

also important components in any smart growth plan.

The bill I am introducing today—the “High Performance Schools Act of 2001”—takes the concept of “whole buildings” and puts it into the context of our schools. My bill would establish a program in the Department of Energy to help school districts produce “high performance” school buildings. It would provide block grants to State offices of energy that would then be allocated as grants to school districts for building design and technical assistance. These grants would be available to school districts that are faced with rising elementary and secondary school enrollments, that can’t afford to make major investments in construction or renovation, and that commit to work with the state agencies to produce school facilities that incorporate a “high performance” building approach.

Now is the time for improving the way we build our schools. One reason why—the current energy crisis is taking its toll on school districts across the country. Many of them are being forced to pay higher heating bills with funds that had been budgeted for textbooks or new teacher salaries. We must do all we can to ensure that scarce education resources are used primarily for education purposes, not to keep our children warm.

Another reason why the timing for this initiative is critical—this country is currently experiencing a dramatic increase in student enrollment due to the “baby boom echo,” the children of the baby boom generation. During the 20 years from 1989 to 2009, this Nation is being asked to educate an additional 8.3 million children. At the same time, over 70 percent of our Nation’s schools were built before 1960 and are now in need of major repairs.

Visiting schools in the 2nd Congressional district in Colorado, I have seen firsthand the spaces in which our children are learning and growing. Many districts can’t afford sorely needed remodeling or construction of new schools, while others are scrambling to address severe overcrowding issues. And we aren’t alone: School enrollment in Colorado increased by 70,000 students in the last five years. While new schools open at or above capacity, enrollment is projected to grow in Colorado by 120,000 in the next decade.

Clearly, there’s an urgent need for school construction—in Colorado and in every State across the country. Thousands of communities nationwide are even now in the process of building new schools and renovating existing ones. But in drawing up construction plans, schools often focus on short-term construction costs instead of longterm, life-cycle savings. My bill would help ensure that school districts have the tools and assistance they need to make good building decisions.

High performance schools are a win for energy savings and a win for the environment, but best of all, they are also a win for student performance. A growing number of studies link student achievement and behavior to the physical building conditions. A study from Mississippi State University, for example, showed that in schools in North Carolina, Texas and Nevada, variables such as natural light and climate control played a role in improved test scores, higher morale and fewer discipline problems. And in one of the most rigorous studies of its kind, a 1999 report commissioned by Pacific Gas & Electric found that students who took their lessons in classrooms

with more natural light scored as much as 25 percent higher on standardized tests than other students in the same school district.

We wouldn’t dream of putting only manual typewriters in new school buildings—we would install today’s computer technology. Nor should we build yesterday’s “energy inefficient,” non-sustainable, and less effective schools. Our kids are our country’s future, and they should have the best school facilities, especially if they will cost less and benefit us all in other ways.

In short, we have an enormous opportunity to build a new generation of sustainable schools, schools that incorporate the best of today’s designs and technologies and as a result provide better learning environments for our children, cost less to operate, and help protect our local and global environment. The High Performance Schools Act would start us on the road to achieving these goals. I look forward to working with Reps. BOEHLERT, MILLER, BONIOR, ETHERIDGE, and HONDA and other Members of the House to move forward with this important initiative.

#### THE HIGH PERFORMANCE SCHOOLS ACT OF 2001

The High Performance Schools Act would enable our school districts to build today’s schools with today’s designs and technologies, producing school buildings that take advantage of advanced energy conservation technologies, daylighting, and renewable energy. Not only has this “whole building” approach been demonstrated to improve student performance, but such buildings also cost less to operate and help protect our local and global environment.

#### CONTEXT

Fully 25 percent of the energy used in today’s schools is wasted, costing schools some \$1.5 billion every year. Ending this waste could pay for the entire careers of 70 additional teachers in each of our congressional districts. These savings could be especially significant at a time when there is a clear need for more teachers.

There is also a clear need for school construction. Students of the “echo boom” generation—the children of the baby boomers—are reaching school age even while class sizes are being reduced. At the same time, studies show that over 70 percent of our nation’s schools were built before 1960 and are now in need of major repairs. School construction and modernization earned an “F” from the American Society of Civil Engineers in its 1998 Report Card for America’s Infrastructure. Many districts can’t afford sorely needed remodeling or construction of new schools, while others are scrambling to address severe overcrowding issues.

#### HOW IT WOULD WORK

The High Performance Schools Act of 2001 would help give school districts the tools and assistance they need to make good building choices. The bill would establish a program in the Department of Energy to help school districts produce “high performance” school buildings. Funds would be directed to school districts through state offices of energy for building design and technical assistance. These grants would be available to school districts that are faced with rising elementary and secondary school enrollments, that lack the resources to make major infrastructural investments, and that commit to work with the state agencies to produce school facilities that incorporate a “high performance” building approach. Some grants would also be available to facilitate private and public financing, promote the use of energy service companies, work with school administrations, students,

and communities, and coordinate public benefit programs.

#### TRIBUTE TO JERALD T. MAHSHIE

#### HON. PETER J. VISCLOSKY

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 20, 2001*

Mr. VISCLOSKY. Mr. Speaker, it is truly my distinct honor to pay tribute to one of Northwest Indiana’s hidden treasures, Jerald T. Mahshie, of Schererville, Indiana. Jerry is one of the most dedicated, distinguished and creative citizens of Indiana’s First Congressional District.

For the past 3½ years, Jerry has been the Director of Food and Beverage at the Radisson Hotel at Star Plaza in Merrillville, Indiana. While Jerry has been a resident of the First Congressional District for only a short time, Northwest Indiana has certainly been rewarded by the true service and uncompromising dedication he has displayed to both its citizens and communities, as well as his employer.

During his tenure at the Radisson Hotel, Jerry’s consummate professionalism and attention to detail enabled the facility to become one of the premier meeting and dining locations in the First Congressional District.

When I think of Jerry, the first image that comes to my mind is not his successful professional career, but his extraordinary leadership and care for others. Whenever a project has needed a leader or an issue has needed to be addressed, Jerry has stepped forward to accept the challenge. Unfortunately, Northwest Indiana will be losing this hidden treasure, as Jerry has accepted a position in the Indiana’s capitol, Indianapolis.

Jerry is truly a remarkable man. His hard work has earned him a number of accomplishments and awards. Such achievements include: Member of the American Academy of Chefs, President of the American Culinary Federation Chefs of Northwest Indiana, Certified Executive Chef, 1999 Lake County Convention and Visitors Bureau Hospitality and Professional of the Year. In addition to his devotion to his job, Jerry finds time to serve his community. He is a past member of the Hammond Area Career Center Advisory Board and the Ivy Tech Gary Campus Advisory Board, as well as the Chairman for the 2001 Taste of Northwest Indiana.

Mr. Speaker, I applaud Jerry Mahshie for his remarkable accomplishments, enduring service, and the unforgettable effect he has had on the people of Northwest Indiana. We will surely miss him. May the future continue to hold great things for this outstanding professional.

#### TRIBUTE TO THE HONORABLE PATSY MINK OF HAWAII

#### HON. JUDY BIGGERT

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 20, 2001*

Mrs. BIGGERT. Mr. Speaker, March is Women’s History Month, a time to reflect upon and honor the contributions of women that

have made this country a better place. Today, we are going to recognize one of our own.

Few dispute the positive impact of Title IX, the landmark civil rights legislation that prohibits sex discrimination in federally-funded education programs. But I wonder how many of my colleagues realize that we have the privilege to serve with one of the driving forces behind that law—the Gentlelady from Hawaii, Patsy Mink.

As a member of the House Education and Labor Committee, Patsy was one of the architects of Title IX. And since its enactment 30 years ago, she has been a leading voice in the call for full enforcement of the law.

The importance of her work cannot be understated. This is demonstrated by my own family's experience.

Only the youngest of my three daughters, Adrienne, had the opportunity to play soccer from kindergarten on through college.

As the assistant soccer coach for her team in the mid and late 1980s, I can well remember the excitement of the girls—and their parents—when girls' soccer first became a recognized team sport in our high school. That meant that Adrienne, just like my son Rody before her, would have the opportunity to play a sport she loved throughout her years in school.

But the impact of Title IX is widespread.

Thanks to its passage in 1972, my daughter Adrienne and so many other young women and girls throughout America have come to benefit from the opportunities enjoyed for so long by young men and boys in America.

A recent GAO study reported that, since the enactment of Title IX, the number of women enrolled in college has more than doubled from about 3.7 million to 8.2 million. The number of women participating in intercollegiate sports also has grown from about 30,000 to 157,000—this is an increase from 1.7 percent to 5.5 percent of all full-time, undergraduate women. The unparalleled opportunities that women and girls currently have in the classroom and on the playing field are due in large part to Title IX.

Title IX has enabled young women to participate in school sports—to learn the value of teamwork and competition, and to gain the self-confidence and skills that are so valuable in business and in other future careers.

I cannot say enough about how instrumental Patsy was in bringing out these opportunities for young women. As with any issue on which Patsy Mink takes a stand, she has consistently shown her passion for enforcing gender equity, particularly as it relates to education. And as the legislative record shows, she has been steadfast in her commitment to preserving the advances and effectiveness of Title IX.

Congresswoman Mink is to be commended for her leadership on Title IX. She will long be remembered for her tireless efforts toward achieving true equality for women. And her efforts truly represent the spirit and ideals of Women's History Month.

#### SBA LEGISLATION

### HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 20, 2001*

Ms. EDDIE BERNICE JOHNSON of Texas.  
Mr. Speaker, today I rise to introduce a bill

which will improve the efficiency and effectiveness of the Small Business Administration (SBA). As you know, the Small Business Administration (SBA) is responsible for aiding, counseling, assisting, and protecting the interests of the nation's small businesses. According to the U.S. General Accounting Office, as of September 30, 2000, SBA's total loan portfolio was about \$52 billion, including \$45 billion in direct and guaranteed small business loans and other guarantees and \$7 billion in disaster loans. The SBA plays a critical role in the development of small businesses all around the nation.

However, in a recent report, GAO found that SBA's lack of a coordinated lender oversight program increases the potential for program abuse and unnecessary financial risk. Therefore, GAO recommended that SBA ensure that the required 7(a) lender oversight reviews are conducted. Additionally, GAO recommended that SBA establish organizational responsibilities and a mechanism for ensuring that information on the lender review process is collected, reported and analyzed.

I am introducing this legislation to ensure that GAO's recommendations are carried out. My bill, if enacted, would not only address GAO's concerns by establishing an office which has responsibility for lender oversight reviews but would also bring forth a mechanism for ensuring that information on the lender review process and lender compliance is collected, analyzed and reported to relevant Congressional Committees.

Mr. Speaker, this bill is not a partisan issue, but it is a good government issue because it not only assures that the people's money is spent wisely but empowers the SBA to ensure that the laws are followed. I urge my colleagues to support this legislation and I look forward to being able to vote on this bill on the house floor.

#### RURAL EDUCATION

### HON. CHRISTOPHER JOHN

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 20, 2001*

Mr. JOHN. Mr. Speaker, it is my pleasure to reintroduce the Rural Education Development Initiative (REDI) Act which calls for an increased focus on rural education and provides assistance to the many small, poor, rural schools in our country. As the House begins the reauthorization of the Elementary and Secondary Education Act, REDI will ensure that the educational opportunities for rural areas are not forgotten.

The National Center for Education Statistics (NCES) reports that 46 percent of our Nation's public schools serve rural areas, yet they only receive 22 percent of the Nation's education funds annually. In addition data from the National Assessment of Educational Progress (NAEP) consistently shows large gaps between the achievement of students in high-poverty schools and those in other schools.

Another critical problem for rural school districts involves the hiring and retention of qualified administrators and certified teachers, especially in special education, science, and mathematics. Consequently, teachers in rural schools are almost twice as likely to provide instruction in two or more subjects than teachers in urban schools.

More importantly, many small school districts often can't qualify for federal programs based on their small enrollments, and some money-distribution formulas do not fit many states' county-wide system of school districting.

All these problems add up to one thing: our rural schools need more funding opportunities. REDI provides this opportunity and gives our rural students a chance to succeed. This legislation creates a grant program to assist rural areas with technology efforts, professional development activities designed to prepare teachers who are teaching out of their primary subject area, academic enrichment programs, and activities to recruit and retain highly qualified teachers in special education, mathematics, or science.

REDI is bi-partisan and is supported by the National Education Association (NEA). I look forward to working with my Colleagues to enact REDI and realize our goal of parity for rural students.

#### POLITICIZING THE FEDERAL JUDICIARY

### HON. JOHN CONYERS, JR.

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 20, 2001*

Mr. CONYERS. Mr. Speaker, "Bipartisanship." "The rule of law." A judiciary that "looks and feels like the diverse country" we are. All ideas that then-Governor Bush's campaign promised to deliver on during the fall campaign.

Many believe that these slogans were just that: Bromides intended as camouflage, as feel-good dressing for a right wing agenda far outside the political mainstream.

President Bush's actions with the federal judiciary in just the past week—when the White House may believe that everyone is distracted with the tax cutting plan for the rich—may in fact prove just how far out of touch with the mainstream, and its own campaign rhetoric, this administration really is.

First, the White House has floated a balloon that it's considering abandoning the long-standing practice of soliciting comments from the ABA for judicial nominees. This could be the clearest signal that ideology and a crass desire to politicize the judiciary—rather than judicial competence—will be touchstone for Bush nominations to the federal judiciary.

And then today, the Bush administration has announced that it would rescind nominations for the federal bench made by the Clinton Administration. Among the casualties, African American judges who bore the stamp of enthusiastic approval from the ABA and from Republicans. Judges such as Roger Gregory, who had support of two Republican senators in Virginia, and who would represent the first African American appointment on the 4th Circuit Court of Appeals. Judge Gregory was appointed to the court in a recess appointment after the Republican Senate would not schedule a confirmation vote.

Both actions speak loudly to African Americans. They portend a plan by this Bush White House to politicize the judiciary. They both turn the clock backwards.

Today's Detroit News has the following article which is on point.