

the importance of obtaining higher education is rising, so is college tuition and the amount of debt that students must borrow to earn a college degree. Since 2002, the cost of college has increased over 40 percent, with North Dakota's largest schools increasing their tuition by double digits in the past two academic years. In addition, last year 9.7 million students received federal education loans, with the typical student borrowing \$15,500 to finance a bachelor's degree.

In this climate, the bill before the House today does not adequately address the problem of college accessibility. First, the bill does not reverse the changes made in the budget reconciliation bill passed earlier this year, which included the largest cuts to the student aid program ever. The reconciliation bill increased interest rates for new loans to students and parents and imposed new consolidation fees on borrowers, making the repayment of loans more difficult. Second, although H.R. 609 does include some improvements to aid programs, these changes are not adequate to address the problems outlined above. For example, although H.R. 609 increases the maximum Pell grant award, the award was only increased \$200—not enough to meet the increasing costs of college tuition. Unfortunately, H.R. 609 does not do enough for students and parents facing college costs and I am hopeful that this bill can be improved as it progresses through the legislative process.

RECOGNIZING DELL ROVANSEK AS
THE RECIPIENT OF THE CARE
AWARD

HON. TOM DAVIS

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 4, 2006

Mr. TOM DAVIS of Virginia. Mr. Speaker, I rise today to honor Dell Rovansek of Fairfax, Virginia, upon receiving the Commonwealth Academy Recognition for Educators (CARE) Award.

The CARE award presented by Commonwealth Academy of Alexandria, Virginia honors outstanding educators who work to enhance the lives of their students. This year's honorees are recognized for their unrelenting work to enhance the lives of the students they serve. Dell Rovansek, a second grade teacher at Bonnie Brae Elementary School in Fairfax, Virginia, is honored for her work in promoting academic achievement for all in the spirit of the No Child Left Behind Act.

Ms. Rovansek has been teaching for twenty-one years, and has extensive experience working with special needs students. She is originally from Wadley, Alabama, and received her B.S. in Education from Auburn University and her master's in Education from George Mason University.

Ms. Rovansek has been teaching in the Fairfax County Public Schools for the past fifteen years, and she calls teaching her "calling." She says, "I have the opportunity to directly impact children's lives, hopefully in a very positive way. Even at my level, early childhood education, I feel a great obligation to prepare children for future challenges, academic and social. I want children to walk into my classroom and feel safe and happy."

Ms. Rovansek has traveled extensively as the wife of an Army officer. She calls living in

Hawaii and Korea "great adventures." She and her husband have a daughter, Kelly, and a son, Joey.

I ask my colleagues to join me in applauding Dell Rovansek and congratulating her on this distinguished achievement.

COLLEGE ACCESS AND
OPPORTUNITY ACT OF 2005

SPEECH OF

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, March 29, 2006

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 609) to amend and extend the Higher Education Act of 1965:

Ms. EDDIE BERNICE JOHNSON of Texas. I would be remiss if I did not make clear to the Chairman and to the Ranking Democrat on the Committee my very real concern about the Committee's failure to address an obvious shortcoming in this bill resulting from the creation of the Academic Competitiveness Grants and the SMART Grants in the Omnibus Deficit Reduction Act of 2005 (P.L. 109-171). Namely, while we have offered low-income, language minority, and "first-generation" college students an attractive reward—significant grant aid to help pay for college—especially for those who major in the STEM areas and in foreign language—we have not provided a means for many of them to qualify for such grants.

Two things must be done to ensure that we build a pipeline for these students to qualify for these important new additions to our Federal Student Aid arsenal if we are to pave the way for access and educational opportunity for all of our students. First, we must help prepare low-income, language minority, and "first-generation" students to be successful in the eighteen core courses that the extent research tells us will help ensure academic success in college. Second, we must work to be sure that those courses—Algebra I and II, Plane Geometry, Biology, Chemistry and Physics, World History, Geography, Economics, Government, English, and Foreign Language—are all well-taught in every high school in America.

In many urban and rural high schools, academically rigorous college preparatory courses are simply not taught, and our students and the Nation suffer as a result. This week, the Center for Education Policy released the results of a recent survey under the No Child Left Behind Act. The Center for Education Policy survey not only found that teachers are "teaching to the test," but that non-reading and math course work is being short-changed or eliminated to ensure that poor performing students achieve the NCLB performance levels. This means that history and science are not being taught so kids can perform well on reading and math tests. Clearly this will achieve one goal, but it will sacrifice these students' future preparedness for post-secondary academic success.

We can do better and we must. I want to work with my colleague Representative FATTAH, with you Mr. Chairman and with my friend from California Mr. MILLER to fashion a solution that will work.

IN HONOR OF KATHLEEN'S
KITCHEN

HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 4, 2006

Mr. KUCINICH. Mr. Speaker, I rise today in honor and recognition of Kathleen's Kitchen, located in the heart of Cleveland's Westside neighborhood, as they are closing their doors on April 1, following a twenty-four year run of great food, great service, laughter and lively conversation.

The restaurant, located in Kamm's Corners, is owned by sisters Kathleen Verrell, Cindi Condol and Micki Speck. The sisters took over the business when their mother, founder Kathleen Finnerty, passed away. Mrs. Finnerty opened Kathleen's Kitchen in 1982, and her kind heart and generous nature was continued on through her daughters, whose collective goodwill consistently extended out into the neighborhood, as they offered hot meals or coffee to those in need.

Kathleen's Kitchen's warm and inviting atmosphere evolved from a corner diner into a favorite gathering place for residents, families, business owners, and people in all lines of work, from plumbers to presidents. President Bill Clinton visited Kathleen's Kitchen several times during his presidency. Though customers came from differing backgrounds, everyone was connected by a common quest—a familiar place to relax, enjoy a great meal, connect with others and capture the viewpoints of the day's events.

Mr. Speaker and Colleagues, please join me in honor and gratitude of the owners, staff and customers of Kathleen's Kitchen, whose energy, warmth and friendship served as a daily reflection of real life in America. Although Kathleen's Kitchen will be missed by countless people, including myself, our wonderful time spent there will remain in our memories forever.

IN MEMORY OF GEORGE L. BROWN

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 4, 2006

Mr. RANGEL. Mr. Speaker, I rise to pay tribute to my dear friend and an exemplary American, George Brown, who passed away Friday, March 31, 2006. George made history in his lifetime, as a civil rights trailblazer and a political leader who made a career of serving his community and his country.

Born in Lawrence, Kansas on July 1, 1926, George excelled educationally, and in World War II served his country as a member of the famous Tuskegee Airmen. Following the war, he went off to college at a time when only the GI Bill made it possible for African Americans to do so in the face of racial discrimination and economic hardships. He graduated from the University of Kansas in 1950. In the 1960's, as a reporter for the Denver Post, he was part of that cadre of journalists who chronicled the heroic struggles of African Americans and their supporters in the civil rights movement. The tumult of that era helped forge his deep social consciousness.