

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H. CON. RES. 83, CONCURRENT RESOLUTION ON THE BUDGET, FISCAL YEAR 2002

Mr. GOSS, from the Committee on Rules, submitted a privileged report (Rept. No. 107-30) on the resolution (H. Res. 100) providing for consideration of the concurrent resolution (H. Con. Res. 83) establishing the congressional budget for the United States Government for fiscal year 2002, revising the congressional budget for the United States Government for fiscal year 2001, and setting forth appropriate budgetary levels for each of fiscal years 2003 through 2011, which was referred to the House Calendar and ordered to be printed.

The SPEAKER pro tempore (Mr. CRENSHAW). Under a previous order of the House, the gentlewoman from New Mexico (Mrs. WILSON) is recognized for 5 minutes.

(Mrs. WILSON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

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

(Mr. JONES of North Carolina addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

NATIVE HAWAIIAN EDUCATION REAUTHORIZATION ACT

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Hawaii (Mrs. MINK) is recognized for 5 minutes.

Mrs. MINK of Hawaii. Mr. Speaker, I rise to ask for support of the Native Hawaiian Education Reauthorization Act, which I have today introduced with my colleague the Honorable NEIL ABERCROMBIE.

The Native Hawaiian Education Act has been in effect since 1988. Congress has recognized its special responsibilities to the native, indigenous peoples of the United States by creating education programs to meet the special needs of American Indians, Alaskan Natives, and Native Hawaiians.

Programs supported with the modest appropriations provided under the Native Hawaiian Education Act have helped to improve educational opportunities for Native Hawaiian children, youth, and educators. Through the establishment of Native Hawaiian Education Councils, the Act has given Native Hawaiians a voice in deciding how to meet the critical education needs of their community.

Native Hawaiian students begin their school experience lagging behind other students in terms of readiness factors, such as vocabulary scores, and they score below national norms on standardized education achievement tests at all grade levels. In both public and private schools, Native Hawaiian students are over-represented among students qualifying for special education programs provided to students with learning disabilities. They have the highest rates of drug and alcohol use in the State of Hawaii. Native Hawaiian students are under-represented in institutions of higher education and among adults who have completed four or more years of college.

Why are Native Hawaiian students so disadvantaged? The poor showing of Native Hawaiian students is inconsistent with the high rates of literacy and integration of traditional culture and Western education historically achieved by Native Hawaiians through a Hawaiian language-based public school system established in 1840 by King Kamehameha III. But following the overthrow of the Kingdom of Hawaii in 1893, by citizens and agents of the United States, middle schools were banned. After the United States annexed Hawaii, throughout the territorial and statehood period of Hawaii, and until 1986, use of the Hawaiian language as an instructional medium in education in public schools was declared unlawful. This declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying:

I ka 'ōlelo nō ke ola; I ka 'ōlelo nō ka make

In the language rests life, In the language rests death.

Our nation must make amends for the terrible damage that has been done to the Native Hawaiian people since the overthrow of the Hawaiian monarchy by military force in 1893. From 1826 until 1893, the United States had recognized the Kingdom of Hawaii as a sovereign, independent nation and accorded her full and complete diplomatic recognition. Treaties and trade agreements had been entered into between these two nations. 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 lands belonging to the crown, referred to as crown lands or ceded lands, were confiscated without compensation or due process.

A Presidential commission, led by Congressman James Blount declared that the takeover was an illegal act by the U.S. government. The U.S. Minister of Hawaii, John Stevens, was recalled. President Grover Cleveland sent a message to Congress calling the takeover an act of war committed by the United States against another sovereign nation and called for the restoration of the monarchy. This request was ignored by the Congress.

I say that the takeover was illegal because there was no treaty of annexation. There was no referendum of consent by the Native Hawaiian people. In recent years, we have learned that in the vaults of the National Archives is a 556-page petition dated 1897-1898 protesting the annexation of Hawaii by the United States. The petition was signed by 21,259 Native Hawaiian people; a second petition was signed by more than 17,000 people.

Historians advise that this number constitutes nearly 100 percent of the native population at the time. Their voice was totally ignored.

Since the overthrow of the Kingdom and up until the present, Native Hawaiians have suffered from high rates of poverty, poor health status, low educational attainment, and high rates of alcohol and drug abuse and incarceration. By 1919, the Native Hawaiian population had declined from an estimated 1,000,000 in 1778 to 22,600. In recognition of this severe decline and the desperate situation of the native people of Hawaii, Congress enacted the Hawaiian Homes Commission Act, which returned 200,000 acres of land confiscated by the federal government (out of the total of 1.8 million acres stolen) to the Native Hawaiian people as an act of contrition.

Unfortunately, the lands that were returned were in places where no one else lived or wanted to live. They were in the most remote areas of the islands. Relegated to isolation, without infrastructure, with no access to jobs, Native Hawaiians live today in segregated reservations, much like Indian tribes. Their current despair and conditions of poverty is due to this forced isolation.

Progress has been made over the years, even with the modest funding provided under the Native Hawaiian Education Act. One of the outstanding successes of the program is the dramatic increase in the number of young people who are fluent in the Native Hawaiian language. Once a dying language spoken only in isolated Native Hawaiian communities, primarily by elders, the Hawaiian language is now taught through a number of immersion programs, beginning in kindergarten and continuing through high school. The University of Hawaii at Hilo now has a program for a Masters' degree in Native Hawaii Language and Literature—the first program in the United States focusing on a Native American Language.

It is important to note that Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once-sovereign nation with whom the United States has a trust relationship. The political status of Native Hawaiians is comparable to that of American Indians and Alaskan Natives.

Justice requires that the United States fulfill its trust obligations to Native Hawaiians who lost everything at the time of their annexation. The \$28 million authorized for Native Hawaiian education programs in this bill can't begin to make up for the loss of a nation.

I call upon my colleagues to support the reauthorization of the Native Hawaiian Education Act and justice for the Native Hawaiian people.

PRESIDENT BUSH'S EDUCATION PLAN

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

Mr. KELLER. Mr. Speaker, as the only Member of Congress from Florida on the Committee on Education and the Workforce, I am proud to be an original cosponsor of President Bush's No Child Left Behind Act of 2001.

Mr. Speaker, I rise today in strong support of this important education reform legislation. This legislation will

do three key things. First, we will invest an additional \$5 billion in reading over the next 5 years for children in grades K through 2. This is critical since right now 70 percent of the fourth graders in our inner-city schools cannot read at basic levels.

Second, we will require the States to conduct annual tests in grades 3 through 8 in reading and mathematics. This is critical to ensure that none of our children somehow fall through the cracks. How many times have we turned on the television only to see a college athlete explain that he is not able to read even though he somehow graduated from high school?

We are going to put a stop to that right here, right now in this Congress.

Third, in exchange for pumping historic levels of money into our public education system, we are going to insist on accountability. There must be a safety valve for students who are trapped in persistently failing schools. Therefore, if a school continues to fail for 3 consecutive years, the student is going to have the option of staying in that school and receiving \$1,500 to use toward tutoring or he could transfer to a public school or he could transfer to a charter school or even a private school if that is in his best interest.

Now why do I support this legislation? Because I know it will make a meaningful difference in the lives of young people, and it will ensure that every child in this great country of ours will have the opportunity, whether he is rich or poor, to get a first class education.

Now how do I know this to be true? Because we have already implemented these same principles, measuring performance and demanding accountability, in the great State of Florida. What happened as a result? We went from having 78 F-rated schools based on low test scores to only 4 F schools in the course of only a year.

Let me give you two examples. First, in my district of Orlando, Florida, there is a school called Orlo Vista Elementary School. At this school, 92 percent of the children are from low-income families and they are entitled to receive the free hot lunch program. Eighty-six percent of the students are minorities. This school was rated as an F school by the State of Florida based on abysmally low test scores.

However, after measuring the students' performance, pumping Federal title I dollars into the school, along with local school board money and State dollars, we were able to make sure that we cured the problem and that all children were able to read, write and perform math appropriately. As a result, the school went from having 30 percent of the children pass a standardized test in 1 year to over 79 percent of the students being able to pass that same test a year later. It is no longer an F school.

Earlier this month, I had the pleasure of taking our U.S. Secretary of Education, Rod Paige, on a personal

tour of this same Orlo Vista Elementary School in Orlando. I wanted him to see firsthand why the school was successful. I took him into a reading lab, and while there he observed a little 6-year-old African-American boy reading. This is a child who, 1 month earlier, was having problems with reading and was set apart.

The student-teacher ratio for this child was one-to-one. As he leaned over the shoulder watching this little child read, he was blown away and so impressed. This child was flying through that book, reading as well as most adults that I know.

We were making a difference. We caught the problem and solved it with a one-to-one student/teacher ratio.

This particular situation in Orlando was not unique. For example, at Dixon Elementary School, which is up in the Panhandle in Escambia County, another F-rated school existed because of persistently failing test scores. Yet in one year, after implementing similar legislation in Florida, we saw the students go from only 28 percent being able to pass a standardized test to this year over 94 percent passing that same test.

I genuinely believe that we can replicate the same success that we have had in Florida all across the United States by passing the No Child Left Behind Act of 2001, and I urge my colleagues to support this important education reform legislation.

THE BUDGET RESOLUTION

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from Wisconsin (Mr. KIND) is recognized for 60 minutes as the designee of the minority leader.

Mr. KIND. Mr. Speaker, I want to first of all start my remarks this evening by commending the chairman of the Committee on the Budget, my friend, the gentleman from Iowa (Mr. NUSSLE), as well as our ranking member, the gentleman from South Carolina (Mr. SPRATT), given the collegiality and the civility that they have demonstrated in the course of putting together a budget resolution, whether it was the work that they specifically were involved with on the committee in putting together the package that we started debate on tonight and will finish tomorrow but also the conduct of the debate that we saw here this evening. I think they demonstrated by their leadership that we can have some real differences of opinion on what the best direction is that we should be taking for the sake of the country, have differences of opinion in regards to what the budget resolution should look at but do so in a civil manner. I think that was demonstrated here this evening.

Mr. Speaker, I wanted to take this time, along with a few of my colleagues from the new Democratic Coalition, to continue the discussion that we are

having on the budget resolution this evening. This is a very important time in the legislative process of this session of Congress because it is the budget resolution that establishes the broad frameworks that we will be filling in the spaces and the details throughout the course of this legislative year that will set the tone in regards to many of these programs, the size of tax cuts, the commitment to debt reduction, the commitment to trying to preserve and protect Medicare and Social Security for future generations. We want to devote a little bit more time this evening in regards to where we see things going as part of the new Democratic Coalition.

It is a coalition that comprises roughly 80 Members now within the Democratic Caucus. We believe in pro growth strategies. We believe in the necessity to reduce the national debt. We believe in tax relief for working families, and we believe that there are also some very crucial investments that we need to make collectively as a nation in order to see the type of economic progress and the expansion of economic opportunities, not just in the coming year but for future years.

Many of us have some severe reservations in regards to the Republican budget resolution that has been submitted; not the least of which is that the cornerstone of what they are offering is a very large, very sizable tax cut that is based on economic forecasts not this fiscal year or even next year but over the next 10 years.

Many of us believe that if surpluses do, in fact, materialize during the course of future years, and many of us hope that they will, that the economy will remain strong; that the current projections will prove accurate; that this is an excellent time for us to get serious on national debt reduction; to be serious about finding some long-term bipartisan solutions to preserve Medicare, Social Security; deal with the rising crisis that we have in this Nation in regards to the cost of prescription drugs, while also being able to deliver a responsible tax relief package that all Americans will benefit from.

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That is where our major point of contention is with the Republican proposal. We believe in tax relief like they do, but we would like to see tax relief that is done in a responsible and fair manner.

There have been a lot of numbers bandied about during the course of this evening and undoubtedly they will again tomorrow; but basically, the corner of the budget resolution that the gentleman from Iowa (Mr. NUSSLE) and his committee has reported out calls for a \$1.6 trillion tax cut over 10 years. To be honest, this is not tax relief that will happen this year or to any great extent next year; but most of the tax relief that they are talking about is backloaded severely to the 6th, 7th,