

their 10th anniversary, serving Milwaukee County's elderly community.

COLONEL J. DAVID NORWOOD

HON. BOB BARR

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 3, 2001

Mr. BARR of Georgia. Mr. Speaker, I would like to take a moment to extend my utmost appreciation of Colonel J. David Norwood, District Engineer, U.S. Army Corps of Engineers, Mobile District. Colonel Norwood deserves special recognition for the hard work and dedication he demonstrated during the past three years; balancing a multitude of competing needs along federal waterways in the Southeast during one of the longest droughts on record.

The drought conditions began in the Southeast just prior to Colonel Norwood assuming command of the Mobile District. One of the most critical waterways within the Mobile District is the Apalachicola-Chattahoochee-Flint, which begins in north Georgia at Lake Sidney Lanier and terminates in Apalachicola Bay in Florida. Along this waterway are a multitude of competing interests. These interests include recreation, municipal and industrial water supply including the City of Atlanta, hydropower, environmental, flood control and navigation.

As you can imagine, meeting these needs with a decreasing water supply due to the drought required a monumental effort. Colonel Norwood and his staff were very proactive in keeping all users informed through numerous public meetings and information sessions, the development of a special drought internet site, press releases and personal communication.

Colonel Norwood worked with the Southeastern Power Administration (SEPA) to reduce the necessity of using waters from the four reservoirs with hydropower capability to reduce water usage. He personally participated in every decision involving supplying water for navigation, and kept the usage of water to a minimum in order to conserve as much as possible.

In addition to operating the ACF system to meet these competing needs, Colonel Norwood also had to factor in the ongoing negotiations between the States of Alabama, Florida and Georgia in their Compact negotiations for future water usage.

This particular attention to the Southeast drought and the managing of water, one of our nation's most precious resources, under these conditions was exceptional. It becomes even more so when you look at the full scope of the Mobile District mission, which includes civil works in four states and military programs in five states and Central and South America.

I would like to personally thank Colonel Norwood and his staff for their dedication and commitment to all the various publics they serve in the Southeast and particularly in Georgia.

I and everyone else affected by the Southeast drought extend our sincere appreciation for a difficult job well done.

SIBLINGS DAY

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 3, 2001

Mrs. MALONEY of New York. Mr. Speaker, I rise today to acknowledge the importance of Siblings Day, a day to honor our sisters and brothers for the many ways in which they have enriched our lives. This celebration gives us the opportunity to show our appreciation for our siblings, much the same way that Mother's Day and Father's Day are celebrated. Founded by a Manhattan constituent, Claudia Evart, Ms. Evart has worked tirelessly to encourage everyone to honor their siblings on April 10th.

Siblings make an important contribution to who we are. Often, when our parents are gone, our siblings are our only remaining family. And sometimes, as in the case of my constituent Claudia Evart, Siblings Day will help us remember siblings who we have lost at an early age.

April 10th marks the birthday of Claudia's sister Lisette, who died tragically in 1972 at age 19 in a car accident that also killed their father. An additional tragedy struck in 1987, when Ms. Evart's older brother, Alan, died in an accident at his home. He was 36 years old.

This holiday was recently marked, according to the Siblings Day Foundation, in 20 states (Arkansas, Colorado, Connecticut, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, South Carolina, Virginia, West Virginia and Wisconsin); each of the 20 governors proclaiming the 10th of April as Siblings Day.

I call on the Congress to recognize the importance of family members by recognizing the contributions made by our siblings. I applaud the work of Claudia Evart, who has created a loving tribute to her deceased siblings by her work to establish Siblings Day. Her inspired work should serve as a lesson to us all.

HONORING THE ACADEMY OF MEDICINE OF TOLEDO AND LUCAS COUNTY

HON. MARCY KAPTUR

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 3, 2001

Ms. KAPTUR. Mr. Speaker, I am pleased to recognize the sesquicentennial of the Academy of Medicine of Toledo and Lucas County in my district. The organization celebrates this anniversary on June 22, 2001.

Eight Toledo physicians originally came together in 1851 to form the Toledo Medical Association, founded "for the cultivation of the science of medicine and the promotion of public health, the advancement of the character and honor of the profession, and the elevation of the standards of the medical education." From the outset, the organization was aggressive in its efforts to raise the standard of medicine. This goal was accomplished by fighting quackery, stopping advertising by physicians, introducing professional standards and across-the-board fees for physicians, sharing knowledge of difficult cases and medicate advance-

ments, and improving the quality of medical education by promoting a medical school. The Toledo Medical Society played an integral role in the development, birth, and growth of the former Toledo Medical College which was established in 1882.

Following the Civil War, the Toledo Medical Association pioneered efforts in the new field of public health. The association worked to insure a safe milk and water supply, advocated for state-of-the-art treatment of tuberculosis, and promoted immunizations against devastating contagious disease. During this time the organization also helped the establishment of Toledo's hospitals.

As the Toledo metropolitan area grew by the turn of the century, the Toledo Medical Association merged with the Lucas County Medical Society to form the current Academy of Medicine of Toledo and Lucas County. This combined organization enabled the medical profession to unite in a larger, more effective, political force and stronger advocates.

As physicians in record numbers enlisted in the battle of World War I, the Academy supported their families and maintained their practices. At the end of the war during the influenza epidemic of 1918, many Academy members lost their lives including its first President, Dr. Julius Jacobson. In the decades between the two World Wars, the Academy continued to expand its outreach, forming a physician answering service—the first medical society to do so—and further developing effort to address diseases scourging the population like tuberculosis. Many society members answered the call during World War II, and in response to the Cold War which followed the Academy aided in the area's civil defense response. Public health initiatives continued, with the Academy focusing on public education in the 1960s and 1970s.

As the nation reached a critical shortage of physicians in the 1970s, the Academy again spearheaded the establishment of a medical school. The Medical College of Ohio was established in Toledo in 1976 and trains physicians yet today. The Academy provides financial scholarships to outstanding students, and more than one-third of the school's graduates remain in the Toledo area.

Meeting the challenges of the times, the Academy has been a driving force behind HIV/AIDS education, smoking prevention and cessation programs, childhood immunization programs, the battle against environmental degradation, and it has sought to find a role in the development of HMOs and other government health initiatives. Even while serving the Toledo area population, the Academy has also sponsored several medical missions promoting international health to the most impoverished of our world.

From its beginning 150 years ago, the Academy of Medicine has been an organization at the forefront of quality health care, evolving as the times demand so that the organization and its members remain effective. I know it will continue to be a viable force for decades to come. I join with our community in recognizing the Academy of Medicine's achievements in the past 150 years, and look forward with anticipation to its future. No community in America could be served by a finer organization than ours. Onward.

IN HONOR OF ROBERT M. BECK

HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 3, 2001

Mr. KUCINICH. Mr. Speaker, I rise today to honor a courageous man for his commitment to labor, the community and his concern for protecting the lives of others. Cleveland State of Israel Bonds is honoring Robert M. Beck, the President of Cleveland Police Patrolmen's Association.

Officer Beck is an outstanding role model not only for his fellow law enforcers, but for the entire community as well. Prior to Robert Beck's presidency of the Cleveland Police Patrolmen's Association, he fulfilled numerous professional capacities. He served first as a patrol officer and then spent 13 years in the Third District Detective Bureau and Strike Force Unit. In 1980, Officer Robert Beck assumed his first elected position as a shift director. After years of hard work and on-going dedication, he was elected to his present position.

From a very young age Robert Beck knew his career goal. Although his father thought that Robert would enroll in the family business, he truly wanted to become a police officer. Even with several adjustments, rigors and pitfalls, such as being injured in the line of duty, Officer Robert Beck has upheld his honor and dignity throughout all occasions.

Presently, he is the elected first vice-president of the Cleveland Police Credit Union, chairman of the board of the Ohio Police and Fire Pension Fund and area vice-president of Cleveland AFL-CIO. In recognition of his consistent determination, Officer Beck has been honored with various awards. He is the recipient of the 1985 Rotary Valor Award, the 1986 Exchange Club Police Officer of the Year and the 1990 Five Year Distinguished Service Award.

Despite Officer Beck's many achievements, he still has an overwhelming passion for protecting the lives of others. My fellow colleagues, join me in saluting Officer Robert M. Beck for his continual dedication to the Cleveland community.

STATEMENT ON INTRODUCTION OF
H.R. 1693 THE SCIENCE EDU-
CATION FOR THE 21ST CENTURY
ACT

HON. RALPH M. HALL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 3, 2001

Mr. HALL of Texas. Mr. Speaker, today I am introducing legislation that will help to improve K-12 science and mathematics education in the nation's schools. The Science Education for the 21st Century Act authorizes a range of activities to increase the numbers and enhance the capabilities of science and math teachers, to advance knowledge on the most effective uses of educational technologies, to increase participation in science and technology careers by women and minorities, and to provide more effective coordination of public and private sector efforts to improve science and math education.

I want particularly to acknowledge the assistance and contributions of several of my Science Committee colleagues in the development of this legislation. The bill incorporates Rep. EDDIE BERNICE JOHNSON's provision to establish school/business partnerships to improve science and math education and to support students in pursuing undergraduate degrees in science and engineering; Rep. LYNN WOOLSEY's Go Girl Grants to encourage girls and young women to study math, science and engineering; Rep. JIM BARCIA's provision to establish an educational technology extension service to support K-12 schools; Rep. MARK UDALL's scholarships for science, math and engineering students willing to become certified and to serve as science teachers; Rep. JOHN LARSON's provisions on assessing the means for deployment of broadband networks for schools and libraries and on demonstrating educational applications for such networks; and Reps. BOB ETHERIDGE's and JOE BACA's provisions on improving the preparation and in-service professional development of science and math teachers.

The importance of providing all students with a sound grounding in science, math and technology education is evident. Looking at the overall economy, worker skill level correlates directly with productivity growth. More than one quarter of the growth in labor productivity during the boom years of the 1990s is attributed to increases in worker skills, as measured by education and work experience. The Department of Labor estimates that a 1% increase in worker skill level has the same effect on output and productivity growth as a 1% increase in hours worked.

Moreover, national economic, policy and cultural matters are increasingly influenced by science and technology. Having a basic grounding in science and technology is necessary for individuals to make informed judgments about public policy issues and to lead fulfilling lives. Unfortunately, it is clear that we have problems both in the quality of K-12 science and math education and in attracting students to careers in science, engineering and technology.

The National Assessment of Educational Progress, the national report card, reveals that fewer than one third of 4th, 8th and 12th grade students attain proficiency in science and math. International comparisons of math and science skills show the performance of U.S. students declining with years in the school system, and falling below that of students from most of our economic competitors. Poor preparation in elementary and secondary schools is reflected in the findings that over 40% of freshmen at public 2-year colleges are enrolled in remedial classes. Even at private 4-year colleges, 13% of students are enrolled in such classes. Moreover, approximately 35% of companies provide remedial math education for their employees.

Although college attendance is increasing, relatively fewer students than in the past are pursuing undergraduate degrees in science, math and engineering. From peak levels in the mid-1980s, engineering majors have declined by 30%, and math majors by 45%, relative to other fields of study.

One reason that the pool of scientists and engineers is growing more slowly is simply that the group traditionally most likely to enter these fields, white males, is declining as a percentage of new workers. At present, white

males constitute a little over 40% of the workforce and nearly 70% of scientists and engineers. In contrast, white females are about 35% of the workforce and only 15% of scientists and engineers. The corresponding figures for African Americans and Hispanics are each about 10% of the workforce and 2% of scientists and engineers.

Clearly, we must do a better job of attracting women and minorities to science and preparing them to pursue postsecondary studies in science, math and engineering.

The Department of Labor projects that new jobs requiring science, engineering and technical training will increase by 51% between 1998 and 2008—roughly four times higher than average job growth nationally. The changing economy will not only require more scientists and engineers, but will require most workers to have increased skills. Sixty percent of all new jobs will require at least a high school education, and only 12% of new jobs will be filled by those with less than a high school education, and the number of such jobs will continue to decline.

These trends suggest the need to improve K-12 science and math education, both to prepare more students to pursue science and engineering studies in college and to raise the skill levels for all students, who will find themselves in an increasingly technological workplace.

The Science Education for the 21st Century Act will establish a range of education programs, primarily at the National Science Foundation, to address key factors that affect the quality of science and math education, as well as the associated problem of attracting individuals to careers in science, engineering and technology.

First, the bill establishes programs to improve the training and professional development of science and math teachers, including incentives for science and engineering students to become science and math teachers. Clearly, an essential first step in improving science and math education in the schools is having teachers with both a sound knowledge of their subject and effective teaching skills.

Next, the bill will institute programs to explore ways to use information technologies effectively in the classroom. Computers and communications networks have revolutionized the workplace, but have yet to reach their potential for educational applications. The emphasis will be on quantifying the techniques and approaches for employing technology that will lead to improved student performance, so that schools will know which approaches actually work and are worth the substantial investments needed to implement them.

In addition, the bill authorizes programs to encourage the interest of women and minorities in science and math, and to help prepare them academically to pursue careers in science, math and engineering. The changing composition of the nation's workforce makes it essential that the talents of all segments of society are fully developed and utilized.

And, finally, the bill establishes mechanisms to improve the coordination among the federal agencies that support K-12 science and math education activities. The federal resources available for this purpose are limited. Therefore, it is imperative that the resources be used for maximum benefit in helping the states and local school system that are engaged in reform of science and math education.