

a massive teacher shortage. In fact, over the next ten years, we will need to recruit and hire 2.2 million teachers just to keep up with the attrition of our teaching force.

We made great stride toward meeting these challenges with the passage of H.R. 1. Today we have opportunity to go further by encouraging student to go into the important field of teaching through loan forgiveness. The loan forgiveness program—which began in 1998 and provides up to \$5,000 in student loan relief—helps ensure that disadvantaged students are taught by high quality professionals. This program must be extended to reflect the true cost of college.

This bill will increase loan forgiveness to \$17,500 for Special Education, Math and Science teachers. I am pleased the majority accepted my amendment to add Math and Science teachers as a priority to the bill.

Forty-three percent of math teachers in high poverty schools have neither majored nor minored in math related fields, compared to 27 in low poverty school. Over the next 10 years, large numbers of teachers will retire, leaving American classrooms with a serious teacher shortage, especially rural and inner city schools that already face one. By encouraging students to become math, science and special education teachers we can address this inequity.

As recent reports by the National Assessment Education Progress (NAEP) on November 21, 2001 and the Organization for Economic Co-operation and Development (OECD) on December 4, 2001 have indicated, American students are severely under-performing in math and science. According to the NAEP study, 82 per cent of high school seniors were less than proficient in science last year, while OECD reports that only four out of the 28 countries OECD tested performed worse than American students in science and five in math.

Given new challenges to our homeland defense, I think it should be obvious that having weak math and science education is not in our national interest. If we given short shrift to math and science education, how will future generations of Americans develop the vaccines to fight biological terror or the defense technology to track down and eliminate terrorists and other threats?

While this bill does not provide mandatory funding for teacher loan forgiveness, as I would have preferred it is a step in the right direction and I ask my colleagues to support it.

Mr. MOORE. Madam Speaker, I rise today to express my strong support for H.R. 5091, the Canceling Loans to Allow School Systems to Attract Classroom Teachers Act, and I encourage my colleagues to support this important legislation.

I have long recognized the great need for teacher loan forgiveness to help our local school districts address the nationwide teacher shortage. Urban, rural and suburban districts are all struggling with this problem caused by a combination of demographic trends and a low teacher retention rate.

Under current law, teachers can receive up to \$5,000 in loan forgiveness after five years of service. H.R. 5091 would expand the program to forgive up to \$17,500 in loans and give priority to special education teachers.

Although I am a strong supporter of this legislation, I believe that it could be greatly improved. I introduced a bill on February 14,

2001, that I believe would go much farther in addressing our national teacher shortage. H.R. 687, the Teacher Recruitment and Retention Act, would forgive up to \$10,000, over five years, for any newly qualified educator who: teaches in a low-income school, teaches special education, or teaches in a designated teacher shortage area.

I believe that offering loan forgiveness in the first year of teaching, as I have provided for in H.R. 687, would do more to encourage young teachers to stay in the profession. Also, loan forgiveness needs to be extended far beyond special education teachers. Local school districts also struggle when hiring math, science and foreign language teachers.

I am glad that my colleagues have recognized our national teacher shortage as a national priority worthy of Federal investment. I believe that it is time for the Federal government to assist States and local school districts in attracting and keeping qualified teachers, and I am happy to offer my support for this legislation, which represents an important first step.

Mr. FALEOMAVAEGA. Mr. Speaker, today I rise in support of H.R. 5091, the Cancelling Loans to Allow School Systems to Attract Classroom Teachers Act. This act would increase the amount of student loan forgiveness available to qualified teachers. Loan cancellations would be made on a first-come, first-served basis, subject to the availability of appropriations, and with emphasis on special education, mathematics and science teachers.

I believe this legislation is solid and it is necessary legislation. As we are aware, across this Nation, States and Territories struggle to retain and attract teachers. Our school systems are overcrowded. Our test scores are down, and our resources are limited. Many of our students are also disadvantaged by poverty and live in communities that are unable to raise revenue to meet the growing challenge of elevating learning.

As lawmakers, we are painfully aware that we must provide adequate funding for education if we are to maintain cohesion in our society. As lawmakers, we also agree that no child should be left behind. This is why we are disappointed that President Bush signed legislation promising a \$5.65 billion increase in the No Child Left Behind legislation, but 4 weeks later provided an increase of only \$1 billion. We are also disappointed that the President's budget holds aid to local schools virtually flat.

Lie every other State and Territory, American Samoa depends on Federal assistance to improve classroom learning. We struggle to recruit, certify, and retain teachers. Yet we also want to ensure that our children are not left behind.

Passage of H.R. 5091 is a small step in the right direction. It will help alleviate some of the National and local problems we all face. For American Samoa, it will help us bring back and retain some of our own teachers. I support this legislation and I ask my colleagues to also support passage of H.R. 5091.

Mr. McKEON. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. McKEON) that the House suspend the rules and pass the bill, H.R. 5091, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

The title of the bill was amended so as to read: "A bill to increase the amount of student loan forgiveness available to qualified teachers, and for other purposes."

A motion to reconsider was laid on the table.

RECOGNIZING CONTRIBUTIONS OF HISPANIC-SERVING INSTITUTIONS

Mr. McKEON. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 561) recognizing the contributions of Hispanic-serving institutions.

The Clerk read as follows:

H. RES. 561

Whereas there are more than 200 Hispanic-serving institutions in the United States;

Whereas Hispanic-serving institutions provide the quality education so essential to full participation in a complex, highly technological society;

Whereas the number of Hispanic Americans enrolled in college is growing twice as quickly as enrollment at all colleges, according to a recent report from the Department of Education;

Whereas Hispanic-serving institutions have allowed many students to attain their full potential through higher education;

Whereas the achievements and goals of Hispanic-serving institutions are deserving of national recognition; and

Whereas Hispanic Heritage Month is an appropriate time to express that recognition: Now, therefore, be it

Resolved,

SECTION 1. RECOGNITION OF HISPANIC-SERVING INSTITUTIONS.

The House of Representatives—

(1) recognizes the significance of Hispanic-serving institutions;

(2) recognizes that Hispanic-serving institutions are indispensable in meeting the educational needs of one of the Nation's youngest and fastest-growing populations;

(3) commends the Nation's Hispanic-serving institutions for their commitment to academic excellence for all students, including low-income and educationally disadvantaged students;

(4) urges the presidents, faculty, and staff of the Nation's Hispanic-serving institutions to continue their efforts to recruit, retain, and graduate students who might otherwise not pursue a postsecondary education;

(5) recognizes the importance of title V of the Higher Education Act of 1965, which aids in strengthening the academic quality, institutional management, and financial stability of Hispanic-serving institutions; and

(6) requests that the President issue a proclamation calling on the people of the United States and interested groups to demonstrate support for Hispanic-serving institutions in the United States during that month with appropriate ceremonies, activities, and programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. McKEON) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

GENERAL LEAVE

Mr. McKEON. Madam Speaker, I ask unanimous consent that all Members

may have 5 legislative days within which to revise and extend their remarks on H. Res. 561.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. McKEON. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in support of House Resolution 561, in recognition of the contributions that Hispanic-serving institutions make in helping educate America's youngest and fastest-growing population. Hispanic-serving institutions are vital components of the higher education equation. Not only do they improve access to higher education for Hispanic Americans, they are committed to providing academic excellence to low-income and disadvantaged students.

HSIs enroll and graduate thousands of impressive students each year, despite often-limited resources. Prior to the reauthorization of the Higher Education Act of 1998, HSIs were eligible for Federal funds under title III, part A, the strengthening institutions program.

During reauthorization, we created a separate program and funding stream for Hispanic-serving institutions in an effort to expand educational opportunities for Hispanic students. The new program under title V allows institutions to use Federal money to build their endowments and provide scholarships and fellowships for needy students. The gentleman from Texas (Mr. HINOJOSA) is the one that brought that to our attention, and I thank the gentleman for his effort in that regard.

Since the Higher Education Act of 1998, Federal support of HSIs has increased to \$86 million, and President Bush's budget, passed by the House earlier this year, would increase support for HSIs by an additional 3.5 percent.

It is important to also note that today's recognition of HSIs and last week's resolution recognizing the Historically Black Colleges and Universities are a continued commitment by this Congress to increase access to post-secondary education for not only minority students, but to all American students.

For example, Congress has made the Pell Grant program their highest priority for post-secondary education. Since 1995, we have increased the maximum Pell Grant every year. For 2002, the maximum Pell Grant reached a record high of \$4,000, up from just \$2,340 in 1995. This is a 71 percent increase in the maximum Pell Grant award and helps over 4.4 million low-income students each year. Next year, the Committee on Education and the Workforce will begin the process of reauthorizing the Higher Education Act, where our main focus will center on examining Federal policy that provides access to a high-quality and affordable college education.

During the process, we will continue to promote the role of HSIs in higher education and celebrate contributions they make to better the lives of so many young Americans.

Finally, I want to take this opportunity to highlight California State University Northridge, a Hispanic-serving institution located in my congressional district in California. According to the U.S. Department of Education, CSUN ranked among the top 100 universities nationwide in graduating Hispanic students at the bachelor's and master's level. The university also places highly in Hispanic Outlook in Higher Education and Black Issues in Higher Education rankings for degrees awarded.

I am pleased to be able to recognize the impact that institutions like Cal State Northridge make on local and national communities. I urge the House to adopt this important resolution.

Madam Speaker, I reserve the balance of my time.

Madam Speaker, I ask unanimous consent to have the time I control be controlled by the gentleman from Georgia (Mr. ISAKSON).

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. HINOJOSA. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I also want to first express my condolences to the family of my good friend and colleague, PATSY MINK. The people of Hawaii and this Nation have experienced a tremendous loss. I worked with PATSY MINK for 6 years on the Committee on Education and the Workforce and always found her to be a tireless advocate for children and workers. I will truly miss her wisdom, her wit, and her fighting spirit. She fought for all students to have an opportunity to access quality education and have access to higher education.

Madam Speaker, with those thoughts having been expressed, I rise today to strongly support H. Res. 561, honoring the contributions of the more than 200 Hispanic-serving institutions, known as HSIs, throughout the United States.

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I want to acknowledge the assistance of the gentleman from Ohio (Mr. BOEHNER) and the gentleman from California (Mr. McKEON) in bringing this bill to the House floor. I also want to acknowledge the contributions which the gentleman from California (Mr. GEORGE MILLER) has made to HSIs over the years. It is encouraging to see bipartisan support for these educational institutions of higher learning.

I was very pleased to hear the gentleman from California (Mr. McKEON) talk about the opportunity that I had in 1997–1998 during reauthorization of higher education to raise the level of awareness of the Nation for the work

that the Hispanic-serving institutions are making in helping so many Latino students go to college and be able to raise the level of education attainment for this community. This bipartisan support will become increasingly important as we reauthorize the Higher Education Act in 2003.

In the last decade we have made significant progress in narrowing the gap of achievement between minority students and Anglo-Saxon students. We must continue to close that gap for Hispanics so that they, too, are successful in their higher education pursuits. Why is this important? It is important because Latinos are the fastest-growing population in the country. If Latinos are to fully contribute to society and this great Nation, then Hispanic students must be given access to educational opportunities. While the increase in Hispanics pursuing a postsecondary education is significant, it is still not keeping pace with the Hispanic American presence in the general population, nor with the pool of Latino high school graduates.

For my colleagues who are not familiar with HSIs, they are defined as institutions of higher learning with a Hispanic student enrollment of 25 percent or greater. A percentage must be low-income and first-generation students. These college institutions are often located in low tax-base communities and too often are grossly underfunded. Until 1996, there were 200 eligible HSIs competing for only \$10 million for the whole country. Needless to say, only a small percentage received funding.

During the 1997–1998 reauthorization of the Higher Education Act, Congress included for the first time language that addressed these woefully neglected institutions. Since then, funding has significantly increased. Yes, as the gentleman from California (Mr. McKEON) said earlier, it has now gotten up to \$86 million. We certainly hope that the leadership will consider some amount greater than 3 or 4 percent, but instead possibly looking at a 25 percent increase to be able to keep up with the need that we have for HSIs.

Yet despite these increases, it has been difficult to further develop these institutions because funding remains problematic at both the State and Federal levels. This neglect is a national crisis because HSIs produce most of the Nation's Hispanic college graduates receiving associate's, bachelor's, master's and doctoral degrees. Almost two-thirds of the 1.5 million Hispanic students in higher education are enrolled in these HSIs. These colleges offer a real future to those who successfully complete their high school requirements.

The majority of HSIs are found in California, Arizona, Florida, Puerto Rico, New York and Illinois. There are also institutions in Washington State and New Jersey. Due to the projected growth of the Hispanic population nationwide, the number of HSIs are expected to increase significantly. There

are currently 100 additional institutions on the verge of being declared HSIs.

In closing, today we are honoring and recognizing the tremendous positive contributions that HSIs are making in training the next generation of Americans. However, we need to do more than commend HSIs. We need to give them the resources they need to continue their work. I strongly urge all my colleagues to support House Resolution 561.

Madam Speaker, I reserve the balance of my time.

Mr. ISAKSON. Madam Speaker, I yield such time as he may consume to the distinguished gentleman from Ohio (Mr. BOEHNER), chairman of the committee.

Mr. BOEHNER. Madam Speaker, I thank the gentleman from Georgia for yielding me this time. I want to thank and congratulate the gentleman from California (Mr. McKEON), chairman of the Subcommittee on 21st Century Competitiveness, for introducing this important resolution, and I appreciate his efforts to recognize the importance of Hispanic-serving institutions.

Let me also congratulate the gentleman from Texas (Mr. HINOJOSA) for his work in the last reauthorization and his continued commitment to helping these very important institutions.

Hispanic-serving institutions, or HSIs as we like to call them, have played an important role in educating America's students. HSIs are defined as those institutions with Hispanic enrollments of at least 25 percent, with 50 percent of those students being low-income. As we all know, Hispanics are one of the fastest growing populations in the United States, and we need to reaffirm our commitment to those institutions serving this vital population.

I am proud of the efforts put forward by this Congress and by this administration to help meet the needs of HSIs. In fiscal year 2002, we provided \$86 million to support these institutions, and President Bush has increased that commitment again this fiscal year.

I applaud the efforts of the HSIs in the country for their commitment to academic excellence and to serving low-income and disadvantaged students. For many, without the commitment of institutions such as these, achieving a postsecondary education would be all but impossible. The work done by HSIs and their dedicated faculty and staff, I think, are critical to the success of the country as a whole. As the Committee on Education and the Workforce moves forward with the reauthorization of the Higher Education Act next year, we will do all we can to continue to support these institutions and the academic excellence they provide to their students.

I urge my colleagues to support the resolution today. It recognizes and honors the important work that Hispanic-serving institutions are doing in this country as we look forward to

helping students from all walks of life learn and prepare to pursue the American dream.

Mr. HINOJOSA. Madam Speaker, I yield 3 minutes to the gentleman from California (Mr. BACA), a good friend and important member of the Hispanic Caucus.

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

Mr. BACA. Madam Speaker, first of all I would like to commend the gentleman from California (Mr. McKEON) and the gentleman from Texas (Mr. HINOJOSA) for bringing this resolution before us, which I strongly support, H. Res. 561, recognizing the contributions of Hispanic-serving institutions. Hispanic-serving institutions are located in fast-growing Hispanic communities. As we look at the number of Hispanics and growth within our communities, Hispanic-serving institutions continue to provide services to our communities. They are reaching out not only to low-income people, but are providing an opportunity to many individuals that otherwise would not have an opportunity to go to a State college or university to pursue their dreams and fulfill those dreams to become productive citizens in our communities.

It is the Hispanic-serving institutions within our communities that are now reaching out and providing opportunities not only in academics, but opportunities in careers and the potential to fulfill the goals for many of these students who will end up being our mayors, our city council members, our Members of Congress, and members of our communities who are contributing.

Recent studies by the Department of Education shows that the number of Hispanics are growing, and enrollment is increasing within our Hispanic communities. It is important that we continue to fund Hispanic-serving institutions to make sure that no child is left behind, that no student is left behind, and that each student has an opportunity to be all that he or she wants to be. This can only happen if we continue to provide the funding to these important institutions that are reaching out and giving an opportunity to many kids that do not have one.

I commend the Hispanic-serving institutions in providing this important vehicle and an opportunity such as those that I have in my district. I have two community colleges, San Bernardino Valley College and Cal State San Bernardino, with the possibility of UC-Riverside being another Hispanic-serving institution. These are a few of the many that we are going to see in the future, but it is our responsibility to make sure that they have the funds to provide for books, professors, laboratories, curriculum and other services that are rapidly growing within the Hispanic population to make sure that these students have the needs and the tools to perform in school. Hispanic-serving institutions provide that vehicle.

I want to commend our colleagues for bringing this resolution forward. I encourage the administration to continue to support the growth that we have.

Mr. ISAKSON. Madam Speaker, I reserve the balance of my time.

Mr. HINOJOSA. Madam Speaker, I yield 2 minutes to the gentleman from New Mexico (Mr. UDALL).

Mr. UDALL of New Mexico. Madam Speaker, I rise today in support of H.R. 561, recognizing the contributions of Hispanic-serving institutions. It is important that Congress credit the institutions' commitment to academic excellence through high-quality education. These institutions have worked with students from low-income and disadvantaged backgrounds to successfully help them achieve their academic ambitions and continue to strive for loftier goals upon graduation. Hispanic students are at greater risk of not enrolling or graduating from college. This disparity continues to increase. Without the continued efforts of Hispanic-serving institutions towards recruitment and retention in postsecondary schools, these students would have missed the opportunity to contribute their knowledge and insight to our evolving technological work force.

In my district, 10 Hispanic-serving institutions reach out to students throughout rural northern New Mexico. They present students with opportunities for higher education through universities, community colleges, vocational and technical institutes in a traditional and/or long-distance learning setting. The degree and certificate programs give students the tools they need to move beyond their history of disadvantages and towards a future of successful endeavors.

I urge my colleagues to support Hispanic-serving institutions and recognize the valuable academic support these centers have given to the recruitment and retention of our Nation's youngest and fastest-growing population.

Mr. HINOJOSA. Madam Speaker, I am very pleased to yield 3 minutes to the gentlewoman from California (Ms. SANCHEZ).

Ms. SANCHEZ. Madam Speaker, I would like to thank the gentleman from Texas for working so hard on this issue of Hispanic-serving institutions. Obviously I am a proud cosponsor of House Resolution 561, which recognizes the contributions of Hispanic-serving institutions.

As a Hispanic, it might be a little different than what most people realize is going on in our Nation. First of all, the youngest population in the United States, the largest group of youngsters is the Hispanic population. In fact, over 50 percent of the Hispanic population in the Nation is under 18 years of age. We also make more and more of the work force every single day. The projection into the future will be that the workers of this country will be a large group of Hispanic people. So we need to educate them.

We have seen the graduation rates be very low for Hispanics. In fact, I would venture to say that unofficially probably about 50 percent of Hispanic students do not graduate from high school. Why is that? Because if someone goes and gets a job at McDonald's before they graduate from high school, he is not considered a dropout. He is considered an employed person. But when you take a look at the population of Hispanics, it is a very high ratio. So we are not only trying to increase the number of Hispanics who graduate from the high school level, but also to prepare them well so that they can go on to universities, community colleges, et cetera.

Our Hispanic-serving institutions work very well in that arena. They work with the middle and high schools in the area to help to ensure that the students are taking the right classes, the building blocks they need to get into the university. And then they welcome them into the university, and they retain them.

One of the biggest problems the Hispanic population has is that we drop out of college, so it is important to acknowledge the contribution to this Nation, to America, that the Hispanic-serving institutions are doing. I would like to in particular acknowledge the two Hispanic-serving institutions that I have in Orange County in my area. Santa Ana College ranks 30th among the top 100 associate's degree producers in the Nation, and it is the second highest producer of minority graduates in California.

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Also, Cal State Fullerton, which also does extensive outreach to ensure that our Hispanic students are getting to college, are learning in college, and are graduating from college so that they can enter the workforce.

Mr. HINOJOSA. Madam Speaker, I yield myself the balance of the time.

Madam Speaker, I wish to say that this resolution is recognizing over 200 HSIs that are making a great contribution towards raising the level of education attainment for thousands and thousands of minority students. I want to say that on a personal note, in my congressional district I have four colleges and universities with this HSI designation. The first one, the University of Texas Pan American, with over 14,000 students and how, in these last 5 years, we have seen a tremendous increase of students now enrolled at that university.

The Texas A&M Kingsville, another fine university with over 5,000 students also issuing lots of degrees in engineering and Ph.D.s in both education and engineering and other majors. Also, the South Texas Community College in the Rio Grande Valley of south Texas with an enrollment of over 13,000 students of which 95 percent are Hispanic. They are doing a wonderful job. Within only 8 years of having been founded, I can see the difference that it is making in

our region of the country. The fourth one is the Coastal Bend Community College, with more than 5,000 students, in the center part of my district. Again, they are raising those opportunities and the hope for so many young men and women.

So again, it is an honor for us to be able to speak to this resolution and to be working on a bipartisan manner with our friends on the other side of the aisle. We are very appreciative of the support that is being given by all of our colleagues, and I urge that they approve this wonderful resolution.

Madam Speaker, I yield back the balance of my time.

Mr. ISAKSON. Madam Speaker, I yield myself such time as I may consume.

I am very pleased to commend this resolution to the House and to commend the gentleman from California (Mr. McKEON), the chairman of the subcommittee, who took the initiative during Hispanic Heritage Month in America to introduce this resolution to commend Hispanic-serving institutions who are providing postsecondary education to the growing number of Hispanic American students. I want to also acknowledge the statements of the gentlewoman from California (Ms. SANCHEZ).

Many of the Hispanic American children in school today, elementary and high school in America, came to America or were born in America to parents whose jobs were on the low end, many times, of the employment spectrum. And to raise the opportunity for a postsecondary education by having available institutions like these to provide Hispanic American children with a higher education will ensure a richer life for them and for their children to come.

Madam Speaker, I commend this resolution to the body. I thank the gentleman from Texas (Mr. HINOJOSA) for his leadership. He is a tireless worker on behalf of the Hispanic American community.

Ms. NAPOLITANO. Madam Speaker, it is with great pleasure that I rise today in support of the resolution to honor the contributions of Hispanic-Serving Institutions (HSIs) to our nation. The 203 Hispanic-Serving Institutions throughout the country comprise two-thirds of the 1.5 million Hispanic students in postsecondary programs. Without these dedicated HSIs, many Hispanic students would not have the opportunity to go to college and realize their full academic and professional potential.

There are two HSIs in my district—Rio Hondo College and Cerritos College—and I have personally seen the impact these schools have on young Latinos in my community. Rio Hondo College has a wide variety of course offerings in fields including math, natural science, social science, humanities, communications and the arts. Rio Hondo College also offers pre-professional courses in fields such as nursing, psychology, education, law enforcement, fire-fighting and international trade. Cerritos College also offers courses in a number of fields, including health occupations, social sciences, technology training and

liberal arts. Cerritos College is also providing Ford Motor Company Foundation mechanic training. Through a Department of Labor grant, Cerritos College also provides high-tech, high-numeric engineering training to fill the gap left by retiring workers.

Schools like these reach out to the Hispanic population and provide them with the opportunities and support they need. In addition to helping students continue their education, HSIs help current workers update their skills and help older as well as non-traditional students prepare to re-enter the workforce.

Despite the success of HSIs, Hispanics still suffer the lowest high school and college completion rates of any racial or ethnic group in our country. The high school dropout rate among Hispanics remains over 40 percent, and in some areas is as high as 70 percent. These statistics are very troubling. We must provide our Latino youth with high quality education to ensure that they are prepared to enter the workforce, become productive and involved citizens, and lead the next generation of Hispanics in the U.S.

It is clear that more work is needed, and we must build upon the achievements of our Hispanic-Serving Institutions and provide them with the funding they need to continue their valuable task of educating the Latino population in the U.S. This is not only good for Latinos, but will benefit our entire economy. More education and training leads to better jobs, and the more money Latinos make, the more they can spend and put back into our economy. We are taking an important step today by honoring HSIs and recognizing their importance to our nation. I look forward to working with my colleagues as we continue to help HSIs in their excellent work.

Mr. RODRIGUEZ. Mr. Speaker, I rise today to recognize the contributions of Hispanic Serving Institutions (HSI's). An HSI is defined as an institution that has at least 25 percent full time Hispanic enrollment, and of the Hispanic student enrollment, at least 50 percent are low income. There are over 200 HSIs in the United States, and eight in my 28th Congressional District in Texas. As a former educator, I understand the importance of a quality education—both to the success of the individual student, and ultimately to the success of our country. It should be clear that in order for America to maintain and build upon our global competitiveness we must have a capable and technologically advanced workforce. Studies show that by the year 2008, 60 percent of all new jobs will require skills that are held by just 20 percent of the current workforce.

To meet this goal, we must ensure quality instruction and resources at our institutions of higher learning, especially in the areas of science and mathematics. Even if students do not pursue a career in these fields, they still will need basic knowledge in science and technology to be successful in our competitive work force. As a country we cannot afford to have students complete high school and pursue a higher education scientifically and technologically illiterate.

According to a study by the Department of Education the number of Hispanic Americans enrolled in college is growing twice as quickly as overall enrollment at all colleges. With the beginning of the 21st Century, a larger proportion of the U.S. population will be composed of African Americans, Hispanics, and Native

Americans. As a group, these populations have traditionally been underrepresented in the science and engineering disciplines compared to their proportion of the total population.

A recent report produced by the National Science Foundation (NSF) reveals that African Americans, Hispanics and Native Americans as a whole comprise 23 percent of the population and earn, as a whole, 14.7 percent of the bachelor degrees, 8.2 percent of the masters degrees, and 5.5 percent of the doctorate degrees in science and engineering.

There are few within the scientific community who argue about the effect of demographics on the future science and engineering workforce. These fields have been the primary domain of white males. This can and must change. African Americans, Hispanics, and Native Americans, with Hispanics, being the fastest-growing, will comprise a more significant segment of the workforce and will need to fill more positions within the scientific community.

Hispanics are improving their academic achievement levels. They have increased their share of earned bachelors degrees from 4 percent in 1990 to 6.5 percent in 1998. The proportion of masters degrees received by Hispanics increased from 2.2 percent in 1990 to 3.5 percent in 1998. In doctoral candidates our progress has slowed in 1990 at 2 percent in 1998 at 2.8 percent. We must continue to move forward and in order to succeed it will take a national commitment to education. The success illustrated by these increases reflect the hard work of HSI's and other institutions in recruiting, and retaining Hispanic students.

Today I congratulate all HSI's, especially those in San Antonio: Our Lady of the Lake University, Palo Alto College, San Antonio College, St. Mary's University, St. Phillips College, The University of Texas at San Antonio, The University of Texas Health Science Center, and The University of the Incarnate Word, for all their wonderful contributions. HSI's recognize how indispensable the contributions of Hispanics will be in the future, as they continue on their path of growth and dominance within our workforce. I commend HSI's for their many contributions to the academic excellence within the Hispanic community and society at large. Further, I encourage all the presidents, faculty and staff of our nation's HSI's to continue their efforts in recruiting, retaining and graduating students who might otherwise not pursue a post-secondary education. Our country's future is in your hands.

Mr. REYES. Madam Speaker, I am proud to be an original co-sponsor of House Resolution 561, Recognizing the Contributions of Hispanic-Serving Institutions, and I commend my colleague and fellow Texan, Congressman RUBÉN HINOJOSA, for authoring it. It is most fitting that during Hispanic Heritage Month we take a moment to reflect on the tremendous contributions made to the Latino community and the nation as a whole by Hispanic-Serving Institutions (HSIs).

Over 200 colleges and universities across the country are considered HSIs as defined by the Higher Education Act. Together, these HSIs serve over 1.5 million Latino students, about forty percent of all Latinos in higher education. Thousands of future teachers, engineers, businessmen and women, lawyers, doctors, authors and artists are currently conducting their undergraduate studies at HSIs,

and many more are yet to come. Hispanics form the fastest-growing sub-population of students in the country, making the continued support of HSIs all the more important.

Since coming to Congress, I have worked hard to increase the resources available to HSIs. Working with Congressman HINOJOSA, who chairs the Congressional Hispanic Caucus' Education Task Force, we have increased Title V funding for the infrastructure and faculty development of HSIs from \$12 million in 1998 to \$86 million this year.

We are working to see that number increase again in the fiscal year 2003 appropriations, currently stalled in the House. What a fine tribute to HSIs it would be if we could move the Labor-HHS-Education appropriations bill through the House and include a hefty increase in HSI funding, and funding for all Hispanic-serving education programs because if we fail to help children succeed in elementary and secondary school, they will never make it an HSI or any other institution of higher education.

As Chair of the Congressional Hispanic Caucus, I am pleased to recognize the role HSIs play in the advancement of the Latino community and urge all my colleagues to show their support for HSIs today and in the coming months and years.

Mr. ORTIZ. Madam Speaker, I rise in support of H. Res. 561 Recognizing the Contributions of Hispanic Serving Institutions. Hispanic Serving Institutions are an important link in our institutions of higher learning.

It is the education provided by our colleges and universities upon which the future of our labor force and our economy depend. Hispanic Serving Institutions are the keyhole through which average students in Hispanic enclaves around the nation can unlock an education to prepare them for a career of professional work.

Here are some of the successful Hispanic Serving institutions in my congressional district: Coastal Bend College, Del Mar College, South Texas Community College, Texas A&M-Corpus Christi, Texas A&M-Kingsville, Texas State Technical College, and the University of Texas at Brownsville and Texas Southmost College. I want to offer my personal thanks to those institutions, and to their presidents and faculty, for the education that so many Hispanics have achieved at these great schools, these pillars of our economy.

Hispanic Serving Institutions are an important tool in developing Hispanic talent in communities, which is an even more important tool in local economic development and prosperity. By focusing on institutions of higher education with a population of at least 25 percent Hispanic students, we have focused federal efforts on schools that can make the most difference in Hispanic communities.

By further targeting schools with a high enrollment of disadvantaged students, and low general expenditures—and where 50 percent of Hispanic students are from low-income families—we are making maximum effort where the need is the greatest for young Hispanics trying to get an education.

Mr. Speaker, Hispanic Heritage Month is an appropriate time for Congress to formally show our appreciation for the significance of Hispanic-serving institutions, and to commend these higher-education institutions for their commitment to academic excellence. Title V of the Higher Education Act strengthened the

academic quality and financial stability of Hispanic-serving institutions and insured their longevity.

I join my colleagues in supporting this resolution, which urges the president to issue a proclamation calling on the American people and interested groups to demonstrate support for Hispanic educational institutions during National Hispanic Heritage Month.

We should be grateful for the people who created and nurtured this program; we are a stronger society for it. I urge the presidents and faculty of these institutions to continue recruiting, retaining and graduating students who might not otherwise pursue higher education.

Mr. SERRANO. Madam Speaker, it with great pride that I rise to recognize the extensive contributions of Hispanic-Serving Institutions. The opportunity to go to college is one that many Americans take for granted because it has become an accepted norm for many families in our society. For too many Hispanic families, however, it is not the norm and for many it is even seen as an unattainable reality. The increase and development of HSIs is significantly changing that, however. At this very moment, nearly half a million Hispanic youth are studying at these 219 exceptional institutions and realizing the dreams of their grandparents. These young people will become critical actors in many parts of our society and will hopefully lead and inspire the next generation of Hispanic-Americans, so that going to college will become a norm, and not a rare privilege in our community. With steadfast support and dedication to the proliferation of HSIs, Hispanic parents attending their son's or daughter's college graduation will become a customary occurrence.

An education revolution is necessary in this country for Hispanic and African-American youth to catch up to their peers. The key to increasing college enrollment for these communities lies in the reformation of elementary and secondary schools, where overcrowded classrooms, under-trained educators, limited resources, and social risk factors make academic success a near impossibility. However, along with working to improve these fundamental aspects of education, we must support and celebrate the accomplishments of HSIs, which allow students of exceptional aptitude the opportunity to succeed, no matter what barriers they may have encountered.

Madam Speaker, when an institution is identified as an HSI, this means that this school is responsible for educating a large number of Hispanic students who come from economically adverse backgrounds. These schools successfully educate these young people and prepare them for fruitful careers in a myriad of professions. This is important work—crucial work—and is worthy of unfailing support and commemoration. HSIs have helped to realize the dreams of generations and empower the entire Hispanic community.

Mr. ISAKSON. Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGGERT). The question is on the motion offered by the gentleman from California (Mr. McKEON) that the House suspend the rules and agree to the resolution, H. Res. 561.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

EXPRESSING GRATITUDE FOR FOREIGN GUEST LABORERS, KNOWN AS BRACEROS, WHO WORKED IN THE UNITED STATES FROM 1942 TO 1964

Mr. BOEHNER. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 522) expressing gratitude for the foreign guest laborers, known as Braceros, who worked in the United States during the period from 1942 to 1964.

The Clerk read as follows:

Whereas because of a labor shortage resulting from the entry of the United States into World War II, the Federal Government issued contracts to Mexican, Canadian, Jamaican, and Puerto Rican citizens willing to cross into the United States to accept temporary employment;

Whereas hundreds of thousands of these men and women, known as Braceros, labored in the Nation's agricultural, transportation, and other industries during the period from 1942 to 1964;

Whereas the first 1,500 Braceros arrived in California from Mexico City, Mexico, on September 29, 1942, to work in the sugar beet fields until December 24 of that year;

Whereas thousands of Braceros labored on the Nation's railroads, maintaining and expanding critical infrastructure for the transportation of food, equipment, and other valuable supplies during and after World War II;

Whereas the heroic work effort of the Braceros has been recognized by many State and local governments around the Nation, but has not been recognized by the Federal Government;

Whereas the Nation and the world owe a debt of gratitude for the contribution the Braceros made to the war effort that defeated fascism in Europe and Asia;

Whereas more than 1,000,000 Braceros and their families or descendants are still United States residents or citizens; and

Whereas September 29, 2002, is the 60th anniversary of the first arrival of Bracero guest workers in the United States: Now, therefore, be it

Resolved, That the House of Representatives—

(1) expresses gratitude for the foreign guest laborers, known as Braceros, who worked in the United States during the period from 1942 to 1964; and

(2) recognizes the Braceros for their contributions to the war effort and for their hard work, which helped to keep the United States strong and prosperous during this challenging period.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Ohio (Mr. BOEHNER) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentleman from Ohio (Mr. BOEHNER).

GENERAL LEAVE

Mr. BOEHNER. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on House Resolution 522.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Ohio?

There was no objection.

Mr. BOEHNER. Madam Speaker, I yield myself such time as I may consume.

I rise today in support of this resolution sponsored by my friend and colleague, the gentleman from California (Mr. OSE), which recognizes and honors the foreign guest laborers who worked here in the United States during a 22-year period from 1942 to 1964.

As a result of severe wartime shortages, the United States entered into an agreement with Mexico for the legal employment of agricultural workers from Mexico. During this time, between 4 and 5 million guest workers known as "braceros," were employed in the United States. They were an important source of labor during this period, helping to alleviate shortages of workers, particularly in the agricultural industry.

Thousands of braceros also labored on our Nation's railroads, maintaining and expanding critical infrastructure that provided transportation for food and supplies during and after World War II.

This past Sunday marked the 60th anniversary of the arrival of the first of these guest workers in the United States. They constituted an important part of our country's workforce during World War II, when labor became a valuable commodity, especially on farms. Today, many of these workers and their families or descendants are residents of the United States.

Madam Speaker, I urge my colleagues today to join me in supporting this resolution expressing gratitude for the braceros and acknowledging their hard work and important contribution to our economy during a most challenging period in our Nation's history.

Madam Speaker, I reserve the balance of my time.

Mr. HINOJOSA. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I want to thank my good friend, the gentleman from Ohio (Mr. BOEHNER), the chairman of the committee, as well as my good friends, the gentleman from California (Mr. OSE) and the gentleman from Illinois (Mr. GUTIERREZ), for their work in bringing H.R. 522 to the floor today.

During World War II, America experienced an enormous labor shortage. The U.S. asked the Mexican Government to send guest workers to help relieve the shortage, particularly in the agricultural regions of California and Texas, as well as Florida. Between 1942 and the 1960s, approximately 5 million guest workers called braceros came and worked in America's fields and on our railroads. They helped us grow the food we needed to feed American soldiers. By maintaining the railroads, they kept our guns and tanks and military equipment moving to our ports for shipment to soldiers overseas.

When we asked them to come, they came and did the back-breaking manual labor necessary to get the job done. The braceros asked for very little in re-

turn. They only wanted a fair wage for their work. As government contract workers, they were required to have 10 percent of their wages withheld. This money was to be placed in savings accounts and paid to the workers upon their return to Mexico.

Unfortunately, many braceros fell prey to abusive employers and the negligence of the U.S. Government and the Mexican Government. This money, estimated between 60 and \$70 million, was never repaid; and there is no clear accounting of where it went. A class action suit has been filed on their behalf to finally bring them redress, relief from distress.

Despite the way they were treated, these braceros valued their contributions to the United States. Many have kept their identification cards as a proud remembrance of their service to this country. Many ultimately settled here and have raised families.

More than 1 million braceros and their descendants are now permanent residents, or they have applied for and received American citizenship. Sunday, September 29, 2002 was the 60th anniversary of the day the first braceros arrived in this country. It is fitting that today we take this time to finally say "thank you" to these workers who came and helped us in our time of need.

Madam Speaker, I urge my colleagues to support this resolution.

Madam Speaker, I reserve the balance of my time.

Mr. BOEHNER. Madam Speaker, I yield such time as he may consume to the gentleman from California (Mr. OSE), the sponsor of this resolution.

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

Mr. OSE. Madam Speaker, I rise today to honor a group of individuals known as the braceros for their incredible contributions to our great Nation.

As a result of the bombing of Pearl Harbor on December 7, 1941, the United States formally entered the Second World War. This was a fight for freedom, both foreign and domestic, to protect our allies and our own Nation, and to end a war we neither started nor wanted. This part of the history lesson is taught in virtually every school in our Nation. It is well known by our students, far and wide. However, one particular group is often left out of the history books.

World War II forced our Nation to shift our economy. Throughout the war, upwards of 13 million men and women served in our Nation, roughly one-tenth of the total population. While our service people were fighting across the oceans, millions more were working constant shifts in the factories to support the effort. This resulted in a severe labor shortage in concentrated areas, such as agriculture.

In an effort to minimize this loss of labor, the United States and our good friend to the south, Mexico, entered into a bilateral agreement in August of