We earnestly hope that the above-mentioned aid will contribute to the promotion of the peace plan for Kosovo. I wish all the refugees an early return to their safe and peaceful Kosovo homes.

NATIONAL DEFENSE AUTHORIZATION ACT FOR FISCAL YEAR 2000

SPEECH OF

HON. MAXINE WATERS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 9, 1999

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1401) to authorize appropriations for fiscal years 2000 and 2001 for military activities of the Department of Defense, to prescribe military personnel strengths for fiscal years 2000 and 2001, and for other purposes:

Ms. WATERS. Mr. Chairman, I rise to oppose this unjust and unfair rule. The Majority Leadership is still refusing to allow several Democratic amendments to be considered by this House. I am especially opposed to this rule because my amendments to extend Section 2323 of Title X of the U.S. Code were not ruled in order.

Section 2323 established a five percent contract goal for small disadvantaged businesses and certain institutions of higher education, including Historically Black Colleges and Universities and Hispanic-serving institutions. Achieving this modest goal is the objective of the Department of Defense, the Coast Guard and NASA. This important law is scheduled to expire in the year 2000.

I proposed two amendments to extend Section 2323 beyond the year 2000 and improve the implementation of this important provision of law. My colleague, Ms. VELÁZQUEZ, also proposed two amendments to extend and modify Section 2323. So there were four different proposals regarding contracting for small disadvantaged businesses and minority institutions and none of them were ruled in order by the Republican leadership.

Recent trends have provided compelling evidence for the continuing need for affirmative action goals in Federal contracting. Following the Adarand v. Pena decision by the Supreme Court, the Federal Government undertook a review of affirmative action programs, and subsequently, 17 of these programs were altered or eliminated.

These changes have led to a significant drop in the number of Federal contracts awarded to minorities and women. For example, in 1995, the Department of Energy, which contracts out 80 percent of its purchases of goods and services, awarded $215.8 million in contracts to women and minority-owned businesses. In 1997, the amount dropped to $66.1 million. It would be extremely unfortunate if a similar decrease in Federal contracting with minority-owned businesses were to occur at the Department of Defense, the Coast Guard and NASA.

Section 2323 is a modest goal to encourage contracts with minority-owned businesses and other small businesses. As a result of this provision, many businesses owned by socially and economically disadvantaged individuals have been able to compete for, have been awarded and have executed Defense, NASA and Coast Guard contracts. Section 2323 has allowed small disadvantaged businesses and minority institutions of higher education to make a positive contribution to the national security of the United States.

I urge my colleagues to oppose this unjust rule and support a fair rule that will allow the Members of this House to consider the extension of Section 2323.

A TRIBUTE TO THE LATE MICKEY MENDOZA

HON. STEVEN R. ROTHMAN

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 1999

Mr. ROTHMAN. Mr. Speaker, I rise today to pay tribute to the late Mickey Mendoza of Saddle Brook, New Jersey, a young man whose life was ended in a tragic incident in Ecuador on April 11, 1999. Regrettably, to this day, no full explanation has been offered by Ecuadorian officials to describe the circumstances surrounding Mickey's death. All that we know for sure is that a bullet from a gun belonging to a police officer in Guayquil, Ecuador senselessly ended the life of a promising fourteen year old American citizen.

I met with Mickey's parents, Galo and Doris and their three children shortly after this death and I know the pain they are enduring. Today I have come to the floor of the U.S. House of Representatives to say that I fully share the Mendoza family's desire to get to the bottom of how Mickey died. They are owed this answer and I intend to continue my work with U.S. officials in Ecuador to ensure that they get a full accounting of what led to Mickey's death.

Mickey Mendoza was, in almost all respects, living the American dream. He was a bright and energetic student at Saddle Brook Middle School. He was active in sports, taking part in his school's wrestling team and playing soccer in a recreational league. In addition, after school, Mickey was attending confirmation classes at Mount Virgin Roman Catholic Church in Garfield, New Jersey. His creativity, his energy, his thoughtfulness, and all this has been taken from us.

Father Paul Bochicchia, pastor of Mickey's church, after learning of his death, recounted that Mickey was especially protective of his little nine year old sister, Isabella. What better tribute than to remember Mickey as a fourteen year old boy who cared for his little sister. This tells us everything we need to know about who Mickey was and why his death has touched the lives of so many people.

Among the many messages of sympathy that the Mendoza family have received, I read one that I would like to share with my colleagues. This letter was written by Anthony Maneri, Mickey's classmate at Saddle Brook Middle School; ''Mickey was a great pal. He always could make you laugh, even at sad times. He always knew the right things to say to make people laugh. He was a great friend and I am going to miss him. I will never forget him.''

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS: A MODEL IN SCHOOL VIOLENCE PREVENTION

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 1999

Mr. HOYER. Mr. Speaker, I rise today to recognize and congratulate the Prince George's County School System as one of our Nation's most innovative and successful school violence prevention programs. In the wake of the tragedies at Columbine and Conyers High School, it is important to highlight those schools which serve as a model for other school districts to follow.

As the 18th largest school district in the nation, the faculty and staff of the Prince George's County Public School system educates one of the most diverse student populations of any district in the Nation. This week, as we continue our dialogue and focus on solutions to making our schools a safer place to learn, perhaps we can look to many of the programs already in place in Prince George's County and across the State of Maryland.

Under the direction of retiring Superintendent Dr. Jerome Clark and Dr. Patricia Green, Chief, Divisional Administrator for Pupil Services, Prince George's County has implemented a regimen of programs including peer mediation, early intervention, and placement of probation specialists within schools.

The Peer Mediation program has been one of the most successful. By placing a peer mediation teacher on staff at each of the 20 high schools and 26 middle schools, students are learning now to intervene and peacefully resolve conflicts. The program has recently been instituted on the elementary school level where teachers and guidance counselors at more than 100 of the district's elementary schools are trained on the importance of creating a healthy learning environment.

Another program, called the ''Justice in Cluster Program'' has been so successful that the State of Maryland used the program as the model to create the statewide ''Spotlight on Schools.'' By teaming up with the Maryland Department of Juvenile Justice, each cluster of schools is able to provide two probation specialists who work with the local high school, middle school, and elementary schools to assist guidance counselors, peer mediation teachers, school psychologists, and administrators in working with troubled students and ensuring that they remain out of the juvenile justice system.

Early intervention programs are also proving to be successful. ''Second Step,'' a program featured in a 1997 study by the University of Washington, teaches children to change attitudes which may lead to violent behavior. Through learning empathy, impulse control and anger management, students in kindergarten through grade six are learning how to react nonviolently to various situations. The program is currently in place in 67 elementary schools and the Prince George's County School System has been asked by the Maryland State Department of Education to become the regional training center so that other school districts can replicate this successful program.

These are just three of the many positive programs being implemented just beyond the