

These famous words ring throughout our country like the echoes of silent bells. Voices, unused in generations, can be heard today, still urging us to fight for what is good, to stand up for what we believe. These voices created and preserved our democracy, and they resound in our memories, a symphony of noble and pure ideas. Yet, added to this harmonious music of the past is a cacophony of voices belonging to the present: millions of people, each shouting his or her own opinions with little or no regard for anyone else's thoughts. Amidst all this turmoil, how can my voice be heard? How can my voice make a difference?

In today's democracy, many cynical, disillusioned people would tell you that it's not worth shouting to be heard, it's not worth standing up for what you believe. Because no one listens, no one cares. I cannot believe that. Too many problems in the past have been corrected because one person dared to speak out against them. America won its independence because one person had the courage to challenge British rule. The rallying cry of "No taxation without representation" swept a nation of diverse peoples and fractured opinions and united a majority of the population to work towards a common goal. Women won the right to vote because one person refused to be silent. The writings and speeches of Susan B. Anthony sparked reforms in women's dress, social freedoms, and ultimately, constitutional rights in a time of heightened civil turbulence. Slavery was abolished because one person proclaimed it unjust. The accomplishments of William Lloyd Garrison and other abolitionists, such as Frederick Douglas and Sojourner Truth, resulted in the thirteenth amendment to the Constitution, which effectively outlawed slavery. Each of these controversies were important developments in our nation's growth, and each of them began with a single person who persisted until another person listened . . . and another . . . and another, until that first person was shouting with the multitude instead of against it.

If I want my voice to be heard, I have to ignore the cynics. I have to shout against the millions. I have to call out incessantly. I have to refuse to be silent, in the hopes that one person might take note of my cry. If I influence just one other person, then my voice has been heard. If I cause that person to examine or change his or her views, then my voice has made a difference. My voice is not the voice of the millions, nor does it have to be. My voice in democracy is just that: My voice, shouting against the crowd, so that I might be heard.

And today, there are so many more ways in which my voice can be heard. 150 years ago, communication was limited to the written word, in the form of newspapers and pamphlets, and the spoken word. As a student living in this day and age, I have the technology to reach many, many more people. For example, I have television. Through television, I can make my voice heard across the nation, simultaneously; whereas, it was nearly impossible for an abolitionist or a suffragette to achieve the same effect. I also have the internet, which is growing daily, and radio, which reaches a large percentage of the population. On a local level, I have service groups, a school newspaper, clubs and other organizations, all designed to give me a forum to voice my opinions and to allow my voice to be heard. How much faster could Patrick Henry have inflamed a nation, had he been able to use the present day media?

Each of those historic, echoing voices belonged to an individual who felt the need to speak out against injustice, to better the world in which he or she lived. And even as a tempest begins with a single drop of rain, so did the American Revolution, the Wom-

en's Suffrage Movement, and the Abolitionist Movement begin with a single thought, a single voice shouting among millions of others. If our country could be so drastically influenced by just one person in the past, there is no reason that it cannot be just as affected by my voice in the present.

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IN MEMORY OF PAMELA MAY

**HON. IKE SKELTON**

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 23, 1998*

Mr. SKELTON. Mr. Speaker, it is with great sadness that I take this opportunity to pay tribute to an outstanding public servant and teacher, Pamela May, who recently passed away at the age of 44.

Pam May, who was born August 4, 1953, in Nevada, MO, dedicated her life to public service and education. In 1997, she was appointed the Camden County auditor by Gov. Mel Carnahan, and from 1992 to 1997 Pam served as the Camdenton Third Ward Alderman. She also served as a Camden County Commissioner.

Mrs. May also served on the Child Advocacy Council, the Citizens Advisory Committee for the Camden County Jail, and the Governor's Total Transportation Committee. She was a member of the Camdenton Rotary Club and was former president of the Camdenton Chamber of Commerce.

In addition to her public service contributions, Pam May devoted her life to teaching Missouri youngsters. She was a teacher for 10 years in the Camdenton School District, and she began working in the Parents as Teachers program in 1986-87. She was also a part-time teacher in the Lake Area Vocational School's Child Care Management program. Mrs. May later became child care coordinator for the Camdenton R-3 School District, and wrote a grant to open the district's child care center.

Pam May is survived by her husband, Ralph, two sons, a daughter, her parents, a brother, and two sisters.

Mr. Speaker, I am certain that the Members of the House will join me in celebrating the life of this great Missouri public servant and educator. Pamela May's strong sense of community and compassion for the youth of our country make her a role model for all Americans. We will truly miss her.

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RECOGNIZING YOM-HASHOAH

**HON. MICHAEL PAPPAS**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 23, 1998*

Mr. PAPPAS. Mr. Speaker, I rise today to recognize the tragedy of the loss of six million Jewish people, one and a half million of which were children, who were murdered at the hands of the Nazis. Today is Yom-HaShoah, the day in which we recognize the horrific genocide that Adolf Hitler imposed on so many.

Mr. Speaker, last year a group of young people from my district came to Washington and joined me on a visit to the Holocaust Museum. Additionally, last year, thanks to the assistance of the Jewish Federations in my dis-

trict, I was fortunate enough to visit Yad Vashem in Israel. I cannot adequately express in words how moved I was to see the photographs of the victims, read the stories of so many families, and listened to the experiences that was told by the survivors. We can never forget what happened. Not only should we use this time to remember the past, but we must also educate our young people and future generations about the Holocaust in order to preserve the memory of those who lost their lives, honor those who were fortunate enough to survive and to reaffirm the promise of "never again!"

Throughout this entire week, from April 19 through April 26, 1998 the United States Holocaust Memorial Council will lead the nation in civic commemorations of the victims of the Holocaust, called Days of Remembrance. Next week we will recognize the 50th year anniversary of the establishment of the state of Israel.

So today Mr. Speaker, I join with the people of Israel, those in my district, the Jewish Community Centers and Temples, in remembering the victims and saluting the courage of the survivors of the Holocaust.

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CONGRATULATIONS TO CONNECTICUT'S TEACHER OF THE YEAR  
MARIANNE CAVANAUGH

**HON. BARBARA B. KENNELLY**

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 23, 1998*

Mrs. KENNELLY of Connecticut. Mr. Speaker, I rise to congratulate Connecticut's Teacher of the Year, Marianne Roche Cavanaugh. Mrs. Cavanaugh is the head teacher for mathematics, Kindergarten through 12th grade, and teaches 4 math classes a day at the Gideon Welles Middle School in my home district. Since Mrs. Cavanaugh arrived in the Glastonbury public school system more than 20 years ago, her colleagues have watched in awe of her energy and ability to get students excited about mathematics. It has been said that her students have even groaned in disappointment at the end of one of "Mrs. Cav's" lessons.

In 1994, Mrs. Cavanaugh organized the first Gideon Welles Marathon. In this academic competition, students seek sponsors who pledge as much as 5 cents for each math problem correctly solved in an hour. The truly amazing thing is that over the last four years \$20,000 has been raised in the Glastonbury community by 1200 students. The funds have been returned to the community to help purchase such things as youth league basketball uniforms, computer software programs, and to make charitable contributions such as donations to the food bank, clothing certificates to local stores, and bicycles.

Mrs. Cavanaugh's goal is to see a National Marathon Day during April, Math Awareness Month. Students across the country could strive to test the limits of their math skills while raising money for their communities. As a strong supporter of educational programs and initiatives throughout my career here in Congress, I stand before you in the hope that this day may soon be realized.

Outside her time in the classroom, Mrs. Cavanaugh has managed to present mathematical workshops across the nation, develop problem solving math curricula, and train other

math teachers for the Interactive Math Program. In addition to this Connecticut Teacher of the Year award, Mrs. Cavanaugh was a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching in 1998 and 1986, the 1998 Glastonbury Teacher of the Year, the Connecticut Association of School Superintendents' Middle School Teacher of the Year finalist in 1997, and Celebration of Excellence winner in 1986. As a resident of Marlborough, Connecticut, she and her husband Roy Cavanaugh have four children, Lindsey, Matthew, Shannon, and Kevin.

Again, I would like to commend Mrs. Cavanaugh on this achievement. She displays the kind of dedication, determination, and enthusiasm that make our public school system work. With teachers of Mrs. Cavanaugh's caliber, this next generation of Americans will surely reach the stars.

#### IN MEMORY OF WILLIAM CAFARO

### HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 23, 1998*

Mr. KUCINICH. Mr. Speaker, I rise today to remember William Cafaro, a brilliant entrepreneur, a generous philanthropist, a political activist, and a good friend.

Mr. Cafaro changed the way America shops by pioneering the shopping center industry. He built some of the nation's first strip plazas and enclosed malls. His privately owned company has consistently ranked in the top ten largest commercial real estate developers in the nation. Mr. Cafaro emerged as a real estate developer and entrepreneur in the 1940's and soon revolutionized the industry nationwide.

This self-made man never forgot his roots. He has been recognized by countless organizations for his generosity and philanthropic work in the community. Among numerous other civic activities, Mr. Cafaro was especially involved in his church and in education. He was recently awarded a lifetime achievement award for humanitarian service from the National Italian American Foundation and was honored by President Clinton.

Mr. Cafaro was active in politics as well. He was a delegate to the Democratic National Convention for three presidential elections and was a member of the Electoral College. He was friends with several Presidents including Harry S. Truman, John F. Kennedy, Lyndon B. Johnson, Jimmy Carter and Bill Clinton and visited the White House many times.

Above all, Mr. Cafaro never lost sight of what was most important to him: his family, church, company, and community. His leadership and generosity are a great loss.

#### HUMAN RIGHTS SPEECH

### HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 23, 1998*

Mr. HAMILTON. Mr. Speaker, I submit for the CONGRESSIONAL RECORD the attached excerpt from a speech I gave to the Columbus Human Rights Commission on April 4, 1998.

ADDRESS TO THE HUMAN RIGHTS COMMISSION  
ANNUAL DINNER, COLUMBUS, INDIANA, APRIL  
4, 1998

(By Lee H. Hamilton)

I want to talk with you tonight about the challenges we face in advancing human rights. A deep concern for human rights is a basic and fundamental expression of the values of the American people. It is part of who we are and what we are.

In one sense, the history of this country can be told as the story of the advancement of human rights. Our ancestors fought a War of Independence to secure civil and political liberties, and a Civil War to ensure that all of its people, black and white, should be free and enjoy the basic rights of citizenship. In this century, Americans have struggled to secure political, social, and economic rights for women, minorities, and working people.

American has also been a model, a guide to other countries in its concern for human rights. With some success, and with some failures, too, we have sought to promote democratic institutions and the observance of human rights at home and abroad.

How would you respond if I asked you to define for me in one sentence what this country is all about? Most of you—I think—would say: At its very core, this country is about giving its people the opportunity to be the best that they can be. Our country does not provide equal opportunity to all its citizens. It does not assure success. But, at the very least, it does provide opportunity and it tries to remove barriers that deny us a fair chance to succeed. Human rights are about removing those obstacles, and ensuring that all of us are treated fairly, equally, and justly in our individual pursuit of happiness.

The Columbus Human Rights Commission is so important because it does precisely that. In fighting discrimination and human rights abuses at the local level, this Commission works to ensure that the magnificent ideal of the Declaration of Independence—that all men are created equal—becomes reality. It serves to help this community be a place where everyone has an opportunity to become the best they can be.

#### I. CIVIL RIGHTS AT HOME: CHANGING ATTITUDES, CHANGING ISSUES

Our country is today in the midst of a national debate about civil rights and race relations, perhaps for the first time since Congress passed landmark civil and voting rights laws in the mid-1960s. I have cast over 5,000 votes in my years in Congress, but few, if any, have given me more satisfaction than to support these laws. Much of the current debate has focused on affirmative action (more on that later). The debate, however, also goes to more fundamental questions about race in America: do we continue to be two Americas, one black and one white? and if we do live in two Americas, is that acceptable? and if it is acceptable, what does that say about the future of this country?

Someone asked me the other day how public views on race relations have changed since the Civil Rights Era. Three things come to mind.

#### *a. Public consensus*

First, there was broad public consensus in the 1960s on what was wrong in our country and what needed to be done. Americans were outraged by the treatment of Civil Rights marchers in the South, and demanded that Congress take steps to secure basic civil and political liberties for all Americans in every part of the country. Today, we have strong anti-discrimination laws on the books, and an overwhelming majority of Americans agree that racial discrimination is wrong and must be proscribed.

Consensus quickly breaks down, however, once you scratch beneath the surface. Blacks

and whites, for example, may agree that racial discrimination is wrong, but they have sharply differing views about how prevalent such discrimination is today in our society. In a recent poll three in four white Americans said blacks in their community are treated the same as whites. Only 49% of the blacks agreed. Whites really see very little problem when it comes to opportunities for blacks in jobs, education, and housing. Many blacks see racial discrimination as a fact of life.

Whites have generally become more optimistic that progress toward equality has occurred and that racial discrimination has declined. Blacks, in contrast, are increasingly discouraged about race relations and discrimination.

The debate over affirmative action provides another example of the breakdown in the consensus. Supporters of affirmative action say that while the situation has improved, racism persists in this country, and that affirmative action is needed to remedy the effects of discrimination. Affirmative action programs, they will note, have provided opportunities for millions of minorities, expanding the American middle class and strengthening our political system and economy. Opponents respond that affirmative action is fundamentally unfair, that people should succeed or fail based on character, talent and effort, not race. Either they say that we now live in a colorblind society so race-based policies are unnecessary, or they say that, while racism may persist, affirmative action leads to double standards which heighten rather than reduce racial tensions.

#### *b. sense of optimism*

Second, during the Civil Rights Era there was a strong sense of public optimism about tackling problems associated with race. I don't suggest it was a Golden Age. We then lived in a segregated society, where minorities were denied political and civil rights as well as economic and educational opportunities.

What has changed, however, is our outlook on the future of race relations. Back then, many of us took to heart Dr. King's vision of an integrated America, where people would be judged not by the color of their skin but by the content of their character. We, blacks and whites, believed that anti-poverty efforts could wipe out the inner city slums and lift the poor into the great American middle class. We believed—perhaps naively—that anti-discrimination laws would lead to a society with fully integrated schools, neighborhoods and workplaces.

We have made remarkable progress toward racial equality over the last 30 years, seen, I suppose, most conspicuously in the expansion of voting rights and of a black middle class, educated and affluent, that has taken advantage of new opportunities. But, in many other respects, this is not the world we dreamed of 30 years ago. White and black America are, in many respects, drifting apart. Many blacks feel aggrieved. They observe that black incomes are still only 75% of white ones; 40% of black children live in poverty; black unemployment is more than twice as high; and the life expectancy for black males is more than eight years less than for white men (65 years vs. 73 years). They say whites have lost interest in their plight, cutting federal programs that benefit their communities and eliminating affirmative action programs that have created educational and job opportunities. The response of a growing number of blacks is not a call for more integration with white America, but separation and self-help.

#### *c. demographic changes*

Third, the debate on race in the 1960s was straightforward. It dealt almost exclusively