

EXTENSIONS OF REMARKS

HONORING MICHAEL FERRUCCI, JR., ON THE OCCASION OF HIS RETIREMENT

HON. ROSA L. DeLAURO

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Monday, September 10, 2001

Ms. DELAURO. Mr. Speaker, it gives me great pleasure to rise today to join the many family, friends, and colleagues who have gathered to pay tribute to my dear friend, Michael Ferrucci who is celebrating his retirement after a tremendous career with the American Federation of State, County, and Municipal Employees. His outstanding leadership and unparalleled dedication has made a real difference in the lives of many.

I have often said that we are fortunate to live in a country that allows its workers to engage in efforts to better employee standards and benefits. State, county and municipal governments employ a number of laborers who deserve the best for their families. Michael has fought hard for better wages, more comprehensive health benefits for members and their families, and safer work environments—ensuring that state, county, and municipal employees are afforded these basic rights. Michael has been a true leader for our working families, giving them a voice during the hardest of economic times.

Michael began his career in 1953 as a maintenance worker for the Connecticut Highway Department. Elected first as Steward then Secretary and finally as President of AFSCME Local 867, he has served the union membership from the beginning. In addition to his service with Local 867, Michael went on to serve as the elected Secretary of Council and was later elected President of Council 16 representing Connecticut State Employees. Michael eventually left his state employment when he was appointed as the Executive Director for Council 16. It was during his tenure as Executive Director of Council 16 that state workers won collective bargaining rights—much in part to Michael's tremendous leadership.

Council 16, representing state employees, and Council 4, representing municipal employees, later merged to create what is today the largest union in Connecticut representing 34,000 State, Municipal, and Private Sector members. Michael held a number of leadership positions in Council 4 prior to his election as Executive Director nearly five years ago. In addition to his service with AFSCME, Michael has also served as a Labor Advocate on the Connecticut State Board of Mediation and Arbitration for over fifteen years.

Throughout his career, Michael has demonstrated a unique commitment to AFSCME's union membership. Through his vision and because of his unparalleled dedication, Connecticut's state and municipal employees and their families have a strong union that is always willing to ensure their needs and interests are heard and met. It is with my deepest thanks

and sincere appreciation that I stand today to pay tribute to Michael Ferrucci, Jr., as he celebrates his retirement. His good work and strong voice will certainly be missed—and never forgotten.

VERMONT HIGH SCHOOL STUDENT CONGRESSIONAL TOWN MEETING

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Monday, September 10, 2001

Mr. SANDERS. Mr. Speaker, today I recognize the outstanding work done by participants in my Student Congressional Town Meeting held this summer. These participants were part of a group of high school students from around Vermont who testified about the concerns they have as teenagers, and about what they would like to see government do regarding these concerns.

I submit these statements to be printed in the CONGRESSIONAL RECORD, as I believe that the views of these young persons will benefit my colleagues.

ON BEHALF OF KEVIN VAN GENECHTEN—
REGARDING GLOBAL WARMING, MAY 7, 2001

Kevin Van Genechten. My name is Kevin Van Genechten, doing global warming, for Colchester. Global warming is the steady rise in temperature caused by buildup of gases like CO₂ and methane gas in the Earth's atmosphere. The gases act like the glass in a greenhouse; they let the heat in, but not out. The main cause of gas buildup is the burning of coal, oil and wood CFCs. 1998 was the hottest year in thousands of years. The nine hottest years on record have all been in the past two decades. Humankind's actions on the global scale have changed not just the landscape of the earth, but the world's climate too. Increasingly sophisticated measures of the Earth's climate and the weather systems have provided a wealth of evidence that the earth has been getting steadily warmer. An intergovernmental panel for climate change set up in 1988 to put together the thinking on global warming is leading the search. It has found that global temperatures are increasing alarmingly, already having risen between .3 Celsius and .6 Celsius in the last century. Sea levels are rising and previous environments are being altered, some irreparably. The rising temperatures we have witnessed may seem slight, but are we currently experiencing the greatest rate of change in the temperature ever. The effects are already being felt, and things may get much worse. Most of the impact of global warming won't be felt for another 30 years. And yet hurricanes, storms and extreme weather conditions are recorded almost weekly. Our reckless destruction of the environment through industrial pollution is creating a dangerous world. The burning of fossil fuels, such as oil and coal, and the emission of harmful gas must be addressed if we are secure ourselves a future on planet Earth. And although interested parties are bringing pressure from the big pressure groups like the Worldwide Fund for Nature—which may soon disappear—it may be

these gestures are too little, too late. There is still hope in the air and time in this millennium to make the necessary changes to happen. However, we leave this century fudging on fossil-fuel emission targets, which almost everyone now agrees is the strongest way to combat global warming. Big changes in lifestyle and energy production will be needed to slow the global-warming time bomb.

ON BEHALF OF KATIE KEVORKIAN, CARLIN HEBERT, AND BETHANY WALLACE—HIGH DROP-OUT RATES, FOCUSING ON INADEQUATE SOCIAL SERVICES, MAY 7, 2001

Bethany Wallace. Our subject is the increasing dropout rate in, not only our county and our school, but, you know, across the nation. It said in the little packet that we were going to focus on the lack of social services which I don't think we did.

Congressman Sanders. That's okay.

Bethany Wallace. That is not really what we are focusing on. My part—I will give you a little basis. We didn't really know a lot about the dropout rate when we were given this task to present. So what we did is, we divided it into factors that would affect the dropout rate. And mine is the alternative programs, Katie's is the pregnancy rate, and Carlin's is the extracurricular activities. At Mt. Anthony, we have an alternative program that I don't think a lot of people are aware of, and we certainly didn't know what it was all about. So we went to the alternative program a few days ago and just sat down and interviewed both the students and the teachers there. And what we found out was that the alternative program is a combination of two former programs, the girls program and the boys program. And right now it's in one building, and it is funded by the high school, it is considered part of the high school, but with its own budget. There are about 25 students in the program right now, all different levels in high school. They also have a branch of that for the middle schoolers, that is called the Stars Program, but we didn't really dig into that. The students there—we have a little list—have been referred to the program because of a variety of reasons, varying from high absenteeism, which is what they said in there, and poor performance academically, for whatever reason. In sitting down with the students and talking to them about it, more than three-quarters of them said that, if it wasn't for this program, they probably would have dropped out of high school. So in presenting this to you, I just hope to show you how beneficial these programs can be. However, they do have faults. The students that graduate from the program graduate with a normal high school diploma, and to achieve that diploma, you have to have the same requirements of credits that we in the high school have, and that is 26 credits. The difference is that their classes are all pass-fail. And I have—just personally, I have mixed emotions about that, because I just don't know—I won't get into that. But their classes are all pass-fail. They get a normal high school diploma. They are not always there for just four years. It varies. They can be there for five years, they can be there through the Stars program and the alternative program. There are three main teachers in the program. And what they were telling us was,

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