is now Cedars-Sinai Medical Center. The hospital is a cancer treatment center for the terminally ill. Throughout the 1950's and 1960's, Sadie opened the Los Angeles Council of Mizrachi Women of America which is part of the Jewish Federation. The Los Angeles Council is the Israelis' official network for religious, secondary, and technical education. Under her guidance as the Executive Secretary, the Council assisted over 14,000 Israeli children throughout a network of 55 schools, children's homes and youth villages throughout Israel.

Just before Sadie retired in the early 1970's, she was recognized for her years of commitment and service to the Jewish Federation, the Los Angeles Council of Mizachi Women of America, by being named Honorary Executive Secretary. Her national office then asked her to lead a tour of 36 men and women for a three-week Passover Tour. Sadie proclaimed that ''[the trip] fulfilled a dream of a lifetime.''

Sadie is an incredible woman who has served the community in many exceptional ways. She is a beautiful, strong, and very inspirational woman who is young at heart and full of the spirit of life. Colleagues, please join with me today in wishing a very Happy Birthday to Sadie Vilensky.

HONORING THE ULTIMATE SACRIFICE MADE BY 28 UNITED STATES SOLDIERS KILLED DURING OPERATION DESERT STORM

SPEECH OF

HON. HEATHER WILSON

OF NEW MEXICO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 27, 2001

Mrs. WILSON. Mr. Speaker, I support H. Con. Res. 39, a resolution that honors the ultimate sacrifice made by 28 United States soldiers killed by an Iraqi missile attack on February 25, 1991, during Operation Desert Storm, and resolving to support appropriate and effective theater missile defense programs.

I was delayed from making it to the House floor last week and unable to record my vote in favor of H. Con. Res. 39 due to airline problems and delays.

ALTERNATIVE EDUCATION FOR SAFE SCHOOLS AND SAFE COMMUNITIES ACT OF 2001

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 8, 2001

Mr. KILDEE. Mr. Speaker, today I am introducing the Alternative Education for Safe Schools and Safe Communities Act of 2001. This legislation will assist States and school districts in their efforts to fund alternative education programs and services for students who have been suspended or expelled from school and reduce the number of suspensions and expulsions. This legislation will provide our schools with an important tool in their efforts to ensure safer schools and safer communities while providing vital educational opportunity.

Presently, numerous students are suspended or expelled from school annually. Regardless of the reason these students received a suspension or expulsion—disruptive behavior, verbal abuse, a violent act—they are often left to fend for themselves without any educational services, or worse yet no supervision or guidance. The loss of educational services for these students is a destructive force to their chances to advance academically, be promoted from grade to grade, or to resist the temptation to drop out of school. In addition, students not in school and without any supervision can bring the problems which necessitated their suspension or expulsion to the community—increasing juvenile delinquency and possibly other violence and crime.

Under the Gun-Free Schools Act, schools are required to expel a student for one-year if they bring a firearm to school. In school year 1997–1998, that amounted to 3,507 expulsions. Unfortunately, fewer than half of these students were referred for alternative education placements. In fact, students expelled for firearm violations often do not receive education services through alternative programs or schools. This lack of continuing education and supervision may put the community at risk of gun violence from these children.

While there are times when students may need to be removed from their school due to behavior, whether violent or non-violent, little is accomplished by risking their academic future through a lack of educational services. This legislation will promote alternative placements for suspended or expelled students so the problems they brought to school do not become problems of the community. The legislation would also require school districts to reduce the numbers of suspensions or expulsions of students. I would like to make it clear that this program's funding should not make it easier to remove students from the classroom in greater numbers, but rather should enhance the ability of school districts to provide continuing educational services for the students they do remove from the classroom.

Specifically, the Alternative Education for Safe Schools and Safe Communities Act of 2001 would authorize $200 million to assist school districts in reducing the number of suspensions and expulsions and establishing or improving programs of alternative education for students who have been suspended or expelled from school. Additional specifics of the program include:

States would receive allocations based on the amount of Title I, Part A dollars they receive. States would then distribute 95 percent of this funding to local school districts.

School districts would use funding to both reduce the number of suspensions and expulsions and establish or develop alternative education programs.

Students participating in alternative education programs would be taught to challenge State academic standards.

Students would be provided with necessary mental health, counseling services and other necessary supports.

States and school districts would be required to coordinate efforts with other service providers including public mental health providers and juvenile justice agencies.

School districts would have to plan for the return of students participating in alternative education programs to the regular educational setting, if it is appropriate, to meet the needs of the child and his or her perspective classmates.

School districts would have to meet continually increasing performance goals to maintain funding. These performance goals include: reductions in the number of suspensions and expulsions, reduction in the number of incidents of violent and disruptive behavior, and others.

The Department of Education would be required to identify or design model alternative education programs for use by school districts and then disseminate these examples of ''best practices.''

The future of all our children is too critical to allow those who have been suspended or expelled from school to become the future burdens on our social welfare system, or to have the disruptive and unsafe acts they did in schools take place in the greater community. I urge Members to cosponsor this legislation.

GUAM'S 480TH ANNIVERSARY OF DISCOVERY DAY

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 8, 2001

Mr. UNDERWOOD. Mr. Speaker, Ferdinand Magellan, one of the world's most famous explorer's, who also became known as the first European to circumnavigate the Earth, landed on Guam on March 6, 1521. In observance of this landing, the people of Guam celebrate Discovery Day. This past Tuesday, March 6, 2001, Guam celebrated the 480th year anniversary of Discovery Day.

When Ferdinand Magellan landed on Guam, he brought with him a crew dying of starvation and suffering from scurvy. The Chamorro people, the indigenous people of Guam and the original inhabitants of the island, welcomed the explorer and his crew to the shores of Guam and extended their hospitality. They replenished their water supply, restocked the ship with fresh fruits, vegetables and other food items the explorer and his crew needed.

It is important to know that prior to Ferdinand Magellan landing on Guam, the Chamorro people lived a communal life. When someone extended a lending hand, reciprocity was an unspoken understanding among the Chamorro people—to ask for something that one needed was not viewed the way someone from the western world would view it. An islander did not need to ask, they simply went to their neighbor and took what they needed. In western society this would be seen as stealing, in the ancient communal society this was seen as sharing. Everybody owned everything and shared whatever they had with others in the community—nobody was left to want for anything. This was a structured and a highly organized society with a people who had customs and beliefs of their own, were excellent craftsmen, fishermen and seafarers.

Historians are not clear on the exact date or reason the ensuring event took place, but to