

Based on these recommendations and others from people we met, we introduced legislation designed to empower the institutions that provide structure, rehabilitation and order to low-income neighborhoods. The bill does this by empowering faith-based and other private groups, funding scholarships for low-income children, encouraging private investment and home-ownership, and assisting those neighborhood groups which are restoring structure to their communities.

The American Community Renewal Act allows for up to 100 renewal communities to be established on a competitive basis in both urban and rural areas. To be designated a renewal community, State and local governments would have to work together with neighborhood groups to lessen the burden of rules and regulations that hamper job creation.

There are two tenants of the bill that would directly and positively impact the Community in Partnership Family Center as well as the CSTAR program. The first is a charitable tax credit. Individuals would be able to contribute to the charity of their choice, whose mission is poverty relief, and receive a tax credit of up to 75 percent of a \$200 donation. The other provision would allow renewal communities to voucherize their drug and alcohol rehabilitation programs. Participants would have the ability to choose where to receive their treatment—whether private or public. It's no great secret that private programs like CSTAR have tremendous success rates and little recidivism.

Targeting the few pillars of strength in these communities and empowering them is essential to uplifting the deterioration of our low-income communities. CSTAR, the family center, and others deserve the recognition and support from the Federal Government and I believe the community renewal bill does just that.

Mr. Speaker, it is both an honor and a privilege for me to pay tribute to these fine organizations, and commend them upon their efforts to ensure that all residents of St. Louis County have the opportunity to operate in the community as participating citizens. They are an outstanding example not only for the residents of St. Louis County, but to the Nation as a whole.

ACADEMIC HIGH SCHOOL: RANKED
AMONG NEW JERSEY'S BEST

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. MENENDEZ. Mr. Speaker, I rise today to pay tribute to Academic High School. Academic has consistently been ranked one of the best public schools in the State, and has been ranked one of New Jersey's top 21 best high schools by New Jersey Monthly.

At a time when some question the mission of our public school system, Academic High School is an example of what can be done with dedication and commitment to an ideal. Public schools can excel and anyone who doubts this need only take a tour of Academic High School.

Academic High School was established in 1976 as a college preparatory school for highly motivated students. Academic serves an ethnically and racially diverse population. Prospective students must undergo a highly se-

lective screening process. This process is based on the student's elementary school performance, standardized tests, recommendations, attendance, and participation in extra-curricular activities. With a student-teacher ratio of 15 to 1, every student's individual academic needs can be addressed. The faculty shows a great deal of dedication to their work. This is exemplified by the fact that 51.9 percent of the teachers hold master's degrees—well above the State average.

The students of Academic High School have consistently distinguished themselves at the Hudson County Science Fair. Academic students have won trips to the International Science Fair on a regular basis. Academic students have distinguished themselves by qualifying as National Merit semifinalists, as well as attending the Governor's Schools and the St. Peter's College Summer Scholars Program. Students also have received the New York Times' Young Citizen Award and placed first in the Kiwanis-Key Club essay contest. With achievements such as these, it is not surprising that 96.9 percent of the graduates go on to attend 4-year colleges, including the most competitive colleges, such as Harvard, Yale, MIT, and Cornell.

Despite the challenges inherent in providing quality, urban public education, Academic High School demonstrates that it can be done. Providing a quality public education takes dedicated teachers, parents, and students working together to build a community school. I want to particularly note the work of School Principal Robert J. Roggenstein, who has worked many long hours to fulfill the school's mission.

I am proud to have a school in my district that serves as a model for other urban schools. I ask that my colleagues rise and join me in honoring this outstanding school.

TRIBUTE TO THE AWARD WINNING
STUDENTS OF HILLSBORO HIGH
SCHOOL

HON. BOB CLEMENT

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. CLEMENT. Mr. Speaker, on April 27–29, 1996, more than 1,300 students from 50 States and the District of Columbia were in Washington, DC, to compete in the national finals of the We the People . . . The Citizen and the Constitution program. I am proud to announce that the class from Hillsboro High School in Nashville represented Tennessee. These young scholars have worked diligently to reach the national finals by winning local competitions in their home State.

The distinguished members of the team representing Tennessee are: Aras Alexander, Meghan Ashford-Grooms, Allison Bradford, Jennifer Cartwright, Andy Cheatham, Grace Cheng, Alfredo Cisneros, Hillary Condon, Lisa DeBusk, Kimberly Ewton, Marthie Francis, Blythe Gore, Corey Harkey, Eva Lea, Charles McMackin, Katie Newman, Casey O'Shea, Amanda Osteen, Austin Ray, Jamie Richards, Kristin Robertson, James Shadinger, James Shaub, Madeline Short, Eleanor Smith, Jennifer Tlumak, Emily Van Hook, Katie Walton, and Emily White.

I would also like to recognize their teacher, Mary Catherine Bradshaw, who deserves

much of the credit for the success of the team. The district coordinator, Holly Brewer, and the State coordinator, Dorothy Skeel, also contributed a significant amount of time and effort to help the team reach the national finals.

The We the People . . . The Citizen and the Constitution program is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights. The 3-day national competition simulates a congressional hearing in which students' oral presentations are judged on the basis of their knowledge of constitutional principles and their ability to apply them to historical and contemporary issues.

Administered by the Center for Civic Education, the We the People . . . program, now in its ninth academic year, has reached more than 70,400 teachers, and 22,600,000 students nationwide at the upper elementary, middle, and high school levels. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers.

The We the People . . . program provides an excellent opportunity for students to gain an informed perspective on the significance of the U.S. Constitution and its place in our history and our lives. I wish these students the best of luck in the national finals and look forward to their continued success in the years ahead.

A TRIBUTE TO DARRELL
TORGERSON

HON. VIC FAZIO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 19, 1996

Mr. FAZIO of California. Mr. Speaker, I rise today to salute a decorated veteran of public education, Darrell Torgerson, on the occasion of his retirement from active service.

Mr. Torgerson has taught chemistry to students at Mira Loma High School in Sacramento for the past 30 years. Over the course of those three decades, Mr. Torgerson's rare fusion of light-heartedness and dedication to the task at hand has earned him a permanent place in the hearts and minds of countless pupils.

Mr. Torgerson is the kind of teacher in whose eyes the classroom door is never closed, and in whose ears the dismissal bell never rings. Ignoring the common standards of mediocrity, Darrell Torgerson has set the standard for this students by demanding more of himself than was ever asked. Mr. Torgerson has devoted countless hours after school to tutoring both the eager and the frustrated, has worked closely with honor students on their science papers for the International Baccalaureate program, and has coached student teams to numerous victories in various local and national science competitions. His freshman students have made their mark in Sacramento area competitions by regularly taking first place over opposing high school teams made up of juniors and seniors.

We all know that teachers are the guardians of America's future, but we don't hear enough about teachers like Darrell Torgerson, who has been a guardian angel for an entire generation of young people. I commend him on