

After her education, Ms. Corprew went on to teach and counsel youth at McClymonds High School, Elmhurst Junior High School, and in a number of Oakland's public school programs. In addition to her educational efforts, she served as a volunteer to a number of community organizations concerning Oakland's educational and political life.

For 22 years, Ms. Corprew served as a volunteer on the Oakland Parks and Recreation Commission. During that time, she was also an officer for the Oakland Education Association, the National Association for the Advancement of Colored People, Black Political Action Committee, Friends of Parks and Recreation, and the Alameda County Education Association.

Through the course of the last two decades, Ms. Corprew's contributions have been honored. She won the Peralta College Chancellor's Award in 1987 and College Bounders Award in 1983 for her volunteer work.

She will be missed by her family, friends, colleagues and the community. At Ms. Corprew's request no funeral was planned, but a "Celebration of Life" in her honor will be held on July 19, 2000, at the Lakeside Park Garden Center.

THE SCIENTIFICALLY-BASED EDUCATION RESEARCH, EVALUATION, STATISTICS AND INFORMATION ACT OF 2000

HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. CASTLE. Mr. Speaker, today I am pleased to introduce legislation that I believe will vastly improve the quality, relevance, and objectivity of education research, program evaluations and statistical analyses supported through federal funds.

Educators and policymakers must have unbiased, reliable and responsive information to prepare our Nation's children for the challenges of this new century. Unfortunately, the federal government does not have a system in place to ensure that education research and other information is available to those that need it most—our teachers. At the same time, our states and school districts are adopting new accountability measures designed to hold teachers and students to new, higher standards of academic achievement. For these reasons, the need to know what works and what does not has never been greater.

Unfortunately, educators and policymakers have grown wary of education programs and practices that claim to be the "silver bullet" to improve student academic achievement until they fall out of favor with the community and a new fad comes along. As a result, schools find themselves blindly following a path they hope will lead to increased academic achievement without knowing if these programs are based on actual scientific research or just a hunch. Unfortunately, these fads not only fail to improve student academic achievement—they can actually be harmful to student learning.

To date, the federal government has done little to lessen this confusion and, in many cases, it has actually made things worse. Just

last year, an "expert panel" convened by the U.S. Department of Education endorsed ten K–12 math programs as "promising or exemplary." Subsequently, two hundred mathematicians and scientists from leading universities sent a letter of protest to the department because of what they felt were "serious mathematical shortcomings" in the endorsed programs.

In fact, these experts were so concerned, they placed full-page advertisements in the nation's leading newspapers. In their collective expert opinion, mathematics instruction would be severely "dumbed down" if these particular programs were implemented in our Nation's schools. Despite their concerns, the programs—which lack rigorous scientific examination to validate their claims—continue to be widely disseminated to schools across the country by the Department of Education.

Not surprisingly, the dissemination of unproven or ineffective programs is not a new problem. From 1967 to 1976, the federal government managed the largest education experiment ever conducted in the United States—comparing more than twenty different teacher approaches on more than 70,000 students in more than 180 schools. At the end of the study, all of the programs, those that were successful and those that failed, were recommended for distribution to school districts. In fact, some of these programs, even those that were considered a failure in the study, were rated as "exemplary and effective."

While the wide dissemination of programs that have not been validated through scientific research is one problem—the lack of quality in research is also a major concern.

Recently, Congress established a National Reading Panel to evaluate existing research on the most effective approaches for teaching children to read. The panel examined more than 100,000 federally funded studies on reading—some written as far back as 1966. After an exhaustive review, the panel concluded that, of the 100,000 studies, only 10,000 met their standards for academic and scientific rigor.

Simply put, we can no longer tolerate flawed research that fails our children. For this reason, my legislation seeks to ensure the quality and integrity of the federal government's research, evaluation, and statistical activities. Specifically, the "The Scientifically-Based Education Research, Evaluation, Statistics and Information Act of 2000" provides clear standards and definitions for the extent of rigor that must be undertaken when conducting education research, evaluation and statistics with federal funds.

Under this Act, the Office of Educational Research and Improvement (currently located within the Department of Education) would be eliminated and replaced with a new national academy that provides the infrastructure for the undertaking of coordinated and high quality educational research, statistics gathering, program evaluation, and information dissemination. The academy would be separate from the Department of Education or any other federal agency as a means of ensuring its activities are carried out with the greatest degree of independence and integrity.

This academy would house three main centers, the National Center for Education Research, the National Center for Program Evaluation and Development, and the National Center for Education Statistics, as well as the

National Education Library and Clearinghouse Office.

The National Center for Education Research, which would replace the five existing education institutes, would focus on a limited number of research priorities designed to address educational issues of national importance. Of course, all research funded by the center would be required to meet the rigorous requirements of "scientifically valid research" as defined in the legislation.

Next, the National Center for Program Evaluation and Development would provide truly independent program evaluations designed specifically to determine what works and what does not. Currently, the Department of Education is charged with evaluating its own programs and it does not have the incentive to dedicate the resources necessary to conduct high quality evaluations that are able to demonstrate whether programs are actually working.

Finally, the legislation places the existing National Center for Educational Statistics under the academy and outside of the Department of Education. The bill also makes slight changes to the National Assessment Governing Board (NAGB), which would be given full authority to develop the policy and carry out the National Assessment of Educational Progress (NAEP).

As I mentioned earlier, the academy would also house the National Education Library and Clearinghouse Office, which would be responsible for collecting, archiving and disseminating all research, statistics and evaluations undertaken within the agency as well as other education-related materials from other federal agencies and research institutions. This would replace the current maze of federal education clearinghouses that span the Office of Educational Research Improvement and the Department of Education.

In addition to the activities carried out under the new academy, the Department of Education would house an Office of Planning, Performance Measurement, and Technical Assistance, combining the existing functions of several different offices within the department. In addition to short-term evaluations, the office would oversee the implementation of a performance measurement system to measure the quality of education programs.

The office would also oversee a regionally-based grant program which combines funds currently directed to Regional Educational Laboratories, Comprehensive Centers, Regional Technology Centers, and a portion of the funds under the Eisenhower Math and Science Consortium currently used for technical assistance. Each region of the country, as designated by the director of the office, would convene a governing board to determine its unique priorities and to develop a plan for disseminating educational research, providing technical assistance, and carrying out applied research projects. Finally, the office would oversee a state-based grant program to provide high-need schools the opportunity to select their own providers of high quality technical assistance.

Mr. Speaker, by holding education research, evaluations and statistics to new standards of rigor, improving the focus of these activities so they are relevant to the needs of educators and policymakers, and laying the framework for the dissemination of high quality, scientifically valid information—we will improve the

education of our nation's children. I hope Members will join me in support of this important initiative and the historic shift that it represents.

IN MEMORY OF MELVIN LEE
THOMAS

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. STARK. Mr. Speaker, I would like to take a moment to remember a dear friend of the Oakland, California community who has recently passed on.

Melvin Lee Thomas, a great friend, father, and grandfather, was a remarkable member of the Oakland community. A veteran of the United States Marine Corp, he served his country with tremendous loyalty.

Melvin attended several schools in the Oakland area, including John Muir School in Alameda, Clawson Elementary School, Golden Gate Junior High School, and Oakland Technical High School.

Mel, as he was fondly called, served with distinction in the United States Marine Corp from 1958 to 1964. He served with a marine assault battalion in Guantanamo Bay in Cuba during the Cuban Missile Crisis. His family and friends were never so proud or relieved when he returned home unscathed from his service to our nation.

Mr. Thomas was a lover of nature, the outdoors, and the sea. Some of his favorite pastimes were spent on the ocean enjoying its wonders. He loved watching beautiful sunsets from the ocean. Mel enjoyed listening to good music and Jazz was his favorite. He also was an avid reader. He enjoyed the exploration of the world of the mind.

Mel is survived by his only daughter, Nerissa Thomas; his granddaughter, Jordan Mykaela Bess; his three brothers James Keith, Andrew Rodgers, and Anthony Rodgers; and his uncle, John Elsie Byrd.

I ask my fellow colleagues to join me in paying tribute to this great man. Mr. Thomas will truly be missed by all members of the Oakland community. His dedication to his country, family, and friends will not soon be forgotten.

HONORING THE DISTINGUISHED
CAREER OF ROBERT "BUD" RALSTON
UPON HIS RETIREMENT

HON. ROBERT W. NEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. NEY. Mr. Speaker, I commend the following article to my colleagues:

Bud Ralston has spent his life serving the people. He was born in McConnelsville on March 30th, 1926 and came to Caldwell in 1936 when his father purchased a drugstore which his mother continued to operate after his father's death later that same year.

At the age of 17, Bud joined the U.S. Marine Corp. He served in the 77th Special Infantry Company from 1950 to 1964 and attained the rank of Platoon Sergeant.

In 1948, he returned to Caldwell to help his mother run the drugstore. After his mother's

death in 1962, Bud continued to operate the business until 1986. In 1957, he purchased Wehr's Clothing Store, which came to be known as "Bud's Clothing."

Bud served as Commander of the Veterans of Foreign Wars and was the first WWII Commander of the 5th District in the State of Ohio.

His community involvement continued as a member of the Caldwell Volunteer Fire Department from 1948–1990, serving as Fire Chief for 18 years. He is a member of the Masonic Lodge, Scottish Rite and Shrine and the United Methodist Church. Bud has also been active with the Board of Directors of the Noble County Chamber of Commerce, of which he served as President, as well as the Caldwell Athletic Boosters.

Since 1992, Bud has served as the mayor of Caldwell. During this time, he has upgraded the sewer and water plants, built the water tower and lines to the state prison and was instrumental in obtaining the Noble Correctional Institution. Additionally, Bud has overseen the pavement of many streets and alleys, planted over 250 trees, installed new water lines to surrounding areas and helped the village become a showplace in the Revitalization Project.

Mr. Speaker, I ask that my colleagues join me in honoring the career of Bud Ralston. His lifelong service and commitment to the region is to be commended. I am proud to call him a constituent and a friend.

ETHICAL CONCERNS WITH THE
HUMAN GENOME PROJECT

HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. KUCINICH. Mr. Speaker, today I speak about some ethical concerns with the human genome project. The recent announcement of the rough draft of the human genome presents another milestone in the recent human enterprise that we call science. The question before us today is the societal consequences of this new development. The role of government is to promote the public good, and to this end it is necessary to address the public concerns related to the human genome project. These concerns may be divided into the following topics: (1) reverence for life, (2) privacy concerns, (3) intellectual property concerns, (4) modification of the genetic code of individuals, and (5) the public's access to data derived from a publicly funded project.

The propensity for people to use science and technology to pursue their ideology is well documented in the eugenics and sterilization movements that occurred in both the United States and in Nazi Germany. Shall the data from the human genome project be used to terminate the birth of individuals who may express genes for childhood diseases?

Government laws that address the concern of individual privacy must be modified to include protection of both the individual's genetic code as well as other types of privacy. The President issued an Executive Order to protect an individual's privacy in both hiring and promotion in the civilian federal work force. These actions are to be applauded. Individual protections should be much broader; all countries should agree to an international law on human genetic privacy.

The United States Patent and Trademark Office must strike a balance between its Constitutional mandate to promote science and the useful arts, and its role in protecting the general public good. Under the current system, it is possible to patent a gene without a knowledge of the gene's function. This may not be in the public good since it will tend to hinder private sector research to cure diseases.

There are great ethical concerns about the use of the technology to modify an individual's genetic code. We are familiar with the abuse of medical intervention, specifically injections of human growth hormone to alter a child's stature. Parents choose this intervention because they perceive that taller children would be at an advantage. Will some parents similarly choose to modify their genetic code in order that their prodigy will be similarly "advantaged." Will we modify the genetic code of parents to produce a new "master race"?

Another important public concern whether or not the public will have access to the data derived from a publicly funded project. It would be consistent with the promotion of the public good that everyone have access to the results of the human genome project.

Finally, we recognize that humankind is more than its genetic code. While science can inform us what is, and what can be, the humanities, religion, and ethics informs us how we shall be and what we shall be. Government oversight has an important responsibility to insure and safeguard the public good. While I applaud the human achievement, a truly international enterprise, in the "reading" of the human genome, I urge everyone to address with deep thought and human compassion the important societal consequences that I have enumerated.

TRIBUTE TO TEXAS BOYS RANCH
OF LUBBOCK

HON. LARRY COMBEST

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. COMBEST. Mr. Speaker, I rise today to recognize Texas Boys Ranch of Lubbock in celebration of their 25th Anniversary Telethon on August 26th, 2000. Texas Boys Ranch provides adolescent boys of the South Plains an opportunity to realize their dreams and reach their goals.

The Texas Boys Ranch began in 1975 as a way for community leaders to minister to the lives of troubled youth. For 25 years, Texas Boys Ranch has served over 400 boys and young men from all walks of life. Texas Boys Ranch is a working ranch with cattle, hogs, horses, and ponies. In addition to their full academic schedules, the boys live on the ranch and are required to preform chores in their cottages and on the ranch. Texas Boys Ranch also offers a unique program to young men age 17 or older. The Independent Living Program allows these men to live at the Ranch's Cottage III, where they are given the responsibility to make choices regarding their day to day lives.

For the past 25 years, the Texas Boys Ranch has provided boys and young men of the South Plains with a stable environment in