

disfavored patients must look for service within the context of a nationwide drop in dental school applicants and graduates, and a projected 60 percent loss of active dentists due to retirement. As a result, the average American, especially those with HIV/AIDS, will or already are having difficulty in obtaining dental care.

For HIV/AIDS patients the crisis is palpable. They have even more difficulty than other Americans finding dentists who will accept Medicaid or treat patients at reduced cost. Some dentists are reluctant to provide care. Although only one case of transmission between dentist and patient has been documented, problems of access are acute. Many patients must travel long distances to find care. Many states do not include dental care as part of their Medicaid coverage. Patients often must search for providers such as schools of dentistry or local community clinics which receive some funds from the Dental Reimbursement Program (DRP), administered through the Ryan White CARE Act.

My bill would create a loan forgiveness program for dental school graduates who agree to serve HIV/AIDS populations in areas where there is a high incidence of such cases, as defined by the Department of Health and Human Services. This program is drawn from the nurse loan forgiveness program passed by Congress in 1998. The crisis for the dental profession, especially in the distribution of dentists in underserved areas, is even greater than for physicians. Dental school graduates incur an average loan debt of \$100,000. Under the guidelines of the program, the secretary of the Department of Health and Human Services is authorized to pay 60 percent of the principal and interest on the loans in exchange for service for a period of no less than two years. If a dentist agrees to participate in a third year of service, another 25 percent of the principal and interest on his loans will be paid. Loan forgiveness programs bring important added value because many recipients remain in practice in the area to which they are assigned. The secretary of HHS is to submit to the Congress a report on the program, with information including the number of dentists enrolled, the number and amount of loan repayments, the placement location of loan repayment recipients, and the evaluation of the overall costs and benefits of the program.

With more than one million Americans with HIV/AIDS, and over 16,000 in the District of Columbia, and its impact among people of color, these health providers need greater attention. We are proud of the overworked and underfunded services that are available in the District of Columbia. The Howard School of Dentistry has a long history of providing dental services to the poor here, and the HU CARES program, provides care for nearly 1,200 patients a year. The vital Whitman Walker Clinic, the largest provider of comprehensive HIV/AIDS services in the District and the region serves over 1,500 dental patients a year.

I urge my colleagues to join with me in establishing this dental loan repayment program that will meet an immediate and pressing need in communities across the country, as we have for other professions.

INTRODUCTION OF H.R. 5216, THE PRESERVATION OF RECORDS OF SERVITUDE, EMANCIPATION, AND POST-CIVIL WAR RECONSTRUCTION ACT

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. LANTOS. Mr. Speaker, I am delighted to introduce H.R. 5216, the Preservation of Records of Servitude, Emancipation, and Post-Civil War Reconstruction Act. This important legislation will build upon the success of the Freedmen's Bureau Records Preservation Act of 2000 (P.L. Number: 106-444), which passed both the House and the Senate unanimously in 2000 and was signed into law in November 2000. The law required the Archivist of the United States to create a searchable indexing system to catalogue the geological records from the post-Civil War Reconstruction period.

Based on the immense success of the Freedmen's Bureau Records Preservation Act, I have joined with my colleagues to introduce follow-up legislation to ensure that those Americans who want to trace their family's history in our country are not prevented from doing so because access to records is difficult. Mr. Speaker, as you are aware, for most Americans, researching their genealogical history involves searching through municipal birth, death, and marriage records—almost all of which have been properly archived as public historical documents. However, African Americans in the United States face a unique challenge when conducting genealogical research due to our Nation's history of slavery and discrimination. Instead of looking up wills, land deeds, birth and death certificates, and other traditional genealogical research documents, African-Americans must often try to identify the name of former slave owners, hoping that the owners kept records of pertinent information, such as births and deaths.

To compound this difficulty, African-American genealogists find that most current records of servitude, emancipation, and post-Civil War reconstruction are frequently inaccessible, poorly catalogued, and inadequately preserved from decay. While some States and localities have undertaken efforts to collect these documents with varying degrees of success, there has not been any national effort to preserve these pieces of public and personal history to make them readily and easily accessible to all Americans.

Mr. Speaker, the Freedmen's Bureau Records Preservation Act was an important first step towards ensuring that many of these valuable and important records are appropriately maintained. Without this Act, we run the risk today of losing other critically important historic documents.

The Preservation of Records of Servitude, Emancipation, and Post-Civil War Reconstruction Act, tackles this problem in two ways. First, it would ensure that existing records of servitude, emancipation, and post-Civil War reconstruction housed within the federal government that include the Southern Claims Commission Records, Records of the Freedmen's Bank, Slave Impressments Records, Slave Payroll Records, and Slave Manifests would be properly preserved by authorizing \$5

million for the Archivist of the United States to preserve, maintain and electronically catalog. Second, this legislation would also authorize \$5 million in grants to be distributed to States, academic institutions, and genealogical associations to preserve and establish databases of the important local records of servitude, emancipation, and post-Civil War reconstruction currently housed throughout the country. These grants will ensure that families doing research in my home State of California or anywhere in the country will have access to these treasure troves of genealogical information.

Mr. Speaker, I am delighted to be joined by over forty of our colleagues from both sides of the aisle who are original cosponsors of my legislation and particularly appreciate the support of my good friends and colleagues, TOM DAVIS, and ELIJAH CUMMINGS, whose assistance in drafting this bill has been monumental. I would urge the rest of our colleagues to support this legislation and hope that we will be voting on this bill soon.

I would also like to call attention to the following websites, which will provide genealogical researchers, as well as people interested in the history of African-Americans, a true bounty of useful and meaningful information.

National Archives Genealogy Website (<http://www.archives.gov/genealogy/>)

NATIONAL PARK SERVICE AFRICAN AMERICAN DOCUMENTARY RESOURCES*

African American Civil War Memorial, DC (<http://www.nps.gov/afam/index.htm>)

Booker T Washington National Monument, VA (<http://www.nps.gov/bowa/index.htm>)

Boston African American National Historic Site, MA (<http://www.nps.gov/boaf/index.htm>)

Brown v Board of Education National Historic Site, KS (<http://www.nps.gov/brvb/index.htm>)

Cane River Creole National Historical Park, LA (<http://www.nps.gov/cari/index.htm>)

Central High School National Historic Site, AR (<http://www.nps.gov/chsc/index.htm>)

Dayton Aviation Heritage National Historical Park (Paul Laurence Dunbar State Memorial), OH (<http://www.nps.gov/daav/index.htm>)

Frederick Douglass National Historic Site, DC (<http://www.nps.gov/frdo/index.htm>)

George Washington Carver National Monument, MO (<http://www.nps.gov/gwca/index.htm>)

Maggie L Walker National Historic Site, VA (<http://www.nps.gov/malw/index.htm>)

Martin Luther King Jr National Historic Site, GA (<http://www.nps.gov/malu/index.htm>)

Mary McLeod Bethune Council House National Historic Site, DC (<http://www.nps.gov/mamc/index.htm>)

Natchez National Historical Park, MS (<http://www.nps.gov/natc/index.htm>)

New Orleans Jazz National Historical Park, LA (<http://www.nps.gov/jazz/index.htm>)

Nicodemus National Historic Site, KS (<http://www.nps.gov/nico/index.htm>)

Selma to Montgomery National Historic Trail, AL (<http://www.nps.gov/semo/index.htm>)

Tuskegee Airmen National Historic Site, AL (<http://www.nps.gov/tuai/index.htm>)

Tuskegee Institute National Historic Site, AL (<http://www.nps.gov/tuin/index.htm>)

*Parks have primary source documents, museum artifacts, historic structures, landscapes and related resources. Both primary and secondary sources at these sites contain lists of persons, families, institutions and organizations significant in African American

history. They are a gold mine of research for African American families.

DATABASES IN AFRICAN AMERICAN HISTORY

1. Civil War Soldiers & Sailors System* (<http://www.civilwar.nps.gov/cwss/>) United States Colored Troops, African American Sailors in the Union Navy

*This database has the names of the nearly 180,000 African American soldiers in the Union Army, USCT. It also has the names and places of origin (throughout the world) of African American sailors in the Union Navy.

2. National Register Information System (National Register of Historic Places) (<http://www.cr.nps.gov/nr/>)

*The National Register of Historic Places has a listing of over 1000 places that are significant in African American history, in communities all over the United States. An outdated publication describes some 800 of these, but the database itself, with some enhancements, would provide significant information on local communities and families.

STUDIES IN AFRICAN AMERICAN HISTORY

African-American History of War of 1812 Sites (pdf) (<http://crm.cr.nps.gov/archive/20-2/20-2-12.pdf>)

A History Remembered: Why Were Buffalo Soldiers in Yosemite? (<http://www.nps.gov/yose/nature/articles/buffs.htm>)

African American Archeology & History (<http://www.cr.nps.gov/seac/af-am/index4.htm>)

African American Heritage in the Golden Crescent (<http://www.cr.nps.gov/goldcres/cultural/afriahome.html>)

African American History and Culture (<http://crm.cr.nps.gov/issue.cfm?volume=20&number=02>)

African American Sailors in the Civil War Union Navy (http://www.civilwar.nps.gov/cwss/sailors_index.html)

Africans and African Americans on Jamestown Island 1619-1803 (pdf) (http://www.cr.nps.gov/history/online_books/african/african.pdf)

Chattel Slavery at Hampton/Norhampton, Baltimore County (<http://www.nps.gov/hamp/lancastr2.htm>)

Clues to African American Life at Manassas National Battlefield Park (<http://www.nps.gov/mnr/exhibit/arch00.htm>)

Connections: African-American History and CRM (<http://crm.cr.nps.gov/issue.cfm?volume=19&number=02>)

Encountering the Cultural Diversity of the Lower Mississippi Delta Region (<http://www.cr.nps.gov/delta/concept05.htm>)

Frankly, Scarlett, We Do Give a Damn: The Making of a New National Park (pdf) (<http://www.cr.nps.gov/history/categrs/gates.pdf>)

Fugitive Slave Traffic and the Maritime World of New Bedford (pdf) (<http://www.nps.gov/nebe/research/grover.pdf>)

In Those Days: African American Life Near the Savannah River (<http://www.cr.nps.gov/seac/ITD/longversion/itd-ig1.htm>)

Racial Desegregation in Public Education in the U.S. (<http://www.cr.nps.gov/nhl/themes/Scanned%20Nominations/Desegregation/deseg-education.htm>)

Slavery and Resistance (<http://crm.cr.nps.gov/issue.cfm?volume=21&number=04>)

Speeches of Dr. Martin Luther King (<http://www.nps.gov/malu/documents/resources.htm>)

The Black Experience in Natchez 1720-1880: Special History Study (1993) (http://www.cr.nps.gov/history/online_books/natc/davis.pdf)

ORAL HISTORIES IN THE AFRICAN AMERICAN COMMUNITY

Oral Histories Capturing Forgotten Moments in Civil Rights History (<http://crm.cr.nps.gov/archive/19-2/19-2-5.pdf>)

Faces of Whaling Oral History Project (<http://www.nps.gov/nebe/research/faces.pdf>)

LESSON PLANS IN AFRICAN AMERICAN HISTORY* *Teaching with historic places*

An American Success Story: The Pope House of Raleigh, NC (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/124popehouse/>) Meet Dr. Manassa T. Pope, an African-American doctor and entrepreneur in the early 20th century, and learn about his efforts to gain civil rights well before the modern Civil Rights Movement.

Brown v. Board: Five Communities that Changed America (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm>) Learn about the landmark U.S. Supreme Court case that declared segregation in public schools unconstitutional.

Chicago's Black Metropolis: Understanding History through a Historic Place (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/53black/53black.htm>) Examine the history of this "city-within-a-city," a self-supporting African-American community that prospered from the late 19th century until the 1930s.

From Canterbury to Little Rock: The Struggle for Educational Equality for African Americans (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crandall.htm>) Understand the magnitude of the struggle involved in securing equal educational opportunities for African Americans and examine how Prudence Crandall challenged the prevailing attitude toward educating African Americans in New England prior to the Civil War.

Glen Echo Park: Center for Education and Recreation (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/24glenecho/24glenecho.htm>) Trace the evolution of this Maryland site from a chapter of the Chautauqua movement, to a racially segregated amusement park, to a national park.

Iron Hill School: An African-American One Room School (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm>) Discover how an early 20th-century philanthropist reformed Delaware's education system for African-American children.

The Liberty Bell: From Obscurity to Icon (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/36liberty/36liberty.htm>) Analyze the influences that shaped the symbolic meaning of the bell, including why some civil rights protestors chose the Liberty Bell as their symbol for African American equality.

Memories of Montpelier: Home of James and Dolley Madison (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/46montpelier/46montpelier.htm>) Visit the Madisons' plantation home and their world of social prominence, and explore some contemporary views of slavery.

New Kent School and the George W. Watkins School: From Freedom of Choice to Integration (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm>) Learn about the U.S. Supreme Court case that forced the integration of public schools and meet the individuals who experienced segregation, fought to dismantle the institution, and integrated the public school system of New Kent County, Virginia.

The Old Courthouse in St. Louis: Yesterday and Today (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9stlouis.htm>) Compare two images of St. Louis's handsome Courthouse—as a gathering place for pioneers heading west and as a dramatic focus for Dred Scott's heroic efforts to free his family from slavery.

The Siege of Port Hudson: "Forty Days and Nights in the Wilderness of Death" (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/71hudson/71hudson.htm>) Understand the importance of the Mississippi River to both the North and South during the Civil War, as

well as the critical role African American soldiers played in the Civil War and how their fighting changed general public perception of their abilities.

Two American Entrepreneurs: Madam C.J. Walker and J.C. Penney (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/walker/walker.htm>) Examine the historic places associated with two of America's most famous 20th century businesspeople.

The Vieux Carré: A Creole Neighborhood in New Orleans (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/20vieux/20vieux.htm>) Examine New Orleans's distinctive French Quarter, a vibrant reflection of its Creole heritage, and recall the city's role in American westward expansion.

When Rice Was King (<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm>) Investigate early rice plantations in Georgetown, South Carolina, to learn how rice cultivation transformed the native environment and promoted the South's dependence on a plantation economy. Recent revision to this lesson includes the examination of the origins of rice production and the cultural genesis of students' communities.

*Teaching with Historic Places is a program of the National Register of Historic Places. Individual Parks also have lesson plans in African American history.

TRAVEL ITINERARIES TO AFRICAN AMERICAN PLACES

We Shall Overcome: Historic Places of the Civil Rights Movement (<http://www.cr.nps.gov/nr/travel/civilrights/>)

Aboard the Underground Railroad (<http://www.cr.nps.gov/nr/travel/underground/>)

Amistad: Seeking Freedom in Connecticut (<http://www.cr.nps.gov/nr/travel/amistad/>)

Asheville, North Carolina (<http://www.cr.nps.gov/nr/travel/asheville/>)

Atlanta, Georgia (<http://www.cr.nps.gov/nr/travel/atlanta/>)

Aviation: From Sand Dunes to Sonic Booms (<http://www.cr.nps.gov/nr/travel/aviation/>)

Baltimore, MD (<http://www.cr.nps.gov/nr/travel/baltimore/>)

Historic Charleston's Religious and Community Buildings (<http://www.cr.nps.gov/nr/travel/charleston/>)

James River Plantations (<http://www.cr.nps.gov/nr/travel/jamesriver/>)

Lexington, Kentucky (<http://www.cr.nps.gov/nr/travel/lexington/>)

Southeastern Louisiana (<http://www.cr.nps.gov/nr/travel/louisiana/>)

Puerto Rico and the U.S. Virgin Islands (<http://www.cr.nps.gov/nr/travel/prvi/>)

Raleigh, North Carolina (<http://www.cr.nps.gov/nr/travel/raleigh/>)

Virginia Main Street Communities (<http://www.cr.nps.gov/nr/travel/VAmainstreet/>)

World War II in the San Francisco Bay Area (<http://www.cr.nps.gov/nr/travel/wwIIbayarea/>)

Washington, DC (<http://www.cr.nps.gov/nr/travel/wash/>)

HONORING SAM MIRABELLA

HON. JIM DAVIS

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 27, 2006

Mr. DAVIS of Florida. Mr. Speaker, I rise in honor of Sam Mirabella, who embodied the boundless spirit of his native Tampa, Florida and was devoted to serving his community.

During his 12 years as a Tampa City Councilman, Sam played an important role in improving our city and helped usher Tampa's