

Ms. PELOSI. Madam Speaker, just to clarify what the leader said about the budget resolution, if the work on the budget resolution is concluded early evening Wednesday, will there be any legislative votes on Thursday next week?

Mr. ARMEY. Again, let me thank the gentlewoman for the inquiry.

If the gentlewoman would continue to yield, it would be our anticipation, Madam Speaker, that should we complete our work on the budget Wednesday night, that we would probably complete our work for the week at that point.

Ms. PELOSI. I thank the gentleman for the information, for giving us a specific list of suspensions, in one case in any event.

ADJOURNMENT TO MONDAY,
MARCH 18, 2002

Mr. ARMEY. Madam Speaker, I ask unanimous consent that when the House adjourns today, it adjourn to meet at 2 p.m. on Monday next.

The SPEAKER pro tempore (Mrs. EMERSON). Is there objection to the request of the gentleman from Texas?

There was no objection.

HOUR OF MEETING ON TUESDAY,
MARCH 19, 2002

Mr. ARMEY. Madam Speaker, I ask unanimous consent that when the House adjourns on Monday, March 18, 2002, it adjourn to meet at 12:30 p.m. on Tuesday, March 19, for morning hour debates.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

DISPENSING WITH CALENDAR
WEDNESDAY BUSINESS ON
WEDNESDAY NEXT

Mr. ARMEY. Madam Speaker, I ask unanimous consent that the business in order under the Calendar Wednesday rule be dispensed with on Wednesday next.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

HONORING IRISH AMERICANS AND
ESSAY CONTEST WINNER
MICHAEL ANTHONY PECORA
BEFORE ST. PATRICK'S DAY

(Mr. FERGUSON asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. FERGUSON. Mr. Speaker, I rise today to honor all Irish Americans and to wish everyone an early happy St. Patrick's Day, which we will celebrate this weekend.

I also would like to pay tribute to Mr. Michael Anthony Pecora, the first

prize winner in the 2002 Morris County, New Jersey, St. Patrick's Day Essay Contest.

Michael is currently a ninth grade student at Delbarton School in Morristown, New Jersey, a school of which I am a proud alumnus. Entrants in this contest were asked to discuss the contributions that Irish Americans have made to the betterment of our country.

Michael wrote of the ways that Irish Americans have helped to shape our political system, our education system, and our national literature and theater and sports. He spoke of the unique prominence of women in Irish communities, and the accomplishments that many women of Irish heritage have achieved in our country.

Michael eloquently described the persistence of Irish Americans in the face of ethnic and religious prejudice, and to overcome these obstacles and to make lasting and important contributions to American society.

I commend Michael Pecora for his award-winning essay about Irish Americans, and congratulate him on his accomplishment.

Mr. Speaker, I include for the RECORD the essay by Mr. Pecora.

The document referred to is as follows:

THE CONTRIBUTIONS OF IRISH-AMERICANS TO
THE DEVELOPMENT OF THE UNITED STATES
(By Mike Pecora)

The many contributions of Irish-Americans to the development of the United States have enriched the true meaning of what an American citizen represents today. Although these accomplishments are numerous and varied, there are spheres of endeavor in which Americans of Irish birth or ancestry have distinguished themselves throughout our country's history. Public service, politics, and governance comprise one domain of American life in which the Irish, by their overwhelming numbers, clearly left their impact on our national life. As exemplified by the Kennedys of Massachusetts, Irish-Americans have generally come from strong, stable, and large families. But even more remarkably, we find a pattern of increasing upward mobility from one generation to the next. The key variable in this upward march has been education, particularly the education of women. During the twentieth century, the Irish have been at the forefront of the nation's public and parochial educational systems. Indeed, coming into a society dominated by Anglo-Saxon Protestants, the Irish took the lead in the creation of a distinctly American Catholicism. The collective cultural achievements of Irish-Americans, from literature and theater to sports and popular entertainment are legend. Given that some forty million Americans claimed some Irish ancestry in the 1990 census, the collective record of Irish-American achievements does not seem surprising (Meager 1999, p. 280). But to get to where they are today, Irish-American have had to surmount major obstacles, including entrenched ethnic and religious prejudice. By doing so, not only did the Irish successfully assimilate into American society; they had a major part in the making of the "melting pot" itself.

Long before the Great Potato Famine of the late 1840s, substantial numbers of Irish immigrants came to the shores of North America (Griffin 1973, p. v). By the time of the American Revolution, there were an estimated 250,000 individuals of Irish descent liv-

ing in North America, many of them laboring in the construction of the country's rapidly growing transportation infrastructure (Meager 1999, p. 280). In 1857, Irish nationalists living in the United States formed the Irish Republican Brotherhood, the forerunner of the "Fenian" movement abroad, recruiting former state militia members into their ranks. When the Civil War erupted, the nucleus of Irish regiments already been organized. During the Civil War, "Ireland provided the largest proportion of foreign born troops in the South and probably ranked equal with Germany as the source of the largest immigrant element in the Union armies" (Blessing 1980, p. 536). The vast majority of Irish-Americans in this conflict served the North, wearing sprigs of green in their caps as they marched into battle (Blessing 1980, p. 536). In the First World War and the Second, units such as the famous "fighting sixty-ninth" extended this legacy of Irish-Americans answering the call to military duty.

In the 1920s, D.W. Brogan noted that the Irish had come to constitute the "governing class" of America (cited in Meager 1999, p. 286). At this time, white Anglo-Saxon Protestants of English and Germanic ethnicity made up the "ruling class" of the United States, but it was the Irish who led the way in public service (notably, in the police and fire departments of the country's developing cities) and in the nation's political life. The 1880s and 1890s witnessed a wave of Irish majors; by 1910, Irish governors, like David Walsh of Massachusetts, Edward Dunne of Illinois, and Alfred E. Smith of New York were elected to the highest posts within their own states. Al Smith's selection as the Democratic Party's nominee for the presidency in 1928 was a milestone for both the Irish and for all Catholic Americans. Smith was defeated in this bid, but some three decades later, John F. Kennedy completed the breakthrough (Vinyard 1997, p. 468). In the 1968 presidential contest, his brother, Robert Kennedy challenged Eugene McCarthy to become the Democratic standard-bearer; only for Kennedy to be assassinated, and McCarthy to be defeated in the primaries. Nevertheless, in that same year, Irish Catholics held both positions of Speaker of the House of Representatives (John McCormack) and majority leader of the Senate (Michael Mansfield).

Given their Catholic faith, it is not surprising that Irish-Americans have generally come from large and stable families; the frequency of divorce among the Irish has been significantly lower than that of other ethnic groups (Blessing 1980, p. 541). But the success of Irish families is even more evident when we consider patterns of generational upward mobility. During the nineteenth century, Irish-born immigrants did not fare well in the industrial capitalist economy of the United States. Indeed, the "famine" Irish of the 1850 and 1860s had a "dismal record of movement up the occupational scale" (Blessing 1980, p. 531). Nevertheless, second- and third-generation Irish-Americans far exceeded the accomplishments of their parents and grandparents. By 1980, with each successive generation of Irish-Americans, we see upward leaps in years of completed schooling, occupational status, and household income (Blessing 1980, p. 542).

One especially important aspect of Irish-American support for education revolves around gender. "Irish families often gave their daughters more education than their sons; accordingly, second-generation Irish women were able to take advantage of opportunities becoming available to females" (Vinyard 1997, p. 466). Irish-American women were heavily over-represented within the ranks of public school teachers during the