

Member of the House will take the time to recognize the efforts of our country's World War II Merchant Marines.

HAPPY ANNIVERSARY TO PRESIDENT LEE TENG-HUI OF TAIWAN

HON. EVA M. CLAYTON

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 18, 1999

Mrs. CLAYTON. Mr. Speaker, I wish to offer my congratulations to President Lee Teng-hui of the Republic of China on Taiwan, as Taiwan celebrates the third anniversary of his presence in office on May 20, 1999.

President Lee Teng-hui is the leader of the other China—The Republic of China on Taiwan, a country of 21 million hardworking Chinese citizens who subscribe to an American style of democracy—free elections, respect for human rights and a free enterprise system.

Mr. Speaker, under President Lee's leadership Taiwan is a world-class nation and its citizens enjoy one of the highest standards of living in the world.

As Chinese mainland students continue to demonstrate against the United States, let's not forget our friends on Taiwan who have been our ally and partner throughout their history.

Mr. Speaker, once again I congratulate President Lee as he celebrates his third anniversary in office. He has done a wonderful job for his country and his people.

IN SPECIAL RECOGNITION OF ZEBULON G. WEDGE ON HIS APPOINTMENT TO ATTEND THE UNITED STATES AIR FORCE ACADEMY

HON. PAUL E. GILLMOR

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 18, 1999

Mr. GILLMOR. Mr. Speaker, I rise today to pay special tribute to an outstanding young man from Ohio's Fifth Congressional District. I am happy to announce that Zebulon G. Wedge, of Fostoria, Ohio, has been offered an appointment to attend the United States Air Force Academy in Colorado Springs, Colorado.

Mr. Speaker, Zeb has accepted his offer of appointment and will be attending the Air Force Academy this fall with the incoming cadet class of 2003. Attending one of our nation's military academies is an invaluable experience that offers a world-class education and demands the very best that these young men and women have to offer. Truly, it is one of the most challenging and rewarding undertakings of their lives.

Without question, Zeb brings a great deal of leadership and dedication to the incoming Air Force class of 2003. During his time at Fostoria High School, Zeb has achieved a high level of academic excellence. Currently, he has attained a grade point average of 3.75, which places him thirteenth in his class of 158

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students. Academically, he was an honor roll member in each year of high school.

In addition to his stellar performance in the classroom, Zeb has shown himself to be an excellent student-athlete. He has been a member of the Fostoria High School Varsity Wrestling Team and the Varsity Football Team. In addition, Zeb has been a member of the Spanish Club, Peer-Mediation, Youth-to-Youth, and served as the Vice President of the Freshman Student Council.

Mr. Speaker, at this point, I would ask my colleagues to stand and join me in paying special tribute to Zebulon G. Wedge. Our service academies offer the finest education and military training available anywhere in the world. I am sure that Zeb will do very well during his career at the Air Force Academy, and I wish him the very best in all of his future endeavors.

TRIBUTE TO FLETCHER AND SYBIL SULLARDS

HON. MARION BERRY

OF ARKANSAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 18, 1999

Mr. BERRY. Mr. Speaker, I rise today to pay tribute and recognize Fletcher and Sybil Sullards on the occasion of the celebration of their 50th wedding anniversary. Fletcher and Sybil are mother and father to Karen who they love dearly. The Sullards have actually parented many many children in their years as educators in the public schools in Arkansas. They are "public servants" in the true spirit of the words. I think of the Biblical meaning of servanthood when I look at the work of Fletcher and Sybil with the young people they served and the communities across this great state that they became involved.

Fletcher and Sybil came to the community I live in, Gillett, in the late 1950's. They were there only a few short years before moving on to serve larger schools and eventually made their home in Searcy, Arkansas. Their time in my community has been an example of the lasting impact for good that teachers make on children and also in setting standards of excellence for the schools they serve.

Of the many strengths of this unique couple I think first of their gift of laughter. As teachers, they dealt with a serious subject—educating children—but it was fun for them. You knew they loved what they were doing because they were and always will be happy people. In my opinion their greatest strength is in their dedication to children as individuals. This makes them truly outstanding. As educators, they knew their students, they liked their students, thus they could challenge, encourage and even reprimand their students. If it takes a village to raise a child, the Sullards are the ingredient every village needs as does every child.

I wish continued happiness for this wonderful couple. My state, my community and my family are better for Fletcher and Sybil Sullards.

May 18, 1999

INTRODUCTION OF FEDERALLY IMPACTED SCHOOL IMPROVEMENT ACT

HON. EARL POMEROY

OF NORTH DAKOTA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 18, 1999

Mr. POMEROY. Mr. Speaker, I rise today to join my colleague, Congressman J.D. HAYWORTH, in introducing the Federally Impacted School Improvement Act. This legislation is designed to provide matching grants to federally impacted schools to meet their urgent repair and construction needs.

The Impact Aid program was built on the premise of a shared responsibility between the federal, state and local governments. Since 1950, the federal government has recognized and accepted its responsibility to assist school districts and communities that are impacted by a federal presence such as a military base or Indian reservation. The federal government has made payments to school districts in the form of federal property, disability and basic support payments to help cover the cost of educating federally connected children. Across the country, 1,600 school districts and 1.5 million children depend on the Impact Aid program for a quality education.

Up until 1994, Congress has provided assistance to help these school districts build and repair their schools, particularly districts whose property tax circumstances make it almost impossible to pass school construction bonds. Since 1994, however, the Impact Aid school construction account has suffered. The funding provided in the section 8007 construction account has become woefully inadequate and is spread too thinly among the over two hundred qualifying schools. As a result, many of these school buildings are antiquated, overcrowded and most troubling, compromise the health and safety of their students.

I would like to draw my colleagues' attention to two particular instances in my state where Impact Aid section 8007 construction funding has fallen far short of meeting schools' most basic repair and construction needs. The Grand Forks school district in North Dakota has been plagued by severe ventilation and air quality problems for some time. The meager funds Grand Forks receives through section 8007 have not enabled the district to make even urgent repairs. One school has had to delay renovation projects because of insufficient funds, and ultimately, to borrow from their Basic Support Payments when renovation needs became too urgent to ignore. In order to improve the air quality so that children are not at risk, this one school would need \$800,000. However, the entire Grand Forks school district will receive only \$40,000 in section 8007 money this year.

Another Impact Aid school that has become a particular concern for me is Cannonball Elementary, located on the Standing Rock Reservation in North Dakota. As a result of inadequate Impact Aid construction funding over the years, Cannonball has long been neglected. Storage rooms have been converted to makeshift classrooms and portions of the building that have been condemned continue to house students. Students and teachers are