

Mr. Speaker, April 24, 1915 represents a tragic day in the history of the Armenian people. It is a day that has left an indelible mark on the consciousness of mankind. Eighty-three years ago, the Ottoman Turks unleashed the forces of hatred upon Armenian men, women and children in a deliberate, calculated policy of extermination. On the night of April 24, 1915, the Ottoman Turks ruthlessly rounded up and targeted for elimination Armenian religious, political and intellectual leaders. So began one of the darkest chapters of the 20th century.

For eight bloody years a reign of terror ruled the daily lives of Armenians in the Ottoman empire. For eight long horrific years, Armenians were consumed by the fires of racial and religious intolerance. Tragically, by the end of 1923, the entire Armenian population of Anatolia and western Armenia had been either killed or deported.

On the eve of launching the Jewish holocaust, Adolf Hitler commented to his generals, "who, after all, speaks of the Annihilation of the Armenians?" Mr. Speaker, the members of the U.S. Congress speak of the Annihilation of the Armenians. We speak out today so that future generations of Americans will know the facts surrounding the first genocide of the 20th century. We observe this solemn anniversary, along with the Armenian-American community and the people of Armenia, so that no one will be able to deny the undeniable.

Many of the survivors of the Armenian Genocide established new lives in America, contributing their considerable talents and energy to the economic prosperity and cultural diversity of our great nation. Therefore, Mr. Speaker, it is with a sense of gratitude toward Americans or Armenian descent and a deep sense of moral obligation that I join my colleagues in honoring the memory of these fallen victims of genocide. They have not been forgotten.

EDUCATION IN AMERICA IS FACING CRISIS

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

(Mr. PAUL asked and was given permission to revise and extend his remarks.)

Mr. PAUL. Mr. Speaker, education in this country is facing a crisis. If we look at our schools carefully, we find out that there are a lot of drugs in our schools, actually murders occur in our schools, rape occurs in our schools, it is infested with teenage pregnancies. There is total disrespect for authority in many of our schools, and there is no good record to show that the academic progress is being made that is necessary.

The President happens to believe that if we have national testing, this will solve all our problems. And now he is addressing these very, very serious problems that we have in our schools with saying that if we can only get these kids not to smoke a cigarette, maybe we are going to solve these educational problems.

I would say that he is going in the wrong directions. These are serious

problems and we must do something, but pretending that we are going to crack down on kids testing a cigarette, as bad as it is, is not going to solve our problems.

I have a couple suggestions to make on what we can do to improve the educational system. I have a bill that I introduced recently. It is H.R. 3626. It is called the Agriculture Education Freedom Act. This is a bill I think everybody in this body could support.

What it does, it takes away taxation on any youngster who makes some money at one of these 4-H or Future Farmers of America fairs. When they sell their livestock, believe it or not, we go and tax them. Just think of this. The kids are out there trying to do something for themselves, earn some money, save some money and go to school; and what do we do as a Congress, we pick on the kids, we go and we tax these kids.

I talked to a youngster just this past weekend in the farm community in my district, and he told me he just sold an animal for \$1,200 and he has to give \$340 to the U.S. Government. Now, what are we doing, trying to destroy the incentive for these youngsters assuming some responsibility for themselves? Instead, what do we do? We say the only way a youngster could ever go to college is if we give them a grant, if we give them a scholarship, if we give them a student loan. And what is the record on payment on student loans? Not very good. A lot of them walk away.

There is also the principle of it. Why should the Federal Government be involved in this educational process? And besides, the other question is, if we give scholarships and low-interest loans to people who go to college, what we are doing is making the people who do not get to go to college pay for that education, which to me does not seem fair. It seems like that the advantage goes to the individual who gets to go to college, and the people who do not get to go to college should not have to subsidize them.

I think it is unfair it pick on these kids. I think it is time that we quit taxing any youngster who makes some money at a 4-H fair or Future Farmers of America fair where they are selling their livestock and trying to earn money to go to college.

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I think it is proper to say that they should have no taxation without representation. They are not even old enough to vote, and here we are taxing them. I mean that is not fair.

So I am hoping that I get a lot of co-sponsors for this bill, because there sure are a lot of youngsters around the country trying to assume responsibility for themselves.

I do not believe for 1 minute the President's approach that we are going to assume that every kid is going to grow up to be a smoke fiend, and if we do not do something quickly, we are

going to have them developing all these bad habits; at the same time, we see the deterioration of the public educational system.

Also, I would like to mention very briefly another piece of legislation that would deal with this educational crisis. The Federal Government has been involved in our public schools for several decades. There is no evidence to show that, as we increase the funding and increase the bureaucracy, that there has been any improvement in education. Quite to the contrary, the exact opposite has happened.

So I would say there is a very good practical case. I know the constitutional argument does not mean much. But the practical case is there is no evidence that what we have done so far has been helpful.

I have another piece of legislation that would give \$3,000 tax credit to every family for every child that they want to educate by themselves. So if they would spend any money on their child, whether they are in school or out of school, in private school, at home schooling, they would get this \$3,000 credit. I hope my colleagues will take a look at these two pieces of legislation.

COMMEMORATING THE 83RD ANNIVERSARY OF THE ARMENIAN GENOCIDE

The SPEAKER pro tempore (Mr. PEASE). Under a previous order of the House, the gentlewoman from California (Ms. WOOLSEY) is recognized for 5 minutes.

Ms. WOOLSEY. Mr. Speaker, today is the sad and solemn day on which we remember one of the greatest tragedies that humankind has witnessed. Today marks the 83rd anniversary of the Armenian genocide, the first genocide of the 20th Century.

I have come to the floor of the House to acknowledge the atrocities suffered by the Armenian people at the hands of the Ottoman Turks. On April 23, 1915, over 200 Armenian religious, political, and intellectual leaders were massacred in Turkey. Little did anyone know that April 23rd, 1915, would signify the beginning of a Turkish campaign to eliminate the Armenian people from the face of the earth.

Over the following 8 years, 1½ million Armenians perished. And more than 500,000 were exiled from their homes. Armenian civilization, one of the oldest civilizations, virtually ceased to exist. Of course, that was the Turkish plan.

Unfortunately, the Armenian genocide is not as well known in history today as it should be. Little attention was paid to this tragic episode in history by the victorious allied powers at the end of World War I or by historians since.

Thus, ignored by many, the valuable lessons which might have been learned from this Armenian genocide went largely unnoticed. If more attention had been centered on the slaughter of