

people for a brighter future. Mrs. Rodges was just as devoted to her church as she was to building the minds of others. She shared her talents and uplifted the congregation of St. Paul Baptist Church in Shaw, Mississippi, as its musician, for more than 50 years.

Mrs. Rodges' greatest accomplishment though has to be the five children she raised—who all became valuable and productive citizens of our country. One of her daughters, Mrs. Bobbie L. Steele, who is a Commissioner for Cook County in Chicago, Illinois, is planning a grand celebration for her mother. This is a well-deserved event for an exceptional woman and I stand here on the floor of the House of Representatives today and ask all to join me in wishing Mrs. Mary Jane Rodges "Happy 85th birthday".

WIC: 25 YEARS OF BUILDING A  
HEALTHIER AMERICA

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. GILMAN. Mr. Speaker, I rise today to express my support for WIC, the special supplemental nutrition program for women, infants, and children. It is vital that, in order to ensure that people grow up and live healthy lives, they receive proper nutrition.

WIC is an indispensable organization that serves over 7.4 million pregnant women, new mothers, infants, and preschool children in over 10,000 clinics nationwide. Thankfully, WIC is designed to aid those who regrettably have an income level of 185 percent of poverty or less, are enrolled in Medicaid or have been recommended by a health professional. It is essential that we ensure healthy children and adults by making sure that mothers receive proper nutrition long before their children are born and during their early years of development. Children will perform better in school and lead more productive lives when they receive the proper nutrition from the very beginning.

A common theme in all branches of government today is that of the importance of the family. WIC strengthens families by providing low-cost services to families who are at risk due to low income and nutritionally related health conditions. Because two-thirds of all WIC families live below the poverty level, the services they provide are essential in making sure that these families stay together.

The strength of any nation comes from the strength of its people. In order for us to assure that the United States remains strong we must be sure that all of our citizens are healthy, starting from the time when they are very young. WIC is a program that ensures just that. Accordingly, I urge all of my colleagues to support it.

#### EXPOSING RACISM

HON. BENNIE G. THOMPSON

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. THOMPSON of Mississippi. Mr. Speaker, in my continuing efforts to document and expose racism in America, I submit the following articles into the CONGRESSIONAL RECORD.

MISSING POINT OF AFFIRMATIVE ACTION;  
BLACK HENS SHOULDN'T CATER TO WHITE  
FOXES

(By Leonard Pitts, Jr.)

As if Florida didn't already have problems, here comes Ward Connerly to pick a fight over affirmative action.

The thing that makes you sit up and take notice, of course, is that Connerly is black. Who isn't fascinated at the sight of a hen campaigning for the foxes?

This particular hen is pretty good at what he does. The Sacramento businessman has spearheaded ballot measures that overturned affirmative action in Washington state and his native California. Monday, Connerly announced a petition drive aimed at doing the same thing in Florida. God must hate the Sunshine State.

Don't get me wrong. I think there's good reason to question affirmative action, if not to oppose it outright. It seems fair to ask if, by setting aside contracts and classroom seats for minorities and women, government does not inadvertently reinforce in them a victim's mentality—an insidious sense that they lack the stuff to earn those things on their own merits.

That observation, however, must be balanced by the observation that white men have long enjoyed a kind of de facto affirmative action. After all, for generations, the nation used every legal and extralegal means to deny women and racial minorities—blacks in particular—access to education and entrepreneurship. It retarded the progress of those groups while offering white men set-asides and preferences that allowed them to move ahead by prodigious leaps.

It's not too much to ask the country to make right what it made wrong. Especially considering that the hostility toward blacks and women has hardly ended, but only become more subtle. If we don't redress the inequity through affirmative action, fine. But how do we do it? Because it's crucial that we do.

It'd be good if Connerly showed any grasp of this. Instead, his stated reason for opposing affirmative action is that it's racially divisive.

Which is such an asinine assessment that you hardly know where to begin responding to it. Perhaps it's enough to simply ask which campaign to open closed doors was ever anything but divisive. The Civil Rights Movement? That was divisive. Feminism? Yep, divisive, too. The United Farm Workers boycott? Pretty darn divisive. The Civil War? Golly gosh, that was about as divisive as it gets.

Hell, division is predictable. Those who enjoy privileges seldom surrender them easily or willingly.

But it's not simply the abject stupidity of Connerly's reasoning that offends. Rather, it's the way that reasoning offers aid and comfort to the new breed of white bigotry. The one which tells us that white people are the true victims of racism.

You know the rhetoric . . . victimized by preferences, victimized by employers, victimized by political correctness that accepts a Miss Black America pageant or an Ebony magazine but, darn it, would have hissy fits over Miss White America or a magazine called "Ivory." The most virulent of modern white bigots will tell you with a straight face and evident sincerity that he is only fighting for equality. And never mind that by virtually every relevant measure, white men—still!—enjoy advantages that go well beyond simple parity.

Most people—black, white and otherwise—understand this and recognize cries of white victimization for what they are: only the latest effort to turn the language of the civil rights movement to the cause of intolerance. Only the most creative attempt to dress racism up as reason.

There are valid reasons for disliking affirmative action. That it's divisive is not one of them. And while it's troubling that some white guys won't understand this, disconcerting that they would embrace an image of themselves as powerless and put-upon, it's downright galling to see that ignorance validated by a black man.

Some would call Ward Connerly an Uncle Tom. It is, to my mind, an unfortunate term that's been too often used to discourage black intellectual independence. I won't call Connerly that.

I will, however, suggest that he is a confused Negro who should know better than to allow his skin color to be used as moral cover by those whose truest goals have little to do with liberty and justice for all.

If this hen has any sense, he might wonder at the motive of the foxes at his back.

CHILDREN GROW EMOTIONALLY AS THEY ENACT  
HISTORY'S STRUGGLES

(By Naomi Barko)

NEW YORK.—An argument erupted in a New York middle school recently over a subject that in most classes would have elicited only a yawn: the Treaty of Versailles that ended World War I. The class had been divided in half, with one side asked to look at 10 specific points of the treaty through German eyes, the other through the eyes of the Allies.

An immediate murmur ran through the room: "It isn't fair!" could be heard from many corners—and not only from the "Germans."

Besides losing most of their army and navy, substantial territory and all their colonies, the Germans had been forced to accept both the responsibility and the expense for all the loss and damage suffered by the Allied governments and their civilian populations.

But were the Allies really only after revenge, teacher Veronica Casado asked her students. "No," argued one of the Allies. "We wanted to make sure that Germany would never again be strong enough to start a war, and we wanted to safeguard all the new little countries that had been created—Austria and Poland and Czechoslovakia!"

In this class, called Facing History and Ourselves, the emotions these seventh and eighth graders were feeling were as important as the facts they had learned, said Casado, who teaches at the Dual Language Middle School, an alternative public school in Manhattan. They were beginning to understand the German anger and resentment that helped to seed the rise of Nazism and the onset of World War II.

Cited by both the U.S. Justice Department and the Department of Education as an exemplary program, Facing History and Ourselves was founded in 1976 in Brookline,

Mass., to help middle and high school teachers throughout the country learn to teach not only the facts, but the "why's" of history. "The goal is to help people understand that history is not inevitable, that individual decisions and actions matter," said the program's executive director, Margot Stern Strom.

"Facing History concentrates on prevention, not memorializing history," she says. "It helps students to engage with it. We learn that it is hard work to keep democracy alive and what happens when it fails. We learn that myth and misinformation tend to distort judgment, that sometimes people respond to complex issues by simply dividing the world into 'Us' and 'Them.'"

"It is the students themselves who continually raise the questions of responsibility and whether one person can make a difference," she emphasizes. "When the students stop playing the game of education—just raising their hands or filling in the blanks—and see their teachers struggling with difficult and complex material, they see that these issues aren't easy, and that they don't go away."

Using not only texts but novels, drama, art and personal reminiscences, the program begins by exploring how people develop a sense of identity, both personal and national, and how they come to the sense of the "other," the "different." Then using the history of Germany in the '20s and '30s as a case study, it shows how the Nazis came to power, how peer pressure was used to make people conform, how other nations responded or failed to respond, how the Holocaust developed, and how individuals made choices to go along, to resist or simply to do nothing.

Just how immediate these lessons can become was illustrated in another middle school here a few days later by a discussion of stereotyping and the role it had played in an explosive case reported that day in the New York City press. Four white undercover policemen had fired 41 shots, killing an innocent and unarmed West African immigrant who they thought might have been a criminal with a gun. The class composed of black, brown, white and Asian preteens agreed unanimously that racial stereotyping had played a large part in the killing.

"I never heard of a white person being shot so many times!" exclaimed a white boy during a class session in February at the Center School, a performing arts magnet school in Manhattan.

"Well, I think it was racially motivated, but the guy should have frozen," objected a white girl.

"They always say they thought there was a gun!" argued a black girl. "How come they always say that?"

"What are we saying about the prejudices of our society?" observed teacher Rhonda Wilkins. "A policeman may not be a racist, but in this kind of a situation he may tend to prejudge because of color."

"And is it only black people who are stereotyped?" she asked. "What about a man you see walking down the street with a yarmulke and a beard? Do you immediately think he must have money and be sharp in business?"

"It happens to me too," called out a girl in a wheelchair—one of three such in the classroom. "People always stare at me as if I'm different. Why do I have to be the different one? Maybe they're different."

"What's normal?" mused a classmate. "Maybe normal doesn't exist."

The course's exploration of identity empowers many "different" children, say teach-

ers in other cities. A particularly poignant story is told by Terry NeSmith, an English teacher at Craigmont High School in Memphis, Tenn. "This youngster came to class always looking worn and troubled," he recalled. "But as we talked about books and the curriculum she began to open up and express herself."

At the beginning of the term, NeSmith asked the class to write an essay about their heroes. The students wrote about people like the singer Whitney Houston and the basketball player Shaquille O'Neal. After that, they studied the Holocaust and also read the book, "A Gathering of Heroes," by Gregory Alan-Williams, who rescued a Japanese-American man at the height of the Rodney King riots in Los Angeles.

In the book, Williams tells of his anger at hearing of the acquittal of the policemen who had beaten King, and how, driving home he began to think of his own troubling experiences as an African American. But his memories also led him to think of the people who had helped him to get where he was now as a writer: his courageous mother, a neighbor who had acted as a wise surrogate father. These and others were his heroes, and he realized that everyday people like himself could be heroes if they acted justly. He found himself driving toward the center of the riot where he rescued the man who had been beaten by the mob and was being dragged from his car.

"At the end of the term I gave the same assignment," said NeSmith. "And the essays were so amazingly different. They wrote about their moms, their dads, ordinary, everyday heroes."

"And this young lady," he said, "wrote such a moving essay that I sent it to Facing History in Brookline, and they published it in a study guide. She mentioned that often the car in which she was driven to school was the place where she had slept at night. This was a biracial child," says NeSmith, "and she confessed that she had always been torn about her own identity. Now she thought it was wonderful to be able to experience both cultures. And she realized that even when she slept in a car she always had a home because her father was there and made it a home. And that was why he was her hero."

Facing History has six regional offices in Boston, New York, Chicago, Los Angeles, Memphis and San Francisco that help teachers with the program. To date it has reached some 22,000 educators from throughout the country and has also held institutes in England, France and Sweden. About a million students have taken part.

The teachers, who are trained in weeklong sessions during summer vacations, come from private as well as public schools and from disciplines other than social studies, since the program can be adapted to many kinds of curricula.

For instance, NeSmith's assignment to write about heroes was connected with a unit on Greek mythology in his English class. At the Center School here, where Wilkins teaches, students made elaborate and moving posters and dioramas about their family history to illustrate their sense of identity. A few blocks away, Casado of the Dual Language School, teachers Facing History as part of the regular social studies curriculum.

The value of Facing History was recently judged independently by an intensive two-year research study on intergroup relations among youth funded by the Carnegie Corporation of New York.

The nonprofit foundation surveyed 246 eighth-graders who had enrolled in Facing

History, along with a similar number of whose teachers "cared and taught about social issues, but who didn't use the program," explains Dennis Barr, Ph.D., a Harvard developmental psychologist who headed the research team. The study found that Facing History does affect the way young people relate to their peers and think about social issues and their role as citizens.

"It's a very impressive program," says Barr. "It has an impact on something that is very hard to have an impact on—what you could call character development."

This effect seems to last. Among those quoted in Facing History's last annual report are Derrick Kimbrough of Cambridge, Mass., now 25 years old, who took part in the program when he was only 13. Three summers ago, Kimbrough, who is African American, founded the Survival & Technology Workshop, a nonprofit group that involves teens in improving their local communities. "Our workshop graduates have renovated a local teen center and movie theater, established a local recycling project and created an after-school jobs project," he said.

Kimbrough added, "Facing History taught me the value of teaching kids responsibility and the importance of letting them think of themselves."

Twenty-nine-year-old Seth Miller of Boston remembers that as the only Jewish member of a school hockey team he had played on a Jewish holiday because he'd been embarrassed to tell his teammates that he had to go to services. Since then he has not only faced his own identity but has founded the Rocky Mountain Youth Corps in New Mexico.

"At 13, Facing History was a real breakthrough for me," he said "I was suddenly turned on to academics in a way I hadn't been before. It seems that my whole interest in pursuing a career that was fulfilling to me as a human being and not just for gaining money or status started then."

#### PROSECUTORS SAY RACIAL HATE WAS MOTIVE FOR MAN INDICTED IN FATAL SHOOTING

FORT LAUDERDALE, FLA. (AP).—A man accused of shooting and killing a black woman as she sat in a car with her white fiance has been indicted on charges of murder and attempted murder.

And while the accused wasn't charged with a hate crime, "We will argue hate as a motive for the murder," said assistant state attorney Tim Donnelly.

Robert Boltuch was indicted Thursday for the slaying of Jody J. Bailey, 20. She was killed Feb. 24 when the driver of another car pulled up and opened fire.

Her fiance, Christian Martin, 20, who wasn't hit, told police the shooter had tailed their car, screaming at the couple before firing seven shots when they stopped at a red light.

Martin and Ms. Bailey were high school sweethearts who had dated for three years. Both were students at Florida Atlantic University.

Boltuch, 23, had been working as a waiter at a restaurant until the shooting. He was arrested March 2 at a friend's house in Plantation.

While the words "hate crime" appear nowhere in the indictment, prosecutors said they intend to tell a jury that hate was a factor.

A hate crime classification upgrades the possible penalties if there are convictions. But since a capital murder case already involves the ultimate punishment, the hate crime statute "really is inapplicable," Donnelly said.

About 25 minutes before the shooting, two men allegedly overheard Boltuch say he was going to go out and kill a black person, police said.

The manager of the restaurant where Boltuch worked called the police the day after the shooting when he saw the composite sketch of the suspect in the newspaper and Boltuch failed to show up to work.

HATE CRIME SENTENCING

CLARKSBURG, W. VA. (AP)—A 20-year-old Harrison County man convicted of pouring gasoline in the shape of a cross on a black family's yard and lighting it on fire has been sentenced to 200 hours of community service.

Michael Vernon Wildman must complete his community service at Mount Zion Baptist Church. He also must take a course on race, class and gender relations at Fairmont State College.

Wildman was convicted Feb. 2 of violating the civil rights of Raymond Parker Jr. and his family and destruction of property.

Harrison County Circuit Judge Thomas Bedell originally sentenced Wildman to spend 10 years in state prison, one year in the county jail and pay \$5,500 in fines.

However, Bedell suspended the sentence saying sending Wildman to prison may "teach him more hate and racism."

"I feel that if we sentence him to the maximum, we may be creating another racist," Bedell said during Wednesday's sentencing hearing.

Bedell said requiring Wildman to work with the church and take the class would be more beneficial.

PERSONAL EXPLANATION

HON. TODD TIAHRT

OF KANSAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. TIAHRT. Mr. Speaker, on May 5, I was unavoidably detained and missed roll call votes number 108 (Approval of the May 4 Journal) and 109 (Calling the Previous Question on H. Res. 158). Had I been present I would have voted yes on both votes.

NATIONAL LEAGUE OF FAMILIES OF AMERICAN PRISONERS AND MISSING IN SOUTHEAST ASIA

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. GILMAN. Mr. Speaker, after 26 years of working closely with the National League of Families of American Prisoners and Missing in Southeast Asia, it should come as no surprise that I rise today to express my full support for their forthcoming trip to Vietnam, Laos, and Cambodia scheduled from May 12–20, 1999.

For more than a quarter of a century, I have witnessed, firsthand, the league's tireless efforts and faithful dedication to those who have selflessly served our country during the war in Southeast Asia. For 30 years, the National League of Families has remained vigilant in its goal of determining the fate of those members

of the United States Armed Forces still missing and unaccounted for from the Vietnam War. Like so many Americans across our land, I have come to deeply respect and appreciate all that the League has done for those who have done so much for our Nation.

I have been a strong advocate of obtaining the fullest possible accounting of our POW/MIA's since I first came to the Congress in 1973. As a junior Congressman, my first trip overseas was to Laos to visit the Hmong people who protected our downed airmen during the war. I proudly supported the creation of the Select Committee on Missing Persons in Southeast Asia, the National POW/MIA Recognition Day, and POW/MIA legislation because I believe the families of those who are missing deserve no less.

In my trips to Vietnam over the years, I have shared the League's frustrations with the accounting process. I am aware of the steps the Vietnamese government has recently taken to address the concerns of our POW/MIA families, but I believe further steps—steps the League has long recommended—should be pursued. Regrettably, by normalizing relations with Vietnam, I believe that we have withdrawn our leverage with the Vietnamese Government on this issue. Once again, I strongly urge the Governments of Vietnam, Laos, and Cambodia to engage in serious dialogue to improve the transparency, accountability, effectiveness and efficiency of POW/MIA investigations.

I am thankful to have had the opportunity to have worked with the League on this important issue. It is a pleasure to bring recognition to one of our family groups which has toiled so long and so hard in support of our servicemen and women. I wish Ann Mills Griffith, Dick Childress and their team a safe and productive visit to Southeast Asia and I look forward to their report upon their return.

A TRIBUTE TO THE HONORABLE OLIVER OCASEK

HON. TOM SAWYER

OF OHIO

HON. RALPH REGULA

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. SAWYER. Mr. Speaker, my colleague, Mr. REGULA, and I rise to honor Oliver Ocasek—one of Ohio's most distinguished citizens. On May 20, Oliver Ocasek will receive the YMCA of the USA's Volunteerism Award—the YMCA's highest honor. The YMCA is honoring Ocasek for his more than 50 years of service to youth organizations. We rise today, not only to recognize his deserved selection for this award, but to recognize a lifetime of service to the people of Ohio. Sen. Ocasek's devotion to education extends well beyond his volunteerism with the YMCA. He co-founded the Ohio Hi-Y Youth in Government Model Legislature program with Governor C. William O'Neill in 1952 and supervised it throughout his service on the Ohio-West Virginia Board of the YMCA. He has served on the greater Akron area boards of Goodwill Industries,

Shelter Care, and the Salvation Army. He also has been a professional educator in a wide variety of capacities: a teacher, a principal, a school superintendent, and a professor at both the University of Akron and Kent State University. He was instrumental in bringing together our regional institutions of higher learning to create the Northeastern Ohio Universities' College of Medicine. He capped his educational service with three terms on Ohio's State Board of Education.

This breadth of service to youth is impressive by itself. But alone, it does not capture Oliver Ocasek's contribution to the people of Ohio. Oliver Ocasek was one of the most influential legislators in the Statehouse, where he served in the Senate for 28 years from 1958 to 1986. In the 1970's, he became the first Senate President elected by his peers due to a change in the Ohio Constitution. Along with Republican Governor James Rhodes and Democratic House Speaker Vernal Riffe, Sen. Ocasek made many of the decisions to keep state government moving forward. He was an expert on Ohio's complex school funding system and used his knowledge, experience, and position to benefit local students. His enormous influence came from his savvy and from the hard, tedious work of studying, debating, refining, and reaching decisions on difficult and often contentious state issues.

He is astute, well-steeped in history, a gifted orator and a man of heart-felt compassion. Oliver Ocasek's larger-than-life ambitions drove him hard in politics and in civic life in general, not in search of personal gain and glory, but in order to use his talents and positions to care for the least of his brothers and sisters. Last year in the *Akron Beacon Journal*, Sen. Ocasek expressed his philosophy: "Nothing breaks my heart more than for a child to not have parents who care or to not have a chance for a good education. That's been my commitment—my life—to provide a good education for all children." His leadership has inspired tens of thousands of young people touched by his commitment to education and to the YMCA youth programs over the last half-century.

Today, many people disparage public service and doubt that one person can make a difference. Oliver Ocasek would profoundly disagree. And more importantly, his efforts and their recognition by the YMCA are the evidence to the contrary. His service to the people—and particularly the youth—of Ohio shows that, with hard work and commitment, one person can make a difference. And we are grateful for the difference that he has made.

TOP TEACHERS

HON. MARTIN T. MEEHAN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 5, 1999

Mr. MEEHAN. Mr. Speaker, I insert the following letters into the RECORD.