

wages, health and safety, hours of work and overtime compensation.

Reebok and nine other companies (Adidas-Salamon AG, Kathie Lee Gifford, Levi Strauss & Co., Liz Claiborne, L.L. Bean, Nicole Miller, Nike, Patagonia, Phillips Van Heusen) have agreed to participate in the FLA's monitoring program. While this is a good beginning, it does not amount to the broadly representative segment of the business community that any monitoring program will require to be effective. Of course, we hope the Peduli Hak assessment will benefit thousands of workers in Asia—but we also hope that its publication will encourage other companies to join us in seeking solutions to substandard workplace conditions in the global economy.

TRIBUTE TO THE REV. DR.
GEORGE EDWARD McRAE

HON. CARRIE P. MEEK

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 26, 1999

Mrs. MEEK of Florida. Mr. Speaker, it is indeed a distinct honor and privilege to pay tribute to one of Miami-Dade County's great leaders, the Rev. Dr. George Edward McRae, pastor of Mt. Tabor Missionary Baptist Church in Liberty City. On Thursday, October 28, 1999, the Miami Herald will honor him as a recipient of the 15th Annual Charles Whited Spirit of Excellence Award, along with five other distinguished South Floridians.

Admired by his friends and colleagues as a "multi-talented man of God dedicated to service," Rev. McRae truly represents one of the noblest public servants of our community. As pastor and teacher at Mt. Tabor Baptist Church for the last ten years, he has been relentless in leading the members of his congregation in the ways of God, focusing his efforts on the agenda of spiritual wisdom and compassionate service to our community's less fortunate—the sick and the elderly, the hungry and the homeless, the poor and the disenfranchised, and the imprisoned and the dying.

Indeed, he genuinely exemplifies a true Spirit of Excellence for being a "leader in outreach," defining his life's consecration to the disenfranchised and the forgotten. As my pastor and confidante, I want to acknowledge Rev. McRae's tremendous work for constantly reminding us of the love and understanding for our fellow human beings. He truly evokes the example of Christ, the Good Shepherd, and is constantly enlightening his flock of believers, sharing with us the fact that our lives are inextricably interwoven with one another—regardless of our creed, color, gender, or philosophical persuasion.

The outreach programs Rev. McRae founded include Christian Education, HIV/AIDS awareness and education, a prison ministry, substance abuse forums, homeless shelters and feeding programs for the children, the elderly and the homeless. He is a down-to-earth minister of the Gospel who pragmatically aligns himself to the adage that ". . . people would rather see a sermon than hear it." All through these years I have learned from him the very centrality of God's role in our daily lives, conscious of the fact that ultimately the mandate of our faith to help the less fortunate among us does not contradict, but rather com-

plement, our public stewardship on behalf of our constituents.

In its laudatory recognition The Miami Herald aptly described him as "the catalyst for monumental strides in the church's outreach programs," succinctly recognizing that our churches, along with our synagogues and temples, form a substantial part of a larger network of institutions that fittingly serve as the pillars of our community. Accordingly, his standards for learning, caring and achieving for the underserved has won for him countless accolades from South Florida's ecumenical community and beyond. Likewise, public and private agencies have deservedly cited him for his untiring commitment to service and his uncompromising stance on simple justice and equal opportunity for all.

Long before Florida's Black churches and community organizations came to the understanding of HIV/AIDS, Rev. McRae has single-handedly trailblazed our consciousness into the scourge that this virus has inflicted on our community. He pioneered the establishment of MOVERS (Minorities Overcoming the Virus Through Education, Responsibility and Spirituality), a program geared toward helping people survive the effects of HIV/AIDS. Today MOVERS is being replicated all over the country as it addresses the dilemma of the African-American community currently plagued by what he calls "the triangle of death"—i.e., drugs, incarceration and AIDS.

Our community is comforted by his undaunted leadership and compassionate caring. Accordingly, The Miami Herald has articulated our deepest respect and admiration for him with its prestigious Spirit of Excellence Award. Most of all, I am grateful that he continues to teach us that the ethic of our stewardship from God is genuinely manifested by our service to our fellow men. This is the legacy the Rev. George Edward McRae shares with us, and I am indeed privileged to have his friendship and confidence.

ROCKVILLE COLOR GUARD
MARCHES TOWARD GLORY

HON. CONSTANCE A. MORELLA

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 26, 1999

Mrs. MORELLA. Mr. Speaker, it is my great pleasure to congratulate the American Legion Post 86 Color Guard for their victory at the National Senior Color Guard Competition (Closed Military Class) at the American Legion National Convention in Anaheim, California.

The Post 86 Color Guard was formed in 1981 to promote Americanism and patriotism. Augmented by members of the Auxiliary and Sons of the Legion, the Post 86 Color Guard quickly proved itself within the state of Maryland. For the past seven years, they have been the Department of Maryland (American Legion) state champion. The Post 86 Color Guard will now proudly serve as the National American Legion Color Guard for 1999–2000.

For their service to the American Legion, the community, our veterans, and our country, I ask my colleague to join me in congratulating the Henderson-Smith-Edmonds Post 86 Color Guard of Rockville, Maryland.

STUDENT RESULTS ACT OF 1999

SPEECH OF

HON. PATSY T. MINK

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 20, 1999

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 2) to send more dollars to the classroom and for certain other purposes:

Mrs. MINK. Madam Chairman, I believe strongly that all children deserve the opportunity to receive the best education possible. Title I was enacted with this credo in mind.

Our federal education dollars have always focused on specific areas of need within our education system. Since we provide roughly only 7% of the total elementary and secondary education funding spent in this country, we have always sought to concentrate these limited federal dollars in areas where they can make a real difference.

Title I is arguably the most important program of our federal education funds; it certainly is the largest. It provides nearly \$8 billion annually to address inequities in education for our poorest students. This program is critical to helping communities provide high quality instruction and educational services to disadvantaged children.

And Title I is working. Earlier this year, the U.S. Department of Education issued "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I." This in-depth analysis of Title I concluded that the initial results of Title I's systemic accountability system have proven successful. Out of the six States reporting data, five showed improvement in math achievement and four in reading. Out of the 13 urban school districts reporting, 9 showed substantial increases in either math or reading achievement. Most importantly, the National Assessment told us that, when fully implemented, systemic reform will very likely close the achievement gap between disadvantaged students and their non-disadvantaged peers.

I do have serious concerns about certain provisions, or lack thereof, in H.R. 2.

In particular, I am concerned about the changes in the schoolwide poverty requirements, the exclusion of the Women's Educational Equity Act, and the repeal of the Native Hawaiian Education Programs from the Elementary and Secondary Education Act.

H.R. 2, as reported, lowers the poverty eligibility threshold for schoolwide programs from 50% to 40%. Presently, schools with over 50% of their student population from low-income families can operate a schoolwide program. When this provision was first passed, schools had to have 75% poverty to be eligible.

Although schoolwide programs have been shown to be very effective for disadvantaged students, they are only considered advantageous if there are a significant number of children in poverty. By lowering the poverty threshold to 40, the Majority is diluting the program's focus on poor children. 40% poverty means that 60%—the majority of the school—is not poverty-stricken. It is imperative that these Title I funds remain with the kids who need it the most.

During Committee consideration of H.R. 2, the Committee, passed an amendment by

Representative Payne, by a vote of 24–21, to retain the schoolwide threshold at 50%. Later in the markup, the Majority inexplicably reversed itself and passed an amendment to move the threshold back to 40%. For the life of me I cannot understand why after approving an amendment to raise the schoolwide threshold, the Committee took a step backwards and reversed itself.

I also strongly oppose the elimination of the gender equity provisions in current law and the Women's Educational Equity Act (WEEA).

By eliminating a current, long-standing program that ensures fairness and equal opportunities in schools, the Majority is ignoring the different educational needs of girls and boys. WEEA represents the federal commitment to ensure that all students' futures are determined not by their gender, but by their own interests, aspirations, and abilities.

Since 1974, WEEA has funded the development and dissemination of curricular materials; training programs; guidance activities; and other projects to combat inequitable educational practices. WEEA provides a resource for teachers, administrators, and parents and provides the materials and tools to help schools comply with Title IX, the federal law prohibiting sex discrimination in federally funded education institutions. Through an 800 number, e-mail, and a web site, the WEEP Publishing Center makes these materials and models widely available to teachers, administrators, and parents.

WEEA has funded over 700 programs since its inception, and the requests for assistance and information are growing. From February to August of this year, the WEEA Resource Center received over 750 requests for technical assistance. Past and current WEEA-funded projects include making math and science opportunities more accessible to girls, and programs such as "Expanding Your Horizons" expose girls to women to non-traditional careers.

The Majority cited the results of a 1994 GAO study as its reason for eliminating this very important program. It argued that the Womens' Educational Equity Center lacked the staff to implement this program. The majority also argued that a small percentage of the grants made its way to the state and local levels.

It is no wonder. During the 1980s, WEEA fought a constant battle with funding and authorization. It has only been since the GAO report was printed and a Democratic president was elected, that the Womens' Educational Equity Center has been able to grow and improve. The Majority must not rely on a dated report that is no longer relevant to justify the elimination of this program.

The Majority also argues this program is not needed. Girls are doing better than boys in school in reading and writing. Although there has been much improvement in girls accomplishments, this does not justify the elimination of the program that added to these gains. Girls are achieving now because of the federal government's focus and attention on these inequities.

Moreover, although there has been gains, girls are still lagging behind boys in many important subjects, such as math, science, and technology.

WEEA helps girls acquire the skills and self-confidence they will need to support themselves and help support their families. Efforts to improve education will fail unless we ad-

dress the different needs of different students. Excellence and equity go hand in hand. The repeal of this critical program undermines this country's commitment to equity in the classroom.

And last, I am appalled that this bill repeals the Native Hawaiian Education Programs from the Elementary and Secondary Education Act (ESEA).

The Native Hawaiian Education Program has been in effect since 1988, when it was first included in Title IX of ESEA together with funding for Native American and Native Alaskan education programs. Native Hawaiians are Native Americans, and like Native American Indians, they have suffered greatly at the hand of the U.S. Government, most significantly due to the illegal overthrow of the Hawaiian Monarchy by military force in 1893. As a result, Native Hawaiians were disenfranchised from their land, their culture, and their ability to self govern. Eliminating this program negates the steady progress that has been made in recent years to make amends for the terrible travesty of the overthrow.

From 1826 until 1893, the United States recognized the Kingdom of Hawaii as a sovereign, independent nation and accorded her full and complete diplomatic recognition. During this time, treaties and trade agreements were entered into between these two nations. However, 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 land belonging to the Crown, referred to as Crown lands or ceded lands, were confiscated without compensation or due process.

This takeover was illegal. There was no treaty of annexation. There was no referendum of consent by the Native Hawaiian people. Recently, the National Archives disclosed amongst its treasures a 556 page petition dated 1897–1898 protesting the annexation of Hawaii by the U.S. It was signed by 21,259 Native Hawaiian people. A second petition had more than 17,000 signatures. Historians advise that this number of signatories constitutes nearly 100% of the adult Native Hawaiian population at that time.

Today, out of a total of 211,033 acres of land occupied by the military, the ownership of 112,137 acres can be traced to the royal family. No compensation was ever paid for these lands.

In 1920, Congress answered the cries of injustice by decreeing that 200,000 acres of land confiscated by the federal government be returned to the Native Hawaiians as an act of contrition. Unfortunately, these lands were in places where no one lived or wanted to live. They were in the most remote places—isolated without any infrastructure or access to jobs. Today, Native Hawaiians live in segregated reservations much like the Indian tribes. Their current despair is due to this forced isolation.

The Native Hawaiian Education Act was established out of our moral and legal responsibility for the destruction that occurred to this community. The \$20 million that funds this program to help educate Native Hawaiian children can't begin to make up for the loss of a nation, of an identity, a culture, and a heritage, but it can help fulfill our moral and legal obligations.

Justice requires that we fulfill our trust obligations to the Native Hawaiian community.

This modest program has helped these children, who suffer the lowest reading and math scores, whose families suffer the highest percentage of poverty, and whose health statistics and mortality rates are alarming by all measures. We do this for the Native American and Native Alaskan communities. The Majority would never dream of eliminating the funding for these equally important programs. We must not repeal this important program for the Native Hawaiian population.

I want to support this bill. Some good reforms and improvements were incorporated in this legislation. But unless the three areas that I have addressed are fixed, H.R. 2 will be a travesty on girls and women, on Native Hawaiians and on the poor children who need all the help this nation can muster.

STUDENT RESULTS ACT OF 1999

SPEECH OF

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 20, 1999

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 2) to send more dollars to the classroom and for certain other purposes:

Ms. EDDIE BERNICE JOHNSON of Texas. Madam Chairman, I rise today to show my support for the Mink/Woolsey/Sanchez/Morella amendment to H.R. 2, the Student Results Act. This amendment would place much needed gender equity language into this bipartisan legislation.

Madam Chairman, I know firsthand how difficult it is for women to compete in today's world. As a woman of many firsts, I know that it is not always assumed that anything boys can do, girls can do, especially in the sciences. Let me give you some statistics to illustrate my point. Only 25 percent of female students have taken computer science courses in high school. Only 20 percent of female students take the three core science courses in high school. Also, only 19 percent of girls earn a math SAT score of 600 or above vs. 30% of males. These statistics are alarming.

We need to create a strong workforce for technology jobs in our country so that we can continue to compete with other countries. Therefore, it is important for us to not only include, but to also encourage every student to excel in the maths and sciences. That means encouraging girls as well as boys to take courses in math and science. We cannot afford to limit our technology workforce and training based on gender.

Studies have proven that teachers and other influences in children's lives still do not equally encourage girls as well as boys to study math and science. Until we see more improvements in these statistics, gender equity language will be necessary.

This amendment will train teachers in gender equitable methods and techniques and require the identification and elimination of gender and racial bias in instructional materials. It will continue the progress that was started with the passage of Title IX in 1974 to close the gender gap which still exists in today's schools.