

readiness, but I am concerned that if successful, these efforts will ultimately encourage domestic pressure for removal of military operations which in any way inconvenience nearby residents. At this time of national crisis, we simply cannot afford to lose our most critical military training sites.

Unlike the situation in Puerto Rico, though, the overwhelming majority of residents and indeed the leaders of CNMI have not jumped on the political bandwagon to force the U.S. out. They are standing up to those fringe elements, because they recognize that freedom isn't free, and that with the benefits of being part of the U.S. territories come some responsibilities.

The tragic terrorist events in New York and Washington, D.C., show us once again, that we cannot just turn our military on like a light switch. To ensure peace, our military must always be prepared for the horrible reality of war. They must always maintain the people, the equipment and most important, the training to ensure that they prevail when a challenge arises. We thank Speaker Fitial for taking the initiative in confirming the commitment of the CNMI people to our fighting forces and all the citizens of the United States. As we enter the battle against terrorism around the world, it is heartening to have the CNMI people standing by our side. They have been there in times of peace, and they will be with us in the new war against terrorism.

DR. FREDERICK G. SAMPSON II
CELEBRATES 50TH YEAR AS A
MINISTER

HON. JOHN CONYERS, JR.

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Friday, September 21, 2001

Mr. CONYERS. Mr. Speaker, today I rise to commend Dr. Frederick G. Sampson II, pastor of Tabernacle Missionary Baptist Church, as he marks two very important milestones in his illustrious career. In addition to celebrating his 50th year as a minister, Dr. Sampson reaches his 30th anniversary as pastor of Tabernacle Missionary Baptist Church.

Dr. Sampson has an extensive educational background, holding degrees in both Behavioral Science and the Theological Sciences. Dr. Sampson, an avid lecturer at colleges and universities throughout our country, is also the annual keynote speaker for various Congresses, Fellowships, Conventions, Councils, Coalitions, Advisory Boards, and Community Outreach Programs all over this country. During his career, Dr. Sampson has pastored various congregations all over the country, and has served on commissions and boards with the aim of fighting crime, improving education, and bringing a higher level of consciousness to our community.

Dr. Sampson's many endeavors to enrich life at all levels of society have also led him to teaching, preaching, and studying mission all over the world. Dr. Sampson deserves praise for his rich, multi-national service record, including his leadership and participation in the Human Rights struggle. Once again, I urge my colleagues to join me in commending Dr. Sampson on his outstanding achievements.

EXTENSIONS OF REMARKS

JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 2001

SPEECH OF

HON. RUSH D. HOLT

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 20, 2001

Mr. HOLT. Mr. Speaker, yesterday we passed H.R. 1900, the Juvenile Justice Delinquency and Prevention Authorization Act, which I support and am pleased to have a hand in shaping.

According to government statistics, juveniles accounted for 17% of all arrests and 16% of all violent crime arrests in 1999. Moreover, in that same year, 2.5 million children under the age of 18 were arrested.

We must not be complacent about these figures. Too many young people get involved in criminal activity, and we must do all we can to prevent juveniles from engaging in such activities.

H.R. 1900 is a bipartisan effort to improve the juvenile justice system and give maximum flexibility to states and local communities in preventing and reducing juvenile crime.

I applaud Representative GREENWOOD and Representative SCOTT for putting together a bill that has garnered such wide bipartisan support.

I am particularly pleased, that because of an amendment I successfully offered in committee, this bill keeps research and statistical analysis within the National Institute of Juvenile Justice. It is imperative that we not lose our focus on early prevention and this is best accomplished by committing this work to a separate agency.

I am also pleased that an amendment Representative MCCARTHY and I offered in committee requiring a study be conducted on gun violence-related injuries and deaths by youth in schools and communities was later incorporated in this bill as well.

This study will focus on the relationship between victims and violent youth; the criminal act and location; and the types of weapons being used. By learning the source of the problem, we can find and develop ways to prevent future violence.

There is much more that we can do to prevent juvenile crime. However, this bill represents a good start and I am happy to support it. I urge all of my colleagues to support this important bill.

IN RECOGNITION OF FIRST AND SECOND GRADERS AT CHICAGO'S JOSEFA ORTIZ DE DOMINGUEZ ELEMENTARY SCHOOL

HON. LUIS V. GUTIERREZ

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Friday, September 21, 2001

Mr. GUTIERREZ. Mr. Speaker, I am honored to recognize the members of 2000–2001 first and second grade classes of the Josefa Ortiz de Dominguez Elementary School in Chicago, Illinois.

September 21, 2001

I am proud to say that these young students are award-winning scientists. Earlier this year, they earned the Unisys Prize for their outstanding use of the Internet as a tool in science investigation. Their project was entitled, "El Agua Trabaja! How Water Benefits Quality of Life in Chicago's Little Village."

In collaboration with the Chicago Academy of Sciences and Friends of the Chicago River, the 2000–2001 first and second grade students of Josefa Ortiz de Dominguez Elementary School explored how the science of water benefits their Chicago neighborhood of Little Village. Specifically, these young scientists studied the water cycle, the three principal forms of water and ways to filter water to better understand how water and the Chicago River benefit their community. Using the Internet as their primary tool, the students shared what they learned by posting their scientific findings, personal journals, watercolor pictures and poetry on the Web.

I applaud the 2000–2001 first and second grade students of Josefa Ortiz de Dominguez Elementary School for their creativity and innovation while executing their scientific investigation. I believe these students also benefited greatly from the guidance of their teachers and the support of their families when they were awarded with such an outstanding science award. "El Agua Trabaja" or "Water Works" is now a bilingual web site explaining the experiments, facts and figures associated with the importance of water in everyday lives.

I am pleased to recognize the 2000–2001 first and second grade students who took part in this endeavor. The students in Ms. Nidsa LaLuz' class include Jaime Aguilar, Jesenia Avelar, Raul Cordova, Roxana Delgado, Juan Deluna, Alejandro Galvan, Amairan Galvan, Luis Garcia, Rosio Garcia, Keli Hernandez, Erick Martinez, Diego Nava, Israel Navarro, Jose Pena, Jorge Ramirez, Denisse Ruiz, Erwin Ruiz, Francisco Ruiz, Leonardo Sanchez, Maria Sosa, Sergio Vega, Samantha Vera, Jacob Villegas and Maria Zavala. The students in Ms. Claudia Torres' first grade class were Jose Aguirre, Christina Avila, Adrian Barraza, Guillermo Barriga, Fernando Cahue, Genesis, Carreon, Denis Casanova, Chris Contreras, Ynggrid Delacruz, Javier Deleon, Michael Gamez, Fernando Garcia, George Garcia, Francisco Gutierrez, Brenda Hernandez, Daniel Hernandez, Alejandro Ledezma, Genesis Lopez, Sarahi Michel, Marcos Osario, Jose Perez, Alexander Reyes, Christina Salazar, Yasmeen Salazar, Nadia Santiago, Alejandro Vazquez, Jesus Vera, Esmerada Vergara and Ruby Zuno. First grade students in Ms. Gloria Carrareo's class were Maria Alcantar, Javier Flores, Bryan Gomez, Christopher Gomez, Miguel Gonzalez, Jose Granados, Gustavo Hernandez, Andrea Labra, Karina Lara, Gilberto Laureano, Nalleli Luna, Alejandro Macias, Victor Majos, Lizett Mata, Crystal Medina, Beda Mendoza, Jose Mendoza, Luis Navarrete, Leonel Palaez, Bianca Paredes, Carmen Perea, Alvaro Quiroz, Alejandro Rojas, Cristina Rojas, Vicente Salamanca, Leobardo Solis and Ixsel Zavala. First and second grade students in Ms. Jennifer Myer's class were Guadalupe Avila, Virginia Bahena, Jose Carrasco, Alejandro Duneas, Cristian Garcia, Juan Garcia, Marco Garcia, Maria Garcia, Melissa Garcia, Valentino Gonzalez, Monica Hernandez,