

McCARRICK ELEMENTARY SCHOOL
OF FALL RIVER, MA RECOGNIZED FOR EXCELLENCE

HON. BARNEY FRANK

OF MASSACHUSETTS
IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 5, 1998

Mr. FRANK of Massachusetts. Mr. Speaker, I would like to call to my colleagues' attention the recognition bestowed on McCarrick Elementary School of Fall River, Massachusetts, which was recently chosen as a Title I Distinguished School. McCarrick is located in the second largest city in my Congressional District in an area which unfortunately has high levels of unemployment and other social problems that have often been barriers to educational achievement. However, because of the hard work of the entire McCarrick community, the school has compiled a strong record of achievement over the past few years.

McCarrick has developed an effective curriculum with a heavy emphasis on literacy, professional development partnership with other community institutions, and, above all, commitment to the growth of every student. This focus and commitment has allowed McCarrick to be one of only 109 schools across the country honored this year as a Title I Distinguished School by the National Association of State Coordinators of Compensatory Education in partnership with the U.S. Department of Education. The criteria on which the selections were based are 1) opportunity for all children to meet proficient and advanced levels of performance; 2) professional development; 3) coordination with other programs; 4) curriculum and instruction to support achievement of high standards; 5) partnership among schools, parents and communities; and 6) three years of successful achievement data. A special award ceremony recognizing all the honorees will take place today at the International Reading Association Conference in Orlando, Florida.

Mr. Speaker, it is a paradox of government that those who do the most for others frequently get the least recognition, and I can think of no example of which this is more true than our public schools. All public schools face a constant battle to provide the best possible education they can, more often than not with inadequate financial resources. This is particularly true for schools with high percentages of low income students, where additional instruction in basic academic skills, including English proficiency, is often necessary. So, I think it is particularly appropriate to honor in this fashion the Title I schools that have done such a good job, and I congratulate the staff, students and families who have done so much to make McCarrick a successful institution of learning. Because I believe it is important to both recognize quality public education and to emphasize how important and effective the Title I program is, insert the school's mission statement and some additional background on its curriculum for printing in the RECORD.

MISSION STATEMENT

The McCarrick School is striving to provide a safe, attractive, physical environment that fosters learning. Our aim is to provide an atmosphere of encouragement in which each child can maximize his/her potential. Everyone works to promote a climate that is conducive to the intellectual, social, and

emotional growth of each child. We wish to acknowledge the individual learning styles of children, thereby producing students that read, write, compute and critically think to the best of their ability.

In this increasingly technological world the ability to write with organization and clarity is more important than ever. Our goal is to have every child—with no exception—communicate fluently, using the written word.

Our vision is to enhance the curriculum through technology. Every child shall be computer literate, and know how to access information. We want to prepare students to be active well-rounded citizens of the twenty-first century. In order for them to lead productive, fulfilling lives, we must begin the process of making them lifetime learners.

OPPORTUNITY FOR ALL CHILDREN TO MEET PROFICIENT AND ADVANCED LEVELS OF PERFORMANCE

In the Spring of 1996, we decided to adopt a Title One Schoolwide Program. In retrospect, it was the single most important, educational decision in the school's short history. It opened the doors to systemic change. The springboard for this process of change was propelled by our invitation to attend the first New England Conference for Schoolwide Programs. We shared a genuine feeling of mission to use literacy as the integral part of our schoolwide program, both across subject areas and grade levels. In order to accomplish this we needed to better use our available resources. These include: Title One Schoolwide Program, Reading Recovery, First Steps, part time reading teacher, adoption of a new math program, hands-on science kits and two graduate social work interns in the MSW program at Boston University.

CURRICULUM AND INSTRUCTION TO SUPPORT ACHIEVEMENT OF HIGH STANDARDS

The staff of the McCarrick School believe in high standards for all. Our logo is a light-house, and our motto is "We Shine!" We have a unified thematic approach which weaves itself into all areas of the curriculum. To help us in this approach we use many programs.

The Title I Schoolwide Program enables each child to receive help at his/her level. Because of our school-wide program there is more open dialogue. Teams of teachers meet with the Title I teacher and supervisor to coordinate students' writing skills. This reduces fragmented learning and makes us a more cohesive unit.

Reading Recovery is a safety net for first graders at risk. It is a data-based, highly prescribed method of one-on-one tutoring that targets children needing more specific instruction to develop reading strategies.

Our Reading Teacher is on staff for three days a week. She offers instructional support to small groups of children who require intervention to maintain grade level skills.

We have adopted a Hands-on Math program that is proving highly successful. Manipulatives are the key to this innovative approach. The students acquire mathematical concepts and creative problem-solving skills.

Our Science Program is a Hands-on Approach, exercising critical thinking, data based prediction, and utilizes kits of materials sent out and collected by the Office of Instruction. The students participate enthusiastically in the projects and experiments.

The Title I nurse will instruct all grades K-5. Focusing on need, areas to be discussed will be hygiene, dental, safety, drug awareness and self-esteem. A contact, by the nurse, has been made to the Fall River Police Department. A safety officer will visit

all classrooms and offer additional advice on personal safety and drug awareness.

Our principal, Mary Whittaker, a Licensed Independent Clinical Social Worker is privileged to be a Field Instructor for the Boston University School of Social Work. She supervises the clinical training and field work of two NSW candidates each year, which affords the school a gamut of Social Services not available to most. The graduate interns work with individuals, groups, and families, providing counseling and therapeutic intervention.

The staff of McCarrick believe strongly that an appreciation for the Arts is essential to the education of every student. The principal was appointed to the Executive Board of the Zeiterion Theatre in New Bedford. This enables the school to have free admission to cultural events, and very inexpensive hands-on theatrical/musical workshops given directly at the school.

TRIBUTE TO VICTIMS OF ARMENIAN GENOCIDE

SPEECH OF

HON. GEORGE P. RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 22, 1998

Mr. RADANOVICH. Mr. Speaker, I would like to have the following testimony inserted into the CONGRESSIONAL RECORD. On May 15, 1996, this testimony on the Armenian Genocide was submitted to the House Committee on International Relations by Levon Marashlian, Professor of History at Glendale Community College, California:

In 1919, a political body called The National Congress of Turkey confirmed the overwhelming American evidence that the Armenians of the Ottoman Empire were victims of a mass destruction during World War I. The National Congress of Turkey declared that the "guilt" of the Turkish officials who "conceived and deliberately carried out this infernal policy of extermination and robbery is patent," those officials "rank among the greatest criminals of humanity."

The official Turkish gazette "Takvimi Vekayi" published the verdict of the post-war Ottoman trials of those officials. The Turkish court ruled that the intention of the Ottoman leaders was "the organization and execution" of the "crime of massacre."

German Ambassador Johann Bernstorff, whose country was allied with Turkey, wrote about "Armenia where the Turks have been systematically trying to exterminate the Christian population." Raphael Lemkin, who coined the word genocide in 1944, specifically cited the "genocide of the Armenians."

Those who today deny the Armenian Genocide are resorting to academically unsound revisionism, in order to prevent the moral act of remembering this crime against humanity. In the process the deniers are doing a disservice to the majority of today's Turkish people. By keeping the wounds open with their stonewalling tactics, by making it necessary to have hearings like this, they force the Turkish people to continue wearing like an albatross the negative image earned by a circle of officials who ruled eight decades ago.

A consideration of House Con. Res. 47, which remembers "the genocide perpetrated by the governments of the Ottoman Empire from 1915 to 1923," would provide a good opportunity to draw a distinction between the guilty and the innocent Turks, to remember also the Turks of decency who oppose their government's policy of inhumanity.

At a time today when so many people in our own society too often shirk their individual responsibility to make personal choices based on principles and values, it is a good lesson for us to recall the years when American witnesses and Turkish civilians made the personal choice to resist a wrong and save human lives, when a few Turkish officials even chose to object, even though doing so could have endangered their own lives.

One was Ottoman Senator, Ahmed Riza. In December 1915 he courageously condemned the policy to destroy and deport Turkey's two million Armenian citizens and expropriate their assets, which authorities were carrying out under the cover of a legislative fig leaf euphemistically called the Abandoned Properties Law.

"It is unlawful to designate" Armenian properties as abandoned, declared Senator Riza, because they did not leave their properties voluntarily. They were "forcibly" removed from their homes and exiled. "Now the government is selling" their possessions. "Nobody can sell my property if I am unwilling to sell it. This is atrocious. Grab my arm, eject me from my village, then sell my goods and properties? Such a thing can never be permissible. Neither the conscience of the Ottomans nor the law can allow it."

Mr. Chairman, during a debate on the Senate floor in February 1990, your colleague Robert Dole championed another resolution commemorating the Armenian Genocide (SJR 212), and declared, "it's finally time for us to do what is right. Right. We pride ourselves in America" for "doing what's right, not what's expedient."

In this case, doing what is right does not exact a big price. The frequently heard argument that a commemorative resolution will harm American-Turkish relations in not credible. It ignores the fact that the relationship is much more in Turkey's favor than America's. Not doing what is right, on the other hand, is tantamount to rejecting mountains of documents in our National Archives, testimonies that refute the denial arguments generated in Ankara and, most disturbingly, promoted in prestigious academic circles here in America.

This denial recently spurred over 100 prominent scholars and intellectuals, including Raul Hilberg, John Updike, Norman Mailer, Kurt Vonnegut, and Arthur Miller, to sign a petition denouncing the "intellectually and morally corrupt . . . manipulation of American institutions" and the "fraudulent scholarship supported by the Turkish government and carried out in American Universities."

A typical example of the powerful evidence in the US Archives is a cable to the State Department from Ambassador Henry Morgenthau: "Persecution of Armenians assuming unprecedented proportions. Reports from widely scattered districts indicate systematic attempts to uproot peaceful Armenian populations and through arbitrary arrests" and "Terrible tortures," to implement "wholesale expulsions and deportations from one end of the Empire to the other," frequently accompanied by "rape, pillage, and murder, turning into massacre . . ."

And the persecutions continued even after World War I ended in 1918. "It was like an endless chain," reported Edith Woods, an American nurse, in 1922. "The children would often be dead before I had taken their names. Forty to fifty of the older women died each day. . . . Their mouths were masses of sores, and their teeth were dropping out. And their feet, those poor feet, bleeding feet. . . . Deportation is sure death—and a far more horrible death than massacre. Unless one sees these things it is difficult to believe that such monstrous cruelty and barbarity exist in the world."

Ms. Woods' testimony ripped to shreds the web of denial being woven by Turkish officials in the early 1920's. She also exposed the new atmosphere of insensitivity at the American Embassy in Istanbul which contradicted the overwhelming sentiment of American public opinion and the spirit of Congressional resolutions in favor of Armenians that were passed during those days. This American woman made the personal choice to speak up against the response at her own Embassy, a policy imposed by acting ambassador Admiral Mark Bristol, who, driven obsessively by commercial interests, was colluding in a cover-up crafted by Turkish authorities.

Allen Dulles, the State Department's Near East Division chief (and later CIA Director), found it hard to keep things under wraps as Bristol requested. "Confidentially the State Department is in a bind," Dulles cautioned in April 1922.

"Our task would be simple if the reports of the atrocities could be declared untrue or even exaggerated but the evidence, alas, is irrefutable and the Secretary of State wants to avoid giving the impression that while the United States is willing to intervene actively to protect its commercial interests, it is not willing to move on behalf of the Christian minorities."

And the evidence mounted. In May 1922, four American relief workers, Major Forrest D. Yowell of Washington DC, Dr. Mark Ward of New York, Dr. Ruth Parmalee of Boston, and Isabel Harely of Rhode Island, were all expelled from their posts in Turkey because they too chose to do what is right, they protested the ongoing persecutions. Major Yowell said Armenians in his district were "in a state of virtual slavery," with "no rights in the courts."

Dr. Ward quoted Turkish officials. One Turk declared: "We have been too easy in the past. We shall do a thorough job this time." Another remarked: "Why do you Americans waste your time and money on these filthy Greeks and Armenians? We always thought that Americans knew how to get their moneys worth. Any Greeks and Armenians who don't die here are sure to die when we send them on to Bitlis, as we always choose the worse weather in order to get rid of them quicker."

Not all Turks were so cruel. A British diplomat reported that another American in Turkey, Herbert Gibbons, knew of prominent Turks who protested the "unparalleled inhumanity" but they were "beaten and sent away" for intervening. The Mayor of the Black Sea city of Trabzon had no sympathy with the government's policy and did what little he could. The Governor also opposed the "massacres and persecutions," but was powerless to stop it. His predecessor tried and was removed.

Gibbons thought the government's policy was "a calumny upon the good Turks, of whom there are many," Massacres never broke out spontaneously, since "Christians and Moslems ordinarily get along very well." The massacres were ordered, as part of a plan "to make Turkey truly Turkish."

Yet there are "humane and kind hearted Turks," Gibbons stressed, and there are "Mohammedans who fear God and who are shocked by the impious horrors of the extermination policy."

Revisionists today say in that effect Americans like Forrest Yowell, Mark Ward, Ruth Parmalee, Isabel Harley, Edith Woods, Herbert Gibbons, and Ambassador Henry Morgenthau were either liars or misguided.

Remembering the atrocities against the Armenians would show respect for those Americans who spoke up, and respect as well for Turks like Senator Riza who also chose to oppose the injustice. A recognition of the

Armenian Genocide by the US Congress would be a step toward helping erase described in 1951 as "this black stain on the forehead of the Turkish people."

Encouraging Turkey to face the facts of its history would help lift the cloud of controversy which haunted it for decades. It would help eliminate the deep roots of Armenian-Turkish enmity, paving the way to normalized relations, and it would give Armenia the sense of security many Armenians feel is necessary if they are to respond to Russia's regional policies with more independence and balance. The prospects for American commerce and regional stability would be strengthened by a recognition of the Armenian Genocide.

Acknowledging the Armenian Genocide also would show that Congress cannot condone the brazen contradiction of its own Archives and the dangerous corruption of America's academic institutions. It would send a strong signal to all deniers of genocide, especially to deniers of the Holocaust. Mr. Chairman taking a stand against the denial of the Armenian Genocide would be entirely consistent with the successful resolution "Deploring Holocaust Deniers" which you so wisely introduced last December, in which you too did what is right, by calling denial efforts "malicious." Such language is applicable to the denial of the Armenian Genocide as well.

Mr. Speaker, when weighing the merits of the arguments on both sides of this issue, it would be useful to keep in mind a letter sent to Secretary of State Charles Evans Hughes in 1924 by Admiral Bristol, a man who was called "very pro-Turk" by Joseph Clark Grew, Washington's first Ambassador to Ankara. Even the pro-Turk Admiral acknowledged "the cruelties practiced upon the Armenians by Turks acting under official orders, and in pursuance of a deliberate official policy." For that policy, wrote Admiral Bristol, "there can be no adequate excuse."

HONORING STUDENTS IN FREE ENTERPRISE

HON. JAMES C. GREENWOOD

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 5, 1998

Mr. GREENWOOD. Mr. Speaker, I rise today to pay tribute to an outstanding organization in our country called Students In Free Enterprise.

Students in Free Enterprise (SIFE), is a non-profit organization located on over 500 college campuses across the United States. SIFE has continually encouraged the free enterprise system through educational programs since its inception more than 20 years ago. Students in the organization dedicate their time and resources to helping others. SIFE's mission is to provide college students the best opportunity to develop leadership, teamwork and communications skills through learning, practicing and teaching the principles of free enterprise. SIFE is not only involved with the encouragement of free enterprise, but has also worked closely with international charitable organizations. Students involved in this organization gain valuable leadership, communication and business skills by teaching others, especially at risk youth.

The Students In Free Enterprise organization is a valuable asset to the citizens of our