

International, a volunteer organization dedicated to enhancing the quality of life of children throughout the world, for over thirty years. In fact, Mr. Miller's contributions to the organization and the greater community were so significant that the Kiwanis Club of Center honored his efforts with a lifetime membership in 1993. He served in the group's Rampart Range sector as its president and club secretary for many years, and was known as "Mr. Kiwanis" at his town's community center.

Mr. Speaker, it is with great admiration that I recognize the life and passing of James Leonard Miller before this body of Congress and this nation for his service to his community and country. I extend my sincere condolences to his wife, children, and grandchildren. James Miller's life and memory will live on among the many people he inspired.

BORDER COMMUTER STUDENT ACT OF 2002

SPEECH OF

HON. CIRO D. RODRIGUEZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 15, 2002

Mr. RODRIGUEZ. Mr. Speaker, I rise in support of HR 4967, the "Border Commuter Student Act of 2002." I am a proud co-sponsor of this bill which amends the Immigration and Nationality Act to establish a new category of non-immigrant students from Mexico and Canada who commute for study at a school or college in the United States.

Current law prohibits border residents of Mexico and Canada from coming into the U.S. to study on a part-time basis. Students are required to have an F1 student visa and be enrolled for full time study. This act makes their admission for part-time study permanent and creates a new F3 category designed to meet the needs of border commuter students seeking academic training. Further, HR 4967 would create an M3 visa classification for border students seeking vocational training.

Institutions of higher education and vocational training along the border have provided invaluable educational opportunities for Mexican citizens for many years. This has served the political and economic interests of both countries. However, many citizens of Mexico and Canada who commute along the border are unable to take the time from work and family to attend as a full-time student. Rather, they attend on a part-time basis during the day or at night when the opportunity presents itself. This measure allows these students to continue commuting and improving the quality of their lives.

Enhancing the educational level of Mexican citizens along the U.S./Mexico border provides these students with the tools necessary to create and take advantage of expanding economic opportunities in Mexico. This advances their contributions to the Mexican economy and serves the strategic interests of both countries.

I represent the 28th Congressional District of Texas, from San Antonio south to the border communities of Starr County, and I have heard directly from my constituents and elected officials of the many benefits of enactment of the Border Commuter Act will bring to this region. The border economies of both Texas

and Mexico gain from the improvement of skills and education among border residents. The enhancement of partnerships among these two communities will enrich the quality of lives for all of the residents in South Texas and our entire country.

COMMENDING FRANCISCO JIMENEZ

HON. MICHAEL M. HONDA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. HONDA. Mr. Speaker, I rise today to honor the achievements of a remarkable man, Francisco Jimenez. Born to Mexican migrant farm workers, he has become a professor of Modern Languages at Santa Clara University, an acclaimed author, and the winner of numerous awards including this year's National Professor of the Year Award. He is a credit to Silicon Valley, to California, and to our nation.

At the age of 4, Professor Jimenez crawled under a fence crossing the border between Mexico and America with his family. They made their way to the San Joaquin Valley where they picked strawberries in Santa Maria during the summer, grapes in Fresno during September, and cotton in Corcoran and Bakersfield during the winter. Working from sunrise to sunset, the entire family made only \$15 a day by following the harvest throughout the year. The family, which eventually grew to nine children, lived in one room shacks and tents without electricity or running water. When they visited the local dump, they collected discarded clothes, wood for floors, and Francisco Jimenez would pick up books.

As a result of his family's illiteracy, persistent poverty, and transient lifestyle, Professor Jimenez' education was sporadic at best. He struggled to keep up with his classmates, was labeled "mentally retarded" by one of his teachers, and flunked first grade. His classmates were unforgiving and often cruel. Nevertheless, he loved school. His alternatives were spending the day in his family's shack or working in the fields, an experience his brother, Roberto, lived every day.

Mr. Jimenez's sixth-grade teacher, Mr. Lema recognized Francisco's desire to learn and helped him with his English during lunch. Unfortunately, not long after connecting with Mr. Lema, Francisco's family needed to move again to follow the harvest. Mr. Jimenez continued his education by teaching himself using as a guide the discarded books he found at the dump.

Eventually, he and his brother were able to get jobs working for a janitorial company. The stable job allowed him to stay in school. His junior year in high school, an INS agent entered his classroom and arrested him as an undocumented immigrant. He and his family were deported to Mexico, but returned only weeks later with visas. After his return, Francisco went on to become the student body president of his high school and graduated with a 3.7 GPA. A guidance counselor recognized his talent and helped him obtain the scholarships and student loans he would need to attend Santa Clara University. He became a U.S. citizen during his junior year in college.

Francisco Jimenez went on to receive his Masters from Santa Clara University and his

Ph.D. from Columbia University. He is the author of the award winning book, "The Circuit: Stories from the Life of a Migrant Child," which tells the story of his childhood experiences. Before accepting a professorship at Santa Clara University, he taught at Columbia University and the University of Cincinnati. While his dedication to teaching is worthy of praise in and of itself, he has been recognized locally and nationally for his skills. Santa Clara County gave him the Dia del Maestro Teacher of the Year Award and Santa Clara University awarded him the Dave Logathetti Award for Excellence in Teaching among others. I am privileged to represent a man who can now add to this exceptional list of honors, the National Professor of the Year Award.

Professor Jimenez was given the award because of his outstanding teaching. He tailors his lessons to his students' backgrounds and works with them one on one. He tries to instill in each of them a global consciousness and an understanding of the human condition. Moreover, he believes it is important to bridge the gap between the university and society. To achieve this, he visits communities of migrant farm workers to talk to them about education. As a leader of the Hispanic community and an advocate of human rights, he is concerned with the current anti-immigration backlash, particularly efforts to deny education to the children of undocumented immigrants.

Mr. Speaker and my colleagues, please join me in honoring Professor Francisco Jimenez for being awarded the National Professor of the Year Award. He has dedicated his life to others and his achievements reflect his dedication. He is a citizen of the world who I am humbled to call a constituent.

COMMEMORATING THE 150TH ANNI- VERSARY OF THE BAHÁ'Í FAITH

HON. MARK STEVEN KIRK

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. KIRK. Mr. Speaker, this month the American Bahá'í community, which has its national headquarters in Illinois, will be commemorating the 150th Anniversary of the beginnings of the Bahá'í Faith in Iran. The Bahá'í Faith is a world religion with more than 5 million adherents in some 230 countries and territories including more than 140,000 members here in the United States. The Bahá'í House of Worship in my district of Illinois is registered as a national historic site that has drawn more than five million visitors to enjoy its unique architecture and serene gardens since its completion in 1953.

This October is a special time for the American Bahá'í community because it was during this month that the founder of the Bahá'í Faith, Bahá'u'lláh, was first overwhelmed with the Bahá'í message of love and unity while unjustly imprisoned in one of Persia's (now Iran) worst dungeons, the Siyáh Chál. After his release from this dungeon, Bahá'd'u'lláh promoted this message despite being banished from Baghdad to Istanbul, from Istanbul to Edirne, and eventually from Edirne to the prison city of Acre where he died in 1892 after having lived in exile for forty years for his belief in the oneness of humanity.

The Bahá'í Faith is based on the principles of cooperation and peace outlined by

Bahá'u'lláh. He taught that there is only one God, that the conscience of man is sacred and to be respected, that racial diversity contributes to the overall beauty of mankind, and that women and men are equals in God's sight. He taught that a spiritual solution is required to address the disparities of wealth distribution and that religion and science must agree. He was among the first to express the need for an international auxiliary language, emphasize the importance of universal education, and advise that a commonwealth of nations was needed for establishing global peace and security. The significance of these principles could not be overemphasized in today's volatile world.

It is astounding to think how advanced these concepts were 150 years ago not only in an ancient Persian culture, but also in the United States. Slavery and persecution based on race were widely accepted facts of life at that time. Women in the United States were still 70 years away from getting the vote. Global literacy was low and universal education was unheard of in most places. Colonial exploitation was on the rise and workers enjoyed few protections.

Unfortunately, just as the Bahá'í message was met with hostility in Persia in 1852, it still faces persecution in that region today. The Islamic Republic of Iran regards Bahá'ís as heretics who, according to Islamic law, should be executed. Bahá'ís, along with Iran's other religious minorities, are prevented from exercising their right to religious freedom. They are excluded from institutions of higher education, denied jobs, and have had many of their holy places, cemeteries and properties seized or destroyed. They are denied their most basic human rights.

Since 1982, Congress has adopted eight resolutions condemning Iran's treatment of the Bahá'ís, its largest religious minority. With the support of the U.S. government, the UN General Assembly has adopted annual resolutions condemning these human rights abuses. Yet, Bahá'ís still await the religious freedom called for in those UN resolutions and promised in Iran's constitution. The Bahá'í community remains an oppressed religious minority and is denied rights to organize, elect leaders, and to conduct freely its religious activities.

On the 150th anniversary of Bahá'u'lláh's imprisonment and the founding of the Bahá'í faith, we salute along with the American Bahá'í community the ideals of universal brotherhood, peace, cooperation, and understanding espoused by Bahá'u'lláh. These are Bahá'í values, they are American values, and they are universal values. I also would like to recognize the immense sacrifices that many around the world have made striving to ensure that true liberty and justice for all becomes not just an American dream, but also a global reality.

TRIBUTE TO JO-ANNE LEE COE

HON. SCOTT McINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. McINNIS. Mr. Speaker, I rise today to honor the memory of a great American who

dedicated her life to supporting this country's democratic process. Jo-Anne Lee Coe recently passed away, but she has left behind a legacy of service and loyalty. It is an honor for me to stand and pay my respects to her and her family before this body of Congress and this nation.

Jo-Anne was born in 1933 to a Navy family dedicated to serving their nation. Her father, Admiral Roy Lee Johnson, commanded the U.S.S. Forrestal and served as the Commander in Chief of the U.S. Pacific Fleet during Vietnam. Her mother, Margaret Louise Gross, was a sixth generation Washingtonian and installed in Jo-Anne deep patriotic roots. Jo-Anne built on the heritage of her family as she served in an assortment of federal capacities. Turning down a career as a stockbroker, Jo-Anne worked first for Congressman Harold D. Cooley, then as a secretary in the Navy and Air Force, and finally teamed up with Congressman Bob Dole as he ran for the United States Senate. She worked diligently through the ranks, moving quickly from office case-worker to office manager.

After serving briefly in the Ford Administration, Jo-Anne returned to the Dole team as Office Manager for his Vice Presidential Campaign, and continued on as the Senator's office manager and political liaison. Then, in 1985, Senator Dole nominated Jo-Anne to become the first woman ever to serve as Secretary of the Senate. For two years, Ms. Coe made history as she was responsible for supervising the Senate's interparliamentary relations, archives, and administration, as well as presiding over the body during a President Pro Tempore election.

She continued to work with Senator Dole after her time as the Secretary of the Senate and eventually was tapped to lead the leadership PAC, Campaign America, which she helped found. Jo-Anne led Campaign America as it became a top independent PAC contributor to congressional and gubernatorial candidates. Jo-Anne also served as the Finance Director for Senator Dole's 1995 Presidential Exploratory Committee, and then as the Deputy Finance Chairman of the Republican National Committee, two positions in which her skills and commitment were clearly evident.

Mr. Speaker, I stand today to pay tribute to the memory of this outstanding woman. Jo-Anne Lee Coe spent her life supporting, serving, and participating in the democratic process. Her efforts and loyalty over these many years made American history and Jo-Anne's life illustrates the positive impact a dedicated citizen can have on the destiny of her country. My sincere condolences go out to her daughter, Kathryn Lee Coe Combs. Jo-Anne Lee Coe has given much to this country and she will be sorely missed.

IN HONOR OF JAMES ADDAMS
HIGH SCHOOL

HON. STEPHANIE TUBBS JONES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mrs. JONES of Ohio. Mr. Speaker, today, I rise to honor the James Addams High School in Cleveland, Ohio for affording me the oppor-

tunity to visit with young students during my Third Annual Back-to-School Tour on Monday, September 23rd and Monday, September 30th of 2002. I would like to offer special thanks to Cleveland School Municipal District CEO Barbara Byrd-Bennett, Superintendent Kathy Freilino and Principal Judith Leveckis for their leadership and kind hospitality. The tour was an educational experience for all who were in attendance.

James Addams High School has set forth major academic goals for the year, which include increasing the percentage of students passing all five parts of the proficiency test to meet targets; creating a safe environment as indicated by significant increase in rates of attendance and parent involvement; and increasing the number of students graduating and successfully transitioning into post-secondary education and/or employment. Recent accomplishments from last year include a grant providing the school with long-distance learning; Read 180, which was established to build reading skills; grants awarded to fund the Accelerated Math program; and the addition of chemistry to the science offerings.

I commend the James Addams High School for its commitment to education and will continue to fight for increased funding to improve the quality of public education for all students.

A TRIBUTE TO MS. TESSIE REED

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 16, 2002

Mr. TOWNS. Mr. Speaker, I rise today to honor Ms. Tessie Reed who was born on September 5, 1897 in New York City.

Her parents, William and Mary Reed, were originally from the Commonwealth of Virginia. She attended school in New York City until the age of 9. After the death of her mother, she moved to Virginia to live with her maternal grandmother. Ms. Reed worked as a Nurse's Aide at the Brooklyn Jewish Hospital fourteen years, as well as at the movie theatres for some years.

Her hobbies include poetry, church activities and gospel music. Ms. Reed's favorite poem is "REST AT THE END OF MY JOURNEY" by Sally Martin. Her loved ones reside in New York, New Jersey, and Virginia. Ms. Reed has been a member of Cornerstone Baptist Church in Brooklyn since 1932. She is known, for her gospel songwriting and her musicals, which are prized by Cornerstone's members. One of her dearest songs is "Something Changed Me." Ms. Reed was a member of the Metropolis Gospel Union Choir and its President for three years. It was one of the first gospel choirs in Brooklyn. Ms. Reed is still a member of Cornerstone's Gospel Choir and she served on the Board of the Atlantic Terminal Senior Citizens Center. She was also a member of Queen Esther Chapter # 21 Eastern Stars.

Mr. Speaker. Ms. Tessie Reed, who now resides at the Marcus Garvey Nursing Home, at the young age of 105, is more than worthy of our recognition today.