievements reflect his dedication. He is a citizen of the world who I am humbled to call a constituent.

COMMEMORATING THE 150TH ANNI- VERSARY OF THE BAHÁ'Í FAITH

HON. MARK STEVEN KIRK

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. KIRK. Mr. Speaker, this month the American Bahá'í community, which has its national headquarters in Illinois, will be commemorating the 150th Anniversary of the beginnings of the Bahá'í Faith in Iran. The Bahá'í Faith is a world religion with more than 5 million adherents in some 230 countries and territories including more than 140,000 members here in the United States. The Bahá'í House of Worship in my district of Illinois is registered as a national historic site that has drawn more than five million visitors to enjoy its unique architecture and serene gardens since its completion in 1953.

This October is a special time for the American Bahá'í community because it was during this month that the founder of the Bahá'í Faith, Bahá'u'lláh, was first overwhelmed with the Bahá'í message of love and unity while unjustly imprisoned in one of Persia's (now Iran) worst dungeons, the Siyáh Chál. After his release from this dungeon, Bahá'd'u'lláh promoted this message despite being banished from Baghdad to Istanbul, from Istanbul to Edirne, and eventually from Edirne to the prison city of Acre where he died in 1892 after having lived in exile for forty years for his belief in the oneness of humanity.

The Bahá'í Faith is based on the principles of cooperation and peace outlined by