

THE HISTORICAL CONTRIBUTIONS
OF AFRICAN-AMERICANS TO THE
ADVANCEMENT OF HEALTH AND
SCIENCE

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Monday, March 6, 2000

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise to lead the citizens of the Thirtieth Congressional District as we pay tribute to the extraordinary contributions African-Americans have made in the advancement of health and science in America. I look forward to an equally storied future.

Beginning with Imhotep, who many call the father of medicine, blacks have led the world in medical and scientific innovation. In Ancient Egypt, Imhotep diagnosed and treated over 200 diseases and illnesses, including tuberculosis, appendicitis, and arthritis. As early as 2850 B.C., Imhotep was performing surgery, and documenting the roles of the human circulatory system and vital organs.

Like their ancestors in Africa, blacks in America have historically and consistently enhanced the quality of life through scientific discoveries and medical breakthroughs. In the 1860's Dr. Alexander T. Augusta was named head of a Union Army hospital during the Civil War. Also during the Civil War, one of my predecessors in the U.S. Congress, Ohio Senator Benjamin Wade, an abolitionist, gave Rebecca Lee a scholarship which enabled her to become the first African-American woman doctor.

Following the example of Doctors Augusta and Lee, African-Americans have continued to lead the nation in advancing health care. Institutions like the Howard University College of Medicine and Meharry Medical College trained physicians who have saved the lives of thousands of African-Americans, many of whom had no other access to medical treatment. Black doctors have blazed trails throughout our history, including Dr. Charles Parvis, who helped keep the Howard Medical School open by declining to accept a salary and later became the first African-American to run a civilian hospital, Freedman's Hospital right here in Washington, D.C.

For too long medical history did not include the legendary contributions of African-American health care professionals, who, despite serious obstacles and institutionalized racism, soared to amazing heights of success. Dr. Daniel Hale Williams, without access to the benefit of X-rays, breathing apparatus, or blood transfusions, performed the first successful open heart operation. Dr. Louis Wright is credited with the development of the neck brace. Dr. Charles R. Drew developed a critical method of preserving blood, and Dr. Ben Carson performed the first successful separation of Siamese twins joined at the back of the head. Dr. Levi Watkins, Jr. performed the first surgical implantation of the device that corrects arrhythmia in the human heart. Today, our nation can reflect with great pride on the contributions of former Secretary of Health and Human Services Louis Sullivan and former Surgeon Generals Dr. Joycelyn Elders and Dr. David Satcher.

Just as in the health care field, African-Americans have led the way in other areas of science. History is replete with the inventions

and creations of African-American scientists. George Washington Carver revolutionized the agricultural foundation of this country through his discoveries—300 new uses for the peanut, 118 from the sweet potato, and 60 from pecans. Elijah "The Real" McCoy, helped make the industrial revolution possible by developing an oiling device for machines. Garrett Morgan's inventions still impact us today, in the form of the gas mask and the traffic light.

Mr. Speaker, I could go on about the contributions of African-Americans to health and science, including Lewis Latimer and his electrical filament, Benjamin Banneker and the first striking clock and space pioneers, Guy Bluford, Ronald McNair, and Mae Jemison. The world would certainly not be as prepared to enter the new millennium if it had not been for the contributions of these outstanding Americans. And the scientists, health care professionals, and inventors I have mentioned barely scratch the surface. Scores of other African-Americans fought against the odds to dramatically change the scientific frontier. I join the citizens of America in paying tribute to the African-American legacy, and as we look to the future, I am proud to stand on the shoulders of these great Americans.

100TH ANNIVERSARY OF
CHELTENHAM TOWNSHIP

HON. JOSEPH M. HOFFEL

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Monday, March 6, 2000

Mr. HOFFEL. Mr. Speaker, I stand today to congratulate the township of Cheltenham on its 100th anniversary. On March 5, 1900 the first Board of Commissioners of the newly incorporated Cheltenham Township met and formed what has become a model township government in Montgomery County.

The township of Cheltenham has many achievements of which to be proud. Cheltenham's roots extend to the 1600s when Quakers settled the area just outside Philadelphia. The settlers primarily farmed the land, with several mills dotting the landscape as well. The 1850s brought rapid change to Cheltenham with the advent of the railroad. Philadelphians soon began settling in the township and commuting to Philadelphia.

Cheltenham can take pride in its municipal works. Not only did the township institute fire hydrants and streetlights as early as 1901, but also established a police force, a Board of Health, a garbage collection system, and a sewer system. The township set aside parkland and encouraged the formation of the Cheltenham Township Fire Department from a conglomeration of volunteer fire companies. Cheltenham's police force won recognition for innovation crime solving techniques and use of technology in 1916. This innovative and vision has continued ever since and Cheltenham remains one of the most progressive townships in the Commonwealth of Pennsylvania.

I am proud to represent such an extraordinary town. This anniversary should serve as a long-standing tribute to the hard work and dedication for all who have made the Cheltenham Township the wonderful place it is.

RECOGNIZING THE CONTRIBUTION
OF MUSIC EDUCATORS

HON. DAVID M. MCINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Monday, March 6, 2000

Mr. MCINTOSH. Mr. Speaker, today, I am introducing a resolution recognizing the value of music education and honoring music educators across our nation who contribute so much to the intellectual, social, and artistic development of our children.

Music education has touched the lives of many young people in my state of Indiana. It has taught them team work and discipline, while refining their cognitive and communications skills. Music education enables Hoosier children with disabilities to participate more fully in school while motivating at-risk students to stay in school and become active participants in the educational process.

Consider the experience of Patrick, a young man in Muncie, Indiana. A couple of years ago, Patrick was an angry teenager who was having trouble in school and with the law. His father had left home years before. His family tried very hard to reach him but it seemed nothing could help him get his life turned around.

Knowing that Patrick loved music, his grandmother suggested he audition for the White River Youth Choir. With the encouragement of his mother and probation officer, he tried out and was accepted. Patrick has been a member of the choir ever since. He faithfully attends practice and has even toured with the choir outside of the country. The choir director, Dr. Don Ester, has become a powerful role model in his life. Patrick has made new friends and has goals for his life.

The change in Patrick's life was so remarkable that his grandmother wrote this letter to Dr. Don Ester, the choir director, thanking him for helping her grandson. In her letter she says:

Recently, some of the friends that [Patrick] used to hang out with were arrested for a series of armed robberies. This holiday season, their families are visiting them in jail and preparing for criminal trial proceedings. We (Patrick's family) are counting our blessings that we are able to come hear him sing in the winter concert rather than what might have been if he had continued on the path he was headed. Of course, many events and many good people in this community have helped Patrick, but I am convinced that much of the credit goes to you and the loving work you are doing with the kids in the choir.

Studies support anecdotal evidence—students who participate in music education are less likely to be involved in gangs, drugs, or alcohol abuse and have better attendance in school. A 1999 report by the Texas Commission on Drug and Alcohol Abuse found that individuals who participated in band or orchestra reported the lowest levels of current and lifetime use of alcohol, tobacco, and illicit drugs.

Consider the case of the Boys Choir of Harlem which performed last month at the Kennedy Center. The 200 member choir is composed of intercity youth aged 8–18. In spite of the difficulties these children face, almost all of them graduate from high school and go on to college.

Not only does music education help many at-risk kids develop an interest in learning, but

it also helps many children excel in their studies.

Recent studies underscore what parents and teachers have known for a long time—that music education contributes to enhanced cognitive development, discipline, teamwork, and self-esteem. These studies indicate that music education dramatically enhances a child's ability to solve complex math and science problems. Further, students who participate in music programs often score significantly higher on standardized tests.

In kindergarten classes in Kettle Moraine, Wisconsin, children who were given music instruction scored 48 percent higher on spatial-temporal skill tests than those who did not receive music training. After learning eighth, quarter, half, and whole notes, second and third graders scored 100 percent higher on fractions tests than their peers who were taught fractions using traditional methods.

Gwen Hunter, a music teacher at DeSoto and Albany Elementary Schools in Indiana, recently wrote me a letter: "I feel strongly that the arts broaden children's creativity, self-esteem, and emotional well-being. Music is an area of study that builds cognitive, affective, and psychomotor skills that can be transferred to other areas of interest. It caters itself to the different types of learners by offering opportunities for visual learners, listening learners and kinesthetic learners. Music education allows students the opportunity to develop and demonstrate self-expression."

Just this last February, students from 11 different sites in Indiana participated in Circle the State with Song. The event, sponsored by the Indiana Music Educators Association, began as an all day rehearsal and culminated in an afternoon concert. Janet Morris, who is a teacher at Royerton Elementary School in Muncie, Indiana, shared with me what some of the participants learned during the event.

Here are some of the statements they made:

I learned that when you put enough time and effort into something, it pays off in the end.

I learned how to work together.

I learned that music is so meaningful and powerful when everybody works together.

Music is really, really, fun!

I want to learn to compose.

I've learned how fun it is to perform for people.

Janet also shared with me one of her favorite memories teaching elementary school music. She said, "One of the best stories I have is of a 4th grade young lady who looked at me very seriously during a choir rehearsal one day and blurted out, 'I'm going to grow up and be you . . . I want to be a music teacher.'" Needless to say, I was almost in tears her emotion was so intense and I was so stunned that a child saw and shared my passion for teaching. This young lady is still planning on being a music teacher and probably won't let anything detour her. She is now in 8th grade and working very hard on her flute, piano and singing."

So, too, music education builds dreams. The symphonies of tomorrow begin in the classroom of today.

I want to thank Gwen Hunter, Janet Morris, Joe Poio, Keith Pautler, and Dr. Don Ester and all the music teachers in Indiana and across the nation for their wonderful contribution to the education of our youth. I especially want to thank my band teachers, Peter

Bottomly and Phil Zent, who served as good role models while I was in high school in Kendallville, Indiana. The discipline I learned while mastering a difficult instrument like the tuba, has served me well.

I would also like to thank all of my colleagues who joined me in introducing this resolution—Representatives CLEMENT, HILLEARY, KUCINICH, and ROUKEMA. Music education is an important academic discipline which can provide a deep, lasting contribution to a child's formal schooling and music educators are doing a terrific job.

TRIBUTE TO CHIEF JOHN TURNER

HON. JAY INSLEE

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Monday, March 6, 2000

Mr. INSLEE. Mr. Speaker, I rise today to honor an exceptional police chief from Mountlake Terrace, Chief John Turner. Chief Turner recently retired from law enforcement after twenty-nine years of dedicated service to the State of Washington. He was also the longest serving Chief in Snohomish County. As a law enforcement officer, Chief Turner has spent most of his life providing a sense of security and ensuring public safety for the community. He is a dedicated public servant, and the community wholeheartedly embraces and appreciates his tireless service.

Chief Turner, although leaving the Mountlake Terrace Police, will still be involved in the realm of law enforcement as the Executive Director for the Western Regional Institute for Community Policing (WRICOPS). WRICOPS, one of twenty-nine university/law enforcement collaborations funded by Congress, provides an integrated approach to community policing through training, technical assistance, and applied research. WRICOPS is based at Washington State University in Spokane, and serves the states of Idaho, Montana, South Dakota, Washington, and Wyoming.

Chief Turner has always been a visionary leader and has taken a pro-active approach as an officer of the law. He has a long legacy of encouraging community involvement by working with many community groups, elected officials, and citizens in an effort to improve public safety. He helped to establish the Northwest High Intensity Drug Trafficking Area (HIDTA), created to stop the flow of drugs and drug-related crime into our counties. HIDTA, part of the Office of National Drug Control Policy, works to reduce drug trafficking in the most critical areas of the country by providing a coordination umbrella for local, state, and federal law enforcement efforts. He was also ahead of his time in notifying the public about registered sex offenders—Mountlake Terrace was the first police agency in Washington State to broadcast such warnings.

Finally, Chief Turner recognized the need to reach out to at-risk youth and give young people a safe place to spend their weekend nights. The Neutral Zone was created in 1992 as a collaborative effort between Chief Turner and the Edmonds School District. The Neutral Zone, a hugely successful program that has received nation-wide recognition, provides a supervised, drug-free place where young people can simply hang out and socialize on Fri-

day and Saturday nights until 2 a.m. Teens learn to develop positive relationships with peers and adults, and parents are assured that their child is safe.

Chief Turner is a shining example of a great police officer and a great community leader. I ask all of my colleagues to join me in thanking him for his service, and wishing him well in all of his future endeavors.

NORTHEASTERN PENNSYLVANIA RED CROSS BLOOD PROGRAM HONORED

HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Monday, March 6, 2000

Mr. KANJORSKI. Mr. Speaker, I rise today to pay tribute to the American Red Cross Blood Program in my District in Pennsylvania. On March 9, the local chapter will celebrate 50 years of service to Northeastern Pennsylvania. I am pleased and proud to have been asked to participate in the celebration.

It is fitting, during American Red Cross Month, to acknowledge the outstanding service of the blood program. In 1950, the Wyoming Valley Chapter of Blood Services was formed. By the end of the first year, over 21,000 units of blood were collected and the unit was serving 17 counties and 56 hospitals.

In 1979, the facility moved to its current location in Hanover Industrial Estates and expanded service to 19 counties in Pennsylvania and 2 counties in New York. Expansion continued when Bloodmobile Buses were included, taking the collection effort throughout the district. By 1999, the program included two bloodmobile units.

Mr. Speaker, it is no secret that the American Red Cross is one of our nation's finest and most dedicated institutions, helping millions of people through disaster and difficulty. The blood program is a vital part of that effort. Currently the local chapter serves 1.5 million people, and in 1999, collected an unprecedented 87,600 units of blood.

Blood collection assists in the care of the critically ill, premature newborns, accident victims, surgery patients, and burn victims. Over 10,000 volunteers assist the staff of 200 professionals, currently led by Ms. Chris Rogers. The agency supplies blood to 41 hospitals in Northeastern and Central Pennsylvania. In addition to collecting blood, the Blood Center offers blood testing, including typing and HIV testing.

Mr. Speaker, I am pleased to bring this milestone anniversary of the American Red Cross Blood Program of Northeastern Pennsylvania to the attention of my colleagues. I send these dedicated people my sincere gratitude for a "job well done" and best wishes for continued success.