

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H. CON. RES. 83, CONCURRENT RESOLUTION ON THE BUDGET, FISCAL YEAR 2002

Mr. GOSS, from the Committee on Rules, submitted a privileged report (Rept. No. 107-30) on the resolution (H. Res. 100) providing for consideration of the concurrent resolution (H. Con. Res. 83) establishing the congressional budget for the United States Government for fiscal year 2002, revising the congressional budget for the United States Government for fiscal year 2001, and setting forth appropriate budgetary levels for each of fiscal years 2003 through 2011, which was referred to the House Calendar and ordered to be printed.

The SPEAKER pro tempore (Mr. CRENSHAW). Under a previous order of the House, the gentlewoman from New Mexico (Mrs. WILSON) is recognized for 5 minutes.

(Mrs. WILSON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mr. JONES) is recognized for 5 minutes.

(Mr. JONES of North Carolina addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

NATIVE HAWAIIAN EDUCATION REAUTHORIZATION ACT

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Hawaii (Mrs. MINK) is recognized for 5 minutes.

Mrs. MINK of Hawaii. Mr. Speaker, I rise to ask for support of the Native Hawaiian Education Reauthorization Act, which I have today introduced with my colleague the Honorable NEIL ABERCROMBIE.

The Native Hawaiian Education Act has been in effect since 1988. Congress has recognized its special responsibilities to the native, indigenous peoples of the United States by creating education programs to meet the special needs of American Indians, Alaskan Natives, and Native Hawaiians.

Programs supported with the modest appropriations provided under the Native Hawaiian Education Act have helped to improve educational opportunities for Native Hawaiian children, youth, and educators. Through the establishment of Native Hawaiian Education Councils, the Act has given Native Hawaiians a voice in deciding how to meet the critical education needs of their community.

Native Hawaiian students begin their school experience lagging behind other students in terms of readiness factors, such as vocabulary scores, and they score below national norms on standardized education achievement tests at all grade levels. In both public and private schools, Native Hawaiian students are over-represented among students qualifying for special education programs provided to students with learning disabilities. They have the highest rates of drug and alcohol use in the State of Hawaii. Native Hawaiian students are under-represented in institutions of higher education and among adults who have completed four or more years of college.

Why are Native Hawaiian students so disadvantaged? The poor showing of Native Hawaiian students is inconsistent with the high rates of literacy and integration of traditional culture and Western education historically achieved by Native Hawaiians through a Hawaiian language-based public school system established in 1840 by King Kamehameha III. But following the overthrow of the Kingdom of Hawaii in 1893, by citizens and agents of the United States, middle schools were banned. After the United States annexed Hawaii, throughout the territorial and statehood period of Hawaii, and until 1986, use of the Hawaiian language as an instructional medium in education in public schools was declared unlawful. This declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying:

I ka 'ōlelo nō ke ola; I ka 'ōlelo nō ka make

In the language rests life, In the language rests death.

Our nation must make amends for the terrible damage that has been done to the Native Hawaiian people since the overthrow of the Hawaiian monarchy by military force in 1893. From 1826 until 1893, the United States had recognized the Kingdom of Hawaii as a sovereign, independent nation and accorded her full and complete diplomatic recognition. Treaties and trade agreements had been entered into between these two nations. In 1893, a powerful group of American businessmen engineered the overthrow with the use of U.S. naval forces.

Queen Liliuokalani was imprisoned and over 1.8 million acres of lands belonging to the crown, referred to as crown lands or ceded lands, were confiscated without compensation or due process.

A Presidential commission, led by Congressman James Blount declared that the takeover was an illegal act by the U.S. government. The U.S. Minister of Hawaii, John Stevens, was recalled. President Grover Cleveland sent a message to Congress calling the takeover an act of war committed by the United States against another sovereign nation and called for the restoration of the monarchy. This request was ignored by the Congress.

I say that the takeover was illegal because there was no treaty of annexation. There was no referendum of consent by the Native Hawaiian people. In recent years, we have learned that in the vaults of the National Archives is a 556-page petition dated 1897-1898 protesting the annexation of Hawaii by the United States. The petition was signed by 21,259 Native Hawaiian people; a second petition was signed by more than 17,000 people.

Historians advise that this number constitutes nearly 100 percent of the native population at the time. Their voice was totally ignored.

Since the overthrow of the Kingdom and up until the present, Native Hawaiians have suffered from high rates of poverty, poor health status, low educational attainment, and high rates of alcohol and drug abuse and incarceration. By 1919, the Native Hawaiian population had declined from an estimated 1,000,000 in 1778 to 22,600. In recognition of this severe decline and the desperate situation of the native people of Hawaii, Congress enacted the Hawaiian Homes Commission Act, which returned 200,000 acres of land confiscated by the federal government (out of the total of 1.8 million acres stolen) to the Native Hawaiian people as an act of contrition.

Unfortunately, the lands that were returned were in places where no one else lived or wanted to live. They were in the most remote areas of the islands. Relegated to isolation, without infrastructure, with no access to jobs, Native Hawaiians live today in segregated reservations, much like Indian tribes. Their current despair and conditions of poverty is due to this forced isolation.

Progress has been made over the years, even with the modest funding provided under the Native Hawaiian Education Act. One of the outstanding successes of the program is the dramatic increase in the number of young people who are fluent in the Native Hawaiian language. Once a dying language spoken only in isolated Native Hawaiian communities, primarily by elders, the Hawaiian language is now taught through a number of immersion programs, beginning in kindergarten and continuing through high school. The University of Hawaii at Hilo now has a program for a Masters' degree in Native Hawaii Language and Literature—the first program in the United States focusing on a Native American Language.

It is important to note that Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once-sovereign nation with whom the United States has a trust relationship. The political status of Native Hawaiians is comparable to that of American Indians and Alaskan Natives.

Justice requires that the United States fulfill its trust obligations to Native Hawaiians who lost everything at the time of their annexation. The \$28 million authorized for Native Hawaiian education programs in this bill can't begin to make up for the loss of a nation.

I call upon my colleagues to support the reauthorization of the Native Hawaiian Education Act and justice for the Native Hawaiian people.

PRESIDENT BUSH'S EDUCATION PLAN

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. KELLER) is recognized for 5 minutes.

Mr. KELLER. Mr. Speaker, as the only Member of Congress from Florida on the Committee on Education and the Workforce, I am proud to be an original cosponsor of President Bush's No Child Left Behind Act of 2001.

Mr. Speaker, I rise today in strong support of this important education reform legislation. This legislation will