

Mathematics and science education is a vital link to connect today's students with the information age and to the workplace of the 21st century.

Today's United States economy depends more than ever on the talents of skilled, high-tech workers and in order to sustain America's preeminence, we must take drastic steps to change the way we develop our workforce.

It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology.

The nexus between scientific and technological advances and education has been noted by several entities. Yet, according to the National Commission on Mathematics and Science Teaching for the 21st Century, the performance of our country's students from both the Third International Mathematics and Science Study (TIMSS) and the National

The National Education Association (NEA), an endorser of this bill, recognizes that quality math and science education is essential to prepare our students to compete in the 21st century. The NEA stated,

By authorizing grants to Local Education Agencies for expansion of math, science, and technology curricula, purchase of technological equipment, and teacher training, this legislation will help enhance math and science education. The resources provided for teacher training will help ensure the high quality professional development critical to world class math and science teaching. In addition, the bill's special focus on schools with the greatest economic needs will help level the playing field for disadvantaged students, who often lack access to technological and other resources necessary to maximize math and science learning.

Texas Instruments, another endorser of this bill, believes that the need for additional emphasis in the fields of mathematics and science education is clear. Texas Instruments stated,

In this age of rapidly advancing technology, math and science education is a vital link that prepares students to thrive in the new, information and technology driven economy. More than ever, U.S. economic and technological leadership depends on our ability to ensure that students graduate with the skills and knowledge they need for 21st century jobs.

We must acknowledge that the effectiveness of the United States in maintaining this economic growth will be largely determined by the intellectual capital of the United States.

The education of America's students is critical to developing this resource. American students consistently demonstrate average and below average performance compared to their international peers in their skills in mathematics and science. According to the 1999 edition of the National Assessment of Educational Progress, also known as the Nation's Report Card, the trends in mathematics and science are characterized by declines in the 1970's, followed by increases during the 1980's and early 1990's. However, performance has remained unchanged since the early 1990's. Several findings of the Report Card deserve mention, including the following:

In 1999, the average science score for 17-year-olds was lower than the average score in 1969 for the same age group.

In 1999, the average science score for 13-year-olds was similar to the average score in 1970 for the same group.

In 1999, White students had higher average mathematics scores than their Black and Hispanic peers. Although the gap between White and Black students narrowed since 1973, there is evidence that the gap may be widening since 1990.

In 1999, males outperformed females in science at ages 13 and 17.

A greater percent of 13-year-olds in 1999 than in 1986 reported that the content of their science class was general rather than focused on earth, physical, or life science.

In an age now driven by the relentless necessity of scientific and technological advancement, the current preparation that students in the United States receive in mathematics and science is, in a word, unacceptable. Proficiency in mathematics and technology is necessary to prepare American students for participation in the 21st century and to guarantee that the United States economy remains vibrant and competitive. Now is the time to set the stage for advancement in mathematics and science proficiency. The United States must expect more from our educators and students.

In order to achieve this, it is important that we show interest in economically disadvantaged students who have not been provided with opportunities that will improve their knowledge of mathematics and science. Many economically disadvantaged students in urban and rural America share a common need to receive a quality education, but often their schools lack the needed resources to prepare them for the 21st century global community. The schools and businesses serving these communities are strategically positioned to form a unique partnership with urban and rural students that will increase their mathematics and science proficiency for the benefit of the Nation. If our Nation continues failing to prepare citizens from all population groups for participation in the new, technology-driven economy, our Nation will risk losing its economic and intellectual preeminence. Finally, America's students must improve their performance in mathematics and science if they are to succeed in today's world and if the United States is to stay competitive in an integrated global economy. It is clear that we must provide American students with the competence and confidence to succeed.

Mr. Speaker, The Mathematics and Science Proficiency Partnership Act of 2001 provides an unprecedented opportunity to redefine the federal role in K-12 education that establishes clear national priorities, provides incentives for change, disseminates best practices and targets assistance effectively. I urge my colleagues to support this bill.

RECOGNIZING THE CONTRIBUTIONS OF ASIAN AND PACIFIC AMERICAN WWII VETERANS

HON. TAMMY BALDWIN

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Ms. BALDWIN. Mr. Speaker, I rise today to recognize and pay tribute to our WWII veterans of Asian and Pacific Island ancestry.

Half a century ago, these young members of the Greatest Generation answered this country's call to fight in Europe, North Africa

and Asia, on the Atlantic and the Pacific. They selflessly served in support of a greater cause, and all too often were called upon to give the greatest sacrifice of all—their own lives.

The willingness of these young service members to serve and die in support of the war effort is made even more poignant by the racial inequalities experienced by their families at home in the United States. Many of these Asian and Pacific Islander WWII veterans went into service while their families were simultaneously being forcibly relocated to internment camps across the country, solely because of their ethnic origins.

The generous service of these WWII veterans is truly remarkable. It is a privilege to recognize their contributions to this country on the House floor today, in celebration of "Asian and Pacific American Veterans of WWII Day."

I wish to also commend the Asian American Student Union of the University of Wisconsin-Madison. This group of committed students has worked diligently to ensure that the memory of these veterans' sacrifices, selfless service, and patriotism is never forgotten, and they have helped to make this day of recognition a reality in Wisconsin.

THE 90TH ANNIVERSARY OF THE NEW YORK COLLEGE OF PODIATRIC MEDICINE

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Mr. RANGEL. Mr. Speaker, I rise to celebrate the 90th anniversary of an important institution in my Congressional district, the New York College of Podiatric Medicine. In view of the fact that podiatric doctors are assuming a growing and significant place on the Nation's health care team, the College means even more to our community.

The College was founded in 1911 in East Harlem by Dr. Maurice J. Lewi, medical physician and educator, former Secretary to the New York State Board of Medical Examiners and first president of this institution. Dr. Lewi drafted the first legislation creating the New York College of Podiatric Medicine and its clinical training arm, the Foot Clinics of New York to provide educational and training programs and the establishment of the first standards of podiatric clinical care.

The College is the first and largest college of podiatric medical education in the Nation, having treated literally hundreds of thousands of people in its foot clinics over the 90 years of its existence. Graduates of the College account for 25 percent of the Nation's practicing podiatrists. Forty percent of the current student enrollment are minorities, 45 percent of whom are women. The college is affiliated with the New York Presbyterian Healthcare System, Lincoln and Harlem Hospitals, Metropolitan Medical and Nassau County University Medical Centers—a clear reflection of the outstanding reputation the college has earned in the health care community. In October, 2000, the college affiliated with Columbia College of Physicians and Surgeons to provide improved access to patient care, academic programs for

medical education and joint research programs.

The Foot Clinics of New York is a fully staffed medical teaching/training facility with more than 50,000 annual patient visits who have benefited from the skill, dedication and quality of care provided by clinical faculty of the Foot Clinics.

As the College is celebrating the 90th year of its existence, I want to salute the New York College of Podiatric Medicine, the Foot Clinics of New York, its board of trustees, president, Louis Levine, faculty and staff and students on the occasion of this 90th anniversary year. The history of this outstanding educational institution truly has been marked by its distinguished graduates and by its traditions of academic excellence and service to the community. May it continue to carry on its proud tradition for many years to come.

REMEMBERING THE ARMENIAN
GENOCIDE

HON. BOB FILNER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Mr. FILNER. Mr. Speaker, I rise with my colleagues in observance of the 86th anniversary of the Armenian genocide and to celebrate the victory of the Armenian spirit over an oppressor bent on their extinction. But, Mr. Speaker, I also rise to remind my colleagues of our obligation to the Armenian people.

Before this House will be a bill to recognize the Armenian genocide, a bill that we, as Americans, as a people whose predecessors fought their own battle against an oppressive rule, have a responsibility to support.

Can we claim to have earned our passage into the 21st century if we fail to recognize the atrocities of the last century? Progress is not earned by merely flipping the pages of a calendar. Progress is achieved when we are unafraid of the truth—of seeing the past for what it was, and to stand guard: ensuring that this hate-filled violence will not happen again on our watch.

We owe this to the Armenians, but not just to the Armenians. We owe this to ourselves—and to our children. The generations that come after us will learn from us and use our actions as an example.

If the 21st century marks anything, it should be that the echoes of past tragedies will not dissolve into obscurity. That we recognize the earlier failures of mankind and strive against their repetition.

The Armenian people are no longer victims, but victors. It is our responsibility to see that their triumph is awarded its rightful place in our collective memory.

And it is in this spirit that I stand here and celebrate the enduring legacy of the Armenians. But only in recognizing the Armenian genocide do we earn the right to stand here and share in their triumph.

HONORING THE EUREKA LODGE
OF ELKS' 100TH ANNIVERSARY

HON. MIKE THOMPSON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Mr. THOMPSON of California. Mr. Speaker, I rise today in recognition of the 100th anniversary of the Elks Lodge of Eureka in Humboldt County, California.

Formed in 1901, the Eureka Lodge of Elks joined the Benevolent and Protective Order of Elks of the United States which was established in 1868, and since its inception has grown to more than one million members nationwide. The Elks is one of the largest and most active fraternal organizations in the world.

Through scholarship programs and charitable aid, members give generously of their time to support the youth of the region, providing countless hours of service for the betterment of the community. Local members sponsor Girl Scout and Boy Scout groups, youth soccer programs, and services for veterans. They also help to fund medical aid to disabled children in rural areas through mobile units staffed with trained therapists. Eureka members assisted in the establishment of the Humboldt-Del Norte Blood Bank, a vital asset to the North Coast of California. In May of this year, the Eureka Lodge will dedicate a memorial to all veterans of our armed forces.

Mr. Speaker, it is appropriate at this time that we honor the members of the Eureka Lodge of Elks by acknowledging their dedication and recognizing the value of their efforts for our country.

INDIAN HEALTH CARE
IMPROVEMENT ACT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Mr. GEORGE MILLER of California. Mr. Speaker, today we are introducing legislation to reauthorize and amend the Indian Health Care Improvement Act (IHCIA)—the keystone federal law that directs the delivery of health services to American Indian and Alaska Native people.

This bill is based largely upon recommendations made by the Indian health community—including tribal leaders, tribal health directors, health care experts, Native patients themselves, and the Indian Health Service. Its primary objective is to improve access to quality medical care for this population.

The basic framework of the IHCIA is retained, including its provisions that target diseases for which Indian Country shows an astonishingly high rate—such as diabetes, tuberculosis, infant mortality, and substance abuse. The major revisions come in the following areas: Greater role for tribes in health care delivery, including local priority-setting. Authorization for a national certified Community Health Aide Program to supply medical care in under-served, remote areas. Innovative options for funding of Indian health facilities. Strengthening health programs that serve Indian people in urban areas. Consolidation of

substance abuse, mental health and social service programs into a holistic system for behavioral health services.

While there have certainly been improvements in the health status of Indian and Alaska Native people in the past two decades, Native people still suffer death rates from some diseases at rates many times higher than the national population. The Indian health care network is the primary source of medical care for over 1.3 million American Indians and Alaska Natives. The Indian Health Service administers this comprehensive health care network largely in partnership with Indian tribes themselves who have assumed an increasingly greater role in operating health programs vital to the well-being of their members.

The IHCIA was first enacted in 1976 to present a more organized and comprehensive approach to the delivery of medical care to Indian people, most of whom live in isolated, sparsely-populated and under-served areas of our country. Subsequent reauthorization, has amended the Act to reflect advancements in health care delivery, respond to the desire of tribes for greater responsibility of programs, and to target the high incidence of certain diseases that have plagued this segment of the American population.

I plan to work with my Republican colleagues to ensure that this bill is a high priority for the House Committee on Resources, which should expedite consideration of this measure. It is my hope that Congress will have wisdom and courage to enact this important legislation this year.

INTERNATIONAL LABOR
ORGANIZATION

HON. CHRISTOPHER H. SMITH

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 1, 2001

Mr. SMITH of New Jersey. Mr. Speaker, I rise to express my strong support for the United Nations' International Labor Organization (ILO) Worldwide Workers' Rights public awareness poster campaign. The goal of this initiative is not only to make people aware of the shameful atrocities workers suffer around the world, but to say that all workers have basic, fundamental rights. The right to form a union, bargain collectively, work free of discrimination, refuse forced labor, and to reject child labor. These moral and humane worker rights should and must be honored both in the job field and during international trade and other agreements. We cannot look the other way when these issues come before us.

I would like to ask my colleagues how they would feel if their family, loved ones, and children were forced to work under conditions where basic labor and human rights were eroded by the lack of enforceable labor protections. Unfortunately, the ILO estimates that about 250 million children between the ages of 5 and 14 are in the workforce, half of which are employed full-time, often in dangerous industries. During hearings I held as Chairman of the House Subcommittee on International Relations and Human Rights in previous sessions of Congress it became obvious that children often labor under unsafe conditions. These young people frequently go to work in dangerous factories or mines, not to mention