

Program (AVID) fosters the academic success of under-represented minorities. Project Astral provides Latino language minority students with the opportunity to attain academic excellence and high self-esteem through English and Spanish language literature instruction and theatrical productions. Student Assistance Services (SAS) is a comprehensive program that offers a variety of activities focusing on preparing students to be "ready to learn" and providing the necessary services and networks to meet this goal, including student support groups, the Human Relations Council, parent education forums, Peer Assistance Listeners (PALS), Choices and Challenges, staff inservices and community referrals. The program trains students to offer unconditional positive regard for their peers and provide emotional support for those who are referred to the program.

Our commitment to excellence in the classroom is complemented by the breadth and depth of our program of extracurricular activities. Approximately 45% of our students participate on 21 athletic teams. Student government strives to involve all students, with approximately 200 students contending for 37 positions in annual student elections. Student-initiated activities range from lunchtime concerts by student musicians to homecoming float-building. Clubs like Earth Impact, the International Club, Aztlan, Youth Outreach, VICA, Horticulture Club, the Investors Club and Students Against Drunk Driving insure that the TPHS activity smorgasbord offers something nutritional and appealing for every appetite. Extracurricular activities include the Science Olympiad, lunch-time activities, Academic League and student publications. Our student newspaper is distributed free to all students. The Falconer (newspaper), Free Flight (yearbook), First Flight (the TPHS literary magazine) and Free Flight Video have all received numerous state and national awards for excellence.

The 155-member TPHS staff includes 65 percent of teachers with more than 10 years of teaching experience and 60 percent with Master's degree. The staff is a cohesive community built on a commitment to high educational standards, creative problem solving, support services for all students and a shared concern for the individual. Professional development activities have included course work at Oxford, Stanford, U.C. Berkeley, Princeton and other universities; travel/study abroad; Woodrow Wilson scholarships and mentor teacher projects. Teachers are currently involved with the Teacher-Led Professional Development Project, California School Leadership Academy (CSLA), the National Science Foundation, California Literature and Mathematics Projects and other professional growth activities and professional associations. Intradepartmental review and team planning are supplemented by workshops, classes, lectures, support groups, sabbatical leaves, summer institutes, inservices and staff development programs.

TPHS parents play a vital role in the TPHS community. Each fall, five parents are elected to the School Site Council, which meets monthly with the principal and oversees the School Improvement Plan. Parents also serve as TPHS representatives to the District Site Council, District Budget Committee, Site and District GATE committees, District Curriculum Review Committee, Legislative Analysis Network and the Bilingual Advisory Committee. School-to-home communication is accomplished through a monthly newsletter and numerous parent meetings held at the school. Back-to-School Night, sponsored by the Parent Association, is held annually in October and fills the school to capacity, giving parents the oppor-

tunity to visit all classrooms. An estimated 600 parents attend annual College Nights and eight Parent Information Forums are sponsored each year by the SAS team and reach approximately 100 parents. Four to six district information evenings are held annually for parents of bilingual students, attended by an average of 175 persons and 3 to 4 meetings per year are held for parents of students in Special Education.

The Torrey Pines High School Foundation was founded in 1993 to raise funds through donations and special events for the benefit of all students. Foundation funds support programs and improvements which are not adequately funded by district allocations. These programs and improvements provide for growth, broadened experiences and a well-rounded education for every student. The Torrey Pines Foundation raises approximately \$500,000 each year to supplement district and state school funding. The following campus organizations are included in the Foundation: Academic Team Boosters, Art Club Boosters, Athletic Boosters, Dance Team Parents, Friends of the Library, Grad Night, Parent Association, Student Assistance Services, Technology Boosters and Theater Boosters. The 25 member Parent Board, with representation from all geographic areas, meets monthly at the school and is involved in significant support of the school program. Each year the Parent Association provides more than \$10,000 in teacher mini-grants to support classroom activities. More than 200 parents volunteer on our campus serving regular weekly assignments or helping with special projects. A committee of 30 parents oversees the annual Grad Night celebration, with \$30,000 raised annually. Friends of the TPHS Library has an average annual membership of 150 and draws upon local talent to provide such innovative programs as "Authors Evenings" to the community. The Technology Boosters, formed in 1994, is a group of twenty parents and community members who are actively participating in our site technology committee, collaborating closely with staff to set and implement school-wide technology goals. Dollars for Scholars, a national organization, awards approximately \$40,000 in scholarships annually to approximately fifty graduating seniors.

Community partnerships have enriched our school community. Participation in community organizations such as San Dieguito for Drug-Free Youth and Prevention Connection has provided us with resources for the war against substance abuse. "Explorations" is a career awareness program which brings professionals and business leaders from our community to speak to students about their careers. Teachers participate in the Teacher Job Shadow Program through a partnership with Mira Costa College and California State University, San Marcos. Through our School-to-Career Program, we have established an Internship Program which places approximately 200 students each year into semester-long internships in community businesses.

Torrey Pines High School refuses to rest on its past accomplishments and is characterized by a spirit of continual school improvement. To this end, the Strategic Planning Leadership Team is in the process of developing a site strategic plan which will involve our entire learning community in the development of a shared vision for the school and a set of specific action plans which are aligned to the District Strategic Plan.

IN MEMORY OF COLONEL DAVID
MICHAEL MOAK

HON. RICHARD H. BAKER

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. BAKER. Mr. Speaker, I rise today to pay tribute to a great Louisianian and a great American, who died on March 28th, 1998: Colonel David Michael Moak, United States Army. He will be missed, not only by his wife of 21 years, Julia, his son Aaron and his daughter Shelane but by all who worked with him as he defended our freedom and by a grateful nation.

It is fitting that we remember the sacrifice and dedication of Colonel Moak as we near Memorial Day, the day Americans pay tribute to all the brave men and women who died in the service of America.

Colonel Moak was a true American hero who put country first.

Colonel Michael Moak, U.S.A., 47, who was born and raised in Baton Rouge, Louisiana died on March 29, 1998 at the Walter Reed Army Hospital. Col. Moak was assigned to the Office of the Assistant Secretary of Defense for Command, Control, Communications, and Intelligence where he was responsible for enhancing the Department of Defense's intelligence capabilities to support combating terrorism and force protection. In 1973, he received a Bachelor of Arts degree in Government from Southeastern Louisiana University where he was also commissioned as a 2nd Lieutenant, Infantry, in the Regular Army.

Upon commissioning, Col. Moak attended and completed the U.S. Army Infantry Officer Basic Course at Fort Benning, Georgia. After graduation, he was assigned to the 101st Airborne Division, where he served as a Rifle Platoon Leader, Scout Platoon Leader, Rifle Company Executive Officer, Battalion S3 Air, and Rifle Commander. Col. Moak's subsequent assignments include Commander, Army ROTC Detachment, Louisiana College, Operations Officer, 202d Military Intelligence Battalion (HUMINT), Commander, 641st Military Intelligence Company (HUMINT), Operations Officer, Executive Officer, and interim Battalion Commander, 18th Military Intelligence Battalion (HUMINT), Brigade S3 Operations, 66th Military Intelligence Brigade, Deputy Chief of Staff for Intelligence, Army Special Operations Forces, Europe, Executive Officer, 201st Military Intelligence Battalion (Tactical, I Corps), Battalion Commander, 14th Military Intelligence Battalion (Tactical Exploitation), and Systems/Force Integrator, Deputy Chief of Staff for Operations, Headquarters, Department of the Army.

Col. Moak's military training included, in addition to the Infantry Officers Advanced Course, Airborne School, Ranger School, Air Assault School, Jungle Warfare School, Rappel Master, German Airborne School, Nuclear, Biological, and Chemical Course, Counter Intelligence Special Agent Course, HUMINT training, Terrorism Counteraction Course, Command and General Staff Course, and the National War College.

Col. Moak's civilian education, in addition to a Bachelors of Arts in Government, included a Masters of Arts in Human Resource management from Pepperdine University and a Masters of Science in National Security Strategy

from the National Defense University. Col. Moak did extensive study in the counterterrorist field and published one book commercially entitled, "Surviving Hostage Situations". He also developed an individual self study manual for the Army entitled, "Terrorism Counteraction".

Col. Moak was responsible for the oversight and enhancement of Department of Defense intelligence programs and capabilities to support combating terrorism and force protection for the Secretary of Defense. He oversaw and assured effective intelligence support to force protection operations for U.S. forces deployed in Bosnia. He coordinated efforts with DoD agencies, Unified Commands, and the Services. He also worked closely with FBI, CIA, and other federal agencies to assure appropriate interagency coordination. Col. Moak routinely developed and provided information to Congress on intelligence support to combating terrorism and other transnational threats. He monitored DoD agencies and commands' combating terrorism and force protection budgets to assure sufficient funding was available to meet emerging requirements.

Col. Moak's awards include the Army Meritorious Service Medal (6th award), the Army Commendation Medal, Army Achievement Medal, Army Service Medal, Army Overseas Medal, National Defense Medal, Expert Infantryman Badge, Airborne Badge, Air Assault Badge, Ranger Tab, and German Airborne Badge. He received the 1997 Department of Defense award for the Most Innovative Initiative in Combating Terrorism due to his relentless efforts identifying and resolving systemic issues impacting on the Department's intelligence capabilities.

Our nation is fortunate to have been represented by a man of character like Col. Moak. He served his hometown as he did his country and will long be remembered for what he gave both. The people of Baton Rouge and Louisiana could have asked for nothing more.

PROJECT FOR PRIDE IN LIVING

HON. MARTIN OLAV SABO

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. SABO. Mr. Speaker, today I rise in recognition of Project for Pride in Living (PPL), a nonprofit development organization in my home district that has been recently recognized by the Fannie Mae Foundation for its very successful, multi-faceted approach in the fight against poverty.

Project for Pride in Living was originally established in Minneapolis in 1972 to buy and rehabilitate rundown, inner-city houses. It has grown considerably over the years to address poverty issues on a variety of fronts. PPL now provides affordable rental and ownership housing opportunities, job training through direct employment, employment education and placement, youth development, neighborhood security, and support services.

PPL has been a strong and effective agent for economic stabilization and community building in neighborhoods throughout the Twin Cities, but especially in the Phillips neighborhood. It has built or renovated more than 900 single-family and multifamily units. PPL's Self-Sufficiency Program and employment and

training initiatives have helped several thousand people. In 1996 alone, 509 families participated in the Self-Sufficiency Program, by obtaining help to find jobs, to stabilize their finances and housing situations, and to make positive changes in behavior, attitudes, and school performance.

On May 19, 1998, the Fannie Mae Foundation presented a Maxwell Sustained Excellence Award to Project for Pride in Living. This award is given to community-based nonprofit organizations demonstrating the best examples of sustained creation and management of communities and neighborhoods. PPL was one of ten award winners this year, selected from a pool of 160 applicants from across the United States. All ten awardees have a history of building and sustaining communities, with housing being the lead component of their efforts.

As a Maxwell Sustained Excellence Award winner, PPL will receive a three-year grant of \$150,000 to further organizational development, and a three-year, \$250,000 Community and Neighborhood Development Fund (CNDF) loan. PPL will invest the grant in activities to increase its capacity to develop and manage housing, including upgrading technology, establishing an internal pre-development fund, and enhancing staff development and training. The CNDF loan will provide construction financing for the production of 24 single-family homes.

I salute Project for Pride in Living for receiving Fannie Mae's distinguished Sustained Excellence Award. It is a remarkable honor for a truly deserving organization.

PERSONAL EXPLANATION

HON. DEBBIE STABENOW

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Ms. STABENOW. Mr. Speaker, on Roll Call vote #165, had I been present I would have voted no.

Mr. Speaker, on Roll Call vote #166, had I been present I would have voted no.

Mr. Speaker, on Roll Call vote #167, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #168, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #169, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #170, had I been present I would have voted no.

Mr. Speaker, on Roll Call vote #171, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #172, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #173, had I been present I would have voted yes.

Mr. Speaker, on Roll Call vote #174, had I been present I would have voted yes.

SPACE DAY CELEBRATION

HON. CONSTANCE A. MORELLA

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mrs. MORELLA. Mr. Speaker, today I rise in recognition of Space Day, a global celebration

of the extraordinary achievements, benefits, and opportunities presented by the exploration and use of space. It was this week twenty-seven years ago that President Kennedy issued his challenge to land a man on the Moon.

Recently, HBO ran a twelve part series, "From the Earth to the Moon." This is the story of humankind's commitment and dedication to meet that challenge and its triumphant success. The words "one small step for man, one giant leap for mankind," first spoken by Neil Armstrong from the Sea of Tranquility in July 1969, will be remembered for generations by people everywhere as the nations of the world begin to work together for peace in space.

Our space technology evolved from rockets of destruction in World War II to vehicles carrying satellites into space. With these satellites, we can now speak to someone on the other side of the world as clearly as we can our neighbor. Meteorologists can predict the weather with precision.

We began with Alan Shepherd, the first American to leave the protective atmosphere of the Earth, and John Glenn orbiting the Earth in his Friendship 7 spacecraft. We watched with baited breath as Neil Armstrong and Buzz Aldrin piloted the Eagle Lunar Module to the surface of the Moon. Now the Space Shuttle carries astronauts and cosmonauts to the Space Station Mir where they conduct experiments that lead to advances in biomedicine and physics.

The next generation will soon see further trips to the other planets in our solar system. The next space shuttle will make it easier than ever before to carry people and payloads into space. We may soon unlock the mysteries of life on Mars and Europa, and water on the Moon.

As the nations of the world begin to build the International Space Station, they are driven by the legacy of the Mercury, Apollo, and Shuttle missions, and look confidently to the stars to see our destiny.

A TRIBUTE TO EMILY MATHEM

HON. BENNIE G. THOMPSON

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. THOMPSON. Mr. Speaker, I rise today to honor Ms. Emily Mathem, a 13-year-old at the Vicksburg Junior High School in Vicksburg, Mississippi.

Emily recently received a Prudential Spirit Community Award in recognition of her outstanding community service. Emily worked for more than a year with city administration officials, local community leaders, and classmates to restore an abandoned and neglected neighborhood park which had become a hangout for drug dealers. While the work is not yet completed, she has pledged to continue her efforts until the day children can play safely in the park.

Emily Mathem is a shining example of leadership, goodwill, and courage. I wish her luck and hope that many more young people in Mississippi and this nation are inspired by her work.