

House, the gentleman from South Carolina (Mr. SANFORD) is recognized for 5 minutes.

Mr. SANFORD. Madam Speaker, I rise today because in many ways we are a country in search of heroes. We look back through the history pages for heroes. We look at George Washington. We look at Patton. We look at William Wallace. We look at Colonel Joshua Chamberlain and his group of bedraggled soldiers in the battle of Gettysburg. We look at movies, where there are all kinds of different heroes that may or may not have existed, but we look at them in movies.

We look around the world for heroes. In Tiananmen Square, the young student stands up in front of a tank, because he has ideas that he believes in. A young student in Moscow back in 1991 stands up in front of a tank, again because of ideas he believes in. Yet, when we look at movies and we look at history and we look at events around the world, what we oftentimes forget is that in fact, heroes live at home. Heroes live in our midst.

What I want to say for just a few minutes today is that I stand here in praise of one such hero. That hero is a young 15-year-old boy by the name of Keith Putnam, who lived in Hanahan, South Carolina. This boy was the quintessential low country boy. I grew up in the woods and waters of the low country. When you get it in your veins, it stays in your veins.

It was certainly in his, because this boy loved hunting, he loved fishing, he loved sailing, he loved the water; he loved all elements of the low country. This boy was athletic. He had played on the soccer team for the last 2 years. This boy was an achiever. He was in Who's Who in American High School Students for the last 2 years.

He was a hardworking, good person. He had wanted to buy a car. He was not given money to buy a car, he went out and earned money to buy a car. By cutting grass for a whole summer in different yards across North Charleston and Hanahan, he managed to end up with enough money to buy himself a 1965 Volkswagen Beetle; and he did not do it just on Sunday mornings, because he was an usher at Peace Lutheran church.

The boy was known for the way he helped other people. In short, I would say that he was everything that is special and unique about being American. In fact, he was as well a dreamer, because he dreamed of going to the Citadel, and then going on to the Air Force Academy, and then ultimately becoming a commercial airline pilot.

Yet, those dreams came to an end about 2 months ago, because Keith Putnam was killed in Hanahan, South Carolina, about 2 months ago. He was killed trying to save the life of another. He and a friend were driving down the road one evening, and they looked and saw a car lodged on the railroad tracks there in Hanahan.

They jumped out of the car. He jumped out of the car. He pulls a

woman with her 3-year-old baby out of the car, gets her to safety. He goes back to the car. He pulls another woman out of the car, gets her to safety. He goes back a third time to make sure that there is nobody else still in the car, and tragically, the train hits the car and drives it into Keith, killing Keith.

So I just wanted to say here today how sorry I am for what the Putnams have been through, and most of all, to thank Keith for the life that he lived. Because though I did not know Keith, his life stands out as one of those special lives. William Wallace, 600 years ago, stood on a battlefield totally outnumbered. He said, Remember, men, they can take from us our lives, but they can never take our freedom. He went on to say to his men, Men, every man has to die, but not every man gets to live.

I think what is special about Keith's life is that he actually lived it. He shows us about being engaged and being involved in life. Most of all, what he shows us is that, in fact, heroes do live in our midst. For that, I thank him.

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REPUBLICANS SUPPORT MORE  
DOLLARS FOR THE CLASSROOM,  
AND EDUCATION DIRECTED  
FROM THE LOCAL LEVEL

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Pennsylvania (Mr. PITTS) is recognized for 5 minutes.

Mr. PITTS. Madam Speaker, I am absolutely amazed that the same people who opposed the Dollars to the Classroom Act, a Republican bill to send \$2.74 billion to our children's public schools, are today telling the Nation that Republicans are opposed to hiring new teachers for public school classrooms.

This is a falsehood. Republicans have been working to send dollars to local schools so new teachers can be hired, classrooms can be connected to the Internet, computers can be bought to enhance learning, microscopes can be purchased so biology students can view various parts of nature, reading specialists can be hired to ensure that every child learns to read, and the list goes on and on.

The point is that Republicans do not believe that the Federal Government should dictate and mandate to principals, teachers, and parents what is needed for our Nation's classrooms.

Do Members of Congress actually have the audacity to believe that they in their Capitol Hill offices and those in the White House on Pennsylvania Avenue or bureaucrats at the Department of Education in Washington know what is needed in every single classroom in our Nation? They cannot possibly know.

A child in a classroom in Lancaster, Pennsylvania, might have different needs than one in New York City or Anchorage, Alaska. As a teacher, I

know that the only way to truly know what a child needs to learn is to see that child, to listen to that child every day. That is why Republicans are working for local control of education. While the President wants to control local schools from the Washington beltway, Republicans are working to send dollars to our Nation's classrooms.

Do many of our Nation's public schools need more teachers? Many do. However, 100,000 new teachers is not a cure-all solution for the schoolchildren of our Nation. Are these 100,000 good teachers? The President evidently does not care about that, since he vetoed our bill for teacher training and merit pay.

There are many wonderful teachers serving our Nation's classrooms. Even they will tell us that just hiring another person is not going to improve learning. Is that not what we are about, improving classroom learning for our children? Then why is the other side afraid of sending dollars to the classroom, to be used to meet the educational needs of local schoolchildren, whether the need is for a new teacher, new instructional materials, or a new computer?

Why has the President threatened to veto the Dollars to the Classroom Act, that would send an additional \$800 million to the classroom to meet these critical needs without new taxes, just increased efficiency by bypassing the bureaucracy?

In the omnibus bill Republicans are supporting education funding, but with the requirement that the dollars are sent to the classroom. We simply believe that local school districts should decide if they need more teachers, more books, more computers, or building repairs.

We support the hiring of new high-quality teachers, the reducing of class size, providing professional development to teachers to teach children, providing for teacher competency exams. But we do not want this directed by Washington bureaucrats. We want more dollars to local schools, more local control, and more local flexibility.

Teachers are not calling for more government programs, they are calling for more local control and flexibility, dollars to the classroom. A program similar to the Dollars to the Classroom Act and one which the President has opposed is Title VI, the block grant. Educators nationwide have expressed how much they like this program, for it is extremely flexible, allowing them to focus on priorities of children in their schools.

On Monday I believe our House Republicans offered the President a \$1.1 billion educational proposal that would expand Title VI, emphasizing the hiring of new high-quality teachers to reduce class size.

I would like to tell the Members about a few of the locally-driven initiatives that have resulted from Title VI in Pennsylvania.

Garnet Valley, in Delaware county, implemented an English course supplemental program. Teachers and students were trained on the successful completion of research projects, use of CD-ROM products, and print resources to support the student thesis.

Southeastern Greene School District implemented a professional development technology program to support reading, language arts, and math at the elementary level.

In Philadelphia, the Model for Enriching Reading through In-service Training Professional Development program was created. Professional development and student participation was conducted in "Writing and Language Arts", "Parent Conferencing," and "Content Area Writing."

When dollars are sent to the classroom and schools are given flexibility using them, success is the outcome. Do we want children to have these types of successful learning experiences, or do we simply want them to attend smaller classes? That seems like an awfully simplistic answer to an enormous problem.

I urge the President to agree to send education dollars in the omnibus bill to the classroom, to a teacher who knows the names of our children.

#### TRIBUTE TO THE HON. THOMAS J. MANTON

The SPEAKER pro tempore. Under the Speaker's announced policy of January 7, 1997, the gentleman from New York (Mr. RANGEL) is recognized for 45 minutes as the designee of the minority leader.

Mr. RANGEL. Madam Speaker, being the senior member of the New York delegation is a great privilege, but one of the problems you have is that you have a responsibility to lead the tribute to say good-bye to so many New Yorkers who have served the delegation, the Congress, and the country so well. Of course, tonight is one of those nights where one of Congress' greatest Members, the gentleman from New York (Mr. THOMAS MANTON), has decided after 14 years that he will be going into the private sector.

I think the gentleman from New York (Mr. TOM MANTON) is the perfect type of New Yorker. He was born in New York, the son of an Irish immigrant family. He went to school in the city of New York and became an attorney. He also was a New York City policeman, and served in my own community in central Harlem, where he was walking the beats of Harlem while I was serving as a desk clerk in the Hotel Teresa. We both were going to law school at the time.

He then went into public office, having served 15 years as a member of the New York City Council, and finally came some 14 years ago to join us in the Congress.

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TOM MANTON serves on the Committee on Commerce, which is one of the

most important committees in the Congress, but also one of the most important committees for the City of New York dealing with finance, energy environment, health, and a variety of other things that have been so important to our citizens of this city and of the State.

In addition to that, he is one of the most powerful political figures. Even though he walks with a soft step and has a velvet glove, he did not epitomize what most people think would be the Democratic county leader. More, he has been pictured as one who has built bridges, made friendships, and as he has done it in the city and in our State, he has also done it in our national conventions and certainly here in the United States Congress.

As we all look forward to peace throughout the world, and especially in Ireland, TOM MANTON will know as a part of his legacy that he spent a lot of time in trying to reach a peace accord in the land of his forebearers.

And so, TOM, it is with heavy heart that we are going to miss your friendship, your camaraderie, we are going to miss your strong support and your leadership that you have given us that serve on other committees, alerting us that matters were coming to the full committee or coming to the floor and working with the House leadership, both Republican and Democrat, to do the best for our country, our Congress, and the great City of New York.

We are going to miss you, but fortunately you are not leaving our city. We look forward to working with you and your family. And your loved ones should know that we say thanks for a job that has been well done.

Madam Speaker, I yield to the gentleman from New York (Mr. ACKERMAN) who took this time out for the delegation.

Mr. ACKERMAN. Madam Speaker, let me thank the distinguished gentleman from New York (Mr. CHARLIE RANGEL), Dean of the New York delegation, "Mr. New York," for bringing us together today. We share today, I think in the waning hours of the 105th Congress, another chapter in the American dream.

A generation ago, Madam Speaker, Irish immigrants came here to these shores looking for a better way of life as young people seeking opportunity, as troubles brewed in their homeland of Ireland. One person was Peggy and the other one, TOM MANTON. TOM came here, became a skilled laborer, married Peggy, got a job, and worked here in the capital of the free world. He was a tradesman, a plasterer, and he worked on the very buildings that we work and make our speeches in today.

Little did TOM MANTON from Ireland know at that time as he was applying his trade in these hallowed halls that one day his son would grow up to be a Member of the United States House of Representatives and work in the very building that he helped to build, in the land that with his hands he helped to build as well.

Young TOM, when he was born, went to school in Queens, after being born in Manhattan. That was a wise choice, he came to Queens. He went to St. Joseph's Prep Elementary School. He went to St. John's Prep after that, and then he put himself through St. John's University and got a college degree. At the tender age of 19, still a teenager, he joined the Marine Corps and put in 3 years in the service, serving this Nation in Korea.

After that, he became a New York City policeman, a tough job. We call them "New York's Finest," and TOM epitomizes that. He certainly is one of New York's finest in every way and every aspect. As the Dean mentioned, he served a tour of duty while on the force on the job, as they say, on the beat in central Harlem, working with the people there.

While he worked as a policeman in the City of New York, he put themselves through law school getting a degree from St. John's University during the night, a difficult thing to do while holding down a full-time job in the day.

It was shortly after that that he ran for public office and was elected to the New York City Council and became the chairman of the powerful Housing Committee and served the citizens of our great city in that capacity for some 15 years with great distinction.

TOM has always been a team player, but when it came time to being able to stand up for what he believed in, he was willing to step forward and rock the boat. He took on the establishment when it was necessary. He ran for the United States Congress and the rest, as we say, is history.

He has been our good colleague now for 14 years. How time flies. For 14 years, he served with us in the House of Representatives, serving originally on the Committee on Banking and Financial Services, serving on what was then House Administration, Merchant Marine Committee, and the Committee on Commerce, handling such matters as trade and telecommunications and securities and consumer protection, working hard.

Here in a place, Madam Speaker, known as a stable for show horses, TOM proved to be a workhorse. Recognized by all of us as a Member's Member, doing the day-to-day work that was necessary to make this place run, to make it easier for other Members to be able to do their jobs. Doing many jobs that many other Members of Congress would ordinarily shun.

In addition to that, he quickly assumed responsibilities as the cochair of the Congressional Ad Hoc Committee on Irish Affairs, a cause, very, very dear to his heart, trying to argue the cause and work for peace with justice in the land of his ancestors. His work, along with that of many others, with his leadership, has begun to finally bear fruit. For that, I know that his dad, Tom, and mom, Peggy, who I know are looking down upon him today, would be very, very proud.