

entities, to establish Native American language "nests" for students under the age of 7 and their families. It will also authorize grants for these entities to operate, expand, and increase the number of Native American language survival schools throughout the country for Native American children and Native American language-speaking children. Finally, the bill will authorize the establishment of three demonstration projects that will provide assistance to Native American language survival schools and Native American language nests.

Today's measure is a companion to S. 575, which was introduced by the senior member of Hawaii's delegation, Senator DANIEL INOUE, and is cosponsored by Senators DANIEL AKAKA, BEN NIGHTHORSE CAMPBELL, and TOM DASCHLE. A hearing was held by the Senate Indian Affairs Committee on May 15, 2003, at which there was broad-based support from native language speakers, educators, and supporters from across the country, including Hawaii, Alaska, California, New Mexico, Montana, Oklahoma, Minnesota, and Virginia.

This proposal forwards current federal self-determination policies toward native peoples, which support the promotion of economic and social self-sufficiency, as well as the preservation and revitalization of native culture, languages, art, history, religion, and values. Since language is a significant factor in the perpetuation of native cultures, the federal government enacted the Native American Languages Act of 1990 urging federal support for Native American languages, and the Native American Languages Act Amendments of 1992 establishing a grant program at the Administration for Native Americans to fund the preservation of Native American languages. My bill continues this commitment by our federal government to ensure the survival of these unique cultures and languages.

In my home state, I am proud that the people of Hawaii and the State of Hawaii have strongly supported the revitalization of Hawaiian culture, art, and language. In 1978, for example, the State of Hawaii wrote into its constitution a specific declaration that Hawaiian is one of our two official languages, along with English.

There is also support for Hawaiian language programs in both our public and private schools. At the forefront of these efforts have been supporters of Aha Punana Leo, a Hawaiian language immersion program which has endeavored to include both students and parents in an exciting and innovative way to revitalize Hawaiian language and culture. Ms. Namaka Rawlins, Director of Aha Punana Leo, and her husband, Dr. William (Pila) Wilson, have been pivotal in these efforts. The lessons of family and community involvement in the preservation of the Hawaiian language that they and other have proven are and can be used by other native communities and cultures across the country.

While the Aha Punana Leo program initially started with pre-school students, Hawaiian language survival schools were also established to allow for students to graduate from high school. Over 2,000 students are currently enrolled in Hawaiian language nests and survival schools. A Hawaiian language center—Hale Kuamoo—was eventually established at the University of Hawaii at Hilo with the collaboration of Aha Punana Leo as well as a Native College—Ka Haka Ula O Keelikolani College. Both programs have been crucial in providing

training to teachers in Hawaiian language, college courses in Hawaiian, and graduate education in Hawaiian language and culture.

The revitalization of the Hawaiian language in my state has been instrumental in the preservation of Hawaiian culture, which is important to all of us who call Hawaii home. Today's legislation will take this lesson nationwide in continuing the commitment made by the federal government in 1990 and the progress that has been made since that time to preserve Native American languages, including the Hawaiian language.

TRIBUTE TO COACH LOU GIANI

HON. STEVE ISRAEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 5, 2003

Mr. ISRAEL. Mr. Speaker, I rise today to commend Coach Lou Giani of Huntington High School on his induction into the U.S. National Wrestling Hall of Fame.

Coach Giani is among the most successful wrestling coaches in New York State history, having compiled 388 victories in 34 seasons. This past season Coach Giani and his Huntington High School team won the New York State team title—a remarkable eighth title for Coach Giani. In addition to the team accolades, Huntington High School also had three individual wrestlers win State Championships, increasing the career total of Coach Giani to a record 22 individual state champions. In recognition of these accomplishments, the National Wrestling Coaches Association bestowed on him the honor of "Coach of the Year".

In addition to his service to Huntington High School and New York State, Coach Giani has served as an international ambassador for wrestling. Having organized cultural exchange programs in both the Soviet Union and Poland, he has provided disadvantaged youth with the opportunity to learn wrestling from one of the sport's best coaches.

Beyond his service as a coach and international teacher, Mr. Giani had an equally impressive career as a wrestler. Having not begun to wrestle until his junior year of high school, Mr. Giani went on to win ten New York Athletic Club titles, a gold medal at the 1959 Pan American Games and was given the honor of representing the United States on the 1960 Olympic Freestyle team.

I commend Coach Lou Giani for his dedication to the sport as well as his service to the students of Huntington High School and I congratulate him on his induction into the U.S. National Wrestling Hall of Fame.

HEALTH DISPARITIES AMONG MINORITIES

SPEECH OF

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 4, 2003

Mr. CUMMINGS. Mr. Speaker, I rise this evening to discuss the state of Health Care in America. Mr. Speaker, we have a health care crisis in America and in particular, we have a

crisis in the African-American community with regard to disparities in treatment and access to care.

Mr. Speaker, the Congressional Black Caucus has made Universal Health Care the centerpiece of our agenda. The Congressional Black Caucus believes that everyone in America should have some basic level of health care coverage.

Mr. Speaker, today, as in the past, being Black in America is a medically dangerous condition. Being Black and poor can be deadly. That is a national tragedy that the Congressional Black Caucus is determined to end.

In 1998, President Clinton committed this Nation to eliminating racially based health disparities by the year 2010. As a result of this initiative, in the report entitled "Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care" issued March 2002, the IOM research team concludes that: Americans of color tend to receive lower-quality health care than do Caucasians and that African-Americans receive inferior medical care—compared to the majority population—even when the patients' incomes and insurance plans are the same. These disparities contribute to higher death rates from heart disease, cancer, diabetes, HIV/AIDS and other life-endangering conditions.

The Report found that African-American Medicare patients were almost 4 times less likely than their Caucasian counterparts to receive needed coronary bypass surgery.

Black seniors were nearly 2 times less likely to receive treatment for prostate cancer.

Older Black Americans were 3.6 times more likely to have lower limbs amputated as a result of diabetes.

Mr. Speaker, access to health care is becoming a critical issue for Black and Hispanic-Americans.

Overall, more than 40 percent of nonelderly African-Americans (12.5 million) and more than 50 percent of nonelderly Hispanic-Americans (18.5 million) had no health insurance in 2001–2002.

Minority children face obstacles in getting the health care they need. In 2001, there were 9.2 million uninsured children, the majority of them were minorities: 36 percent were Hispanic and 18 percent were Black.

Four-and-a-half million Black children now receive their health coverage through Medicaid or SCHIP (the Federal health program for children), and 4.7 million Hispanic children get healthcare through Medicaid or SCHIP.

That is why Medicaid, which provides health care coverage to low-income Americans, is critical to minorities.

The most recent data show that 9.8 million Blacks and 6.4 million Hispanics need Medicaid to get access to health care.

Mr. Speaker, despite these disparities the Bush budget continues to shortchange healthcare. To pay for the tax cuts for the wealthiest 5 percent, the Republican leadership under-funds numerous health programs including the Ryan White program, eliminates the Community Access Program, cuts the Veterans Health programs and the SCHIP program.

Despite these disparities the Republicans cut funding for Medicaid coverage for children, low-income seniors, people in nursing homes, and the disabled. And the Bush administration wants to block grant Medicaid—cut the funding by \$3.2 billion over 10 years and give the

money to the States to let the States spend it on other competing priorities.

This will basically dismantle Medicaid's guarantee of access to healthcare for low-income individuals.

Mr. Speaker, this sort of policymaking does not make sense in the "land of plenty." I can only quote my good friend Jocelyn Elders who stated, "We, in our society believe that every criminal has a right to a lawyer. But yet we are one of only two countries, the United States and South Africa, who does not believe that every sick person should have a right to a doctor."

Mr. Speaker, every American is entitled to access to quality healthcare. That's why I co-sponsored Congressman JOHN CONYERS' bill to provide health insurance to every resident of the United States.

Our bill, the United States National Health Insurance Act, H.R. 676, would provide all individuals residing within the United States with insurance covering primary care, and preventative health services, prescription drug coverage, emergency care, and mental health services.

In essence, it would expand Medicare to cover all Americans.

Mr. Speaker, I realize that this is going to be a long hard fight. But I am convinced that the time for a "single-payer" system has come.

If we can spend hundreds of billions of dollars in an effort to protect the American people from foreign attack, we can raise and spend the money that it will take to protect the American people from dying before their time from accident or disease on our soil. If we can give universal health coverage to those on foreign soil, we can also do it for our own citizens.

It's time to make health care a civil right for all Americans, my friends. That is the hard lesson that Americans of color learned from our experience with this Nation's health care system.

And that is the same hard lesson that many, many other Americans are learning today. We speak truth to power, when we declare that discrimination and racial disparities continue to plague our system of health care.

Increasing the number of qualified minority physicians and other health care professionals—and assuring that they are adequately compensated for their work—are core prerequisites to transforming that equation.

That is the truth—but it is not the whole truth. It also is true that: Most poor children in America are not Black; Most sick children in America are not Black; And most Americans who cannot afford health insurance are not Black.

Mr. Speaker, these American children are our children, whatever may be the color of their skin. We must never allow the virus of racial division to infect our vision of what it means to be human beings.

Lastly Mr. Speaker, I implore my Republican colleagues to correct the injustice in the recently passed tax bill that denies millions of poor families, those making between \$10,000 and \$26,000 the Child Tax credit of \$400 they so desperately need.

We should not shift the tax burdens from the wealthy to the working poor. These families need our help—we should give it to them. Restore fairness to the tax bill—tax cuts to the wealthy should not out millions of families.

Lastly, I thank my friend DANNY DAVIS for leading this floor effort.

THE CHILD TAX CREDIT: SUPPORTING FAMILIES IN NEED

HON. ADAM B. SCHIFF

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 5, 2003

Mr. SCHIFF. Mr. Speaker, I rise today to voice my support of legislation to expand the child tax credit to working families left out of the tax bill that the President recently signed.

Last week, the President signed a \$350 billion tax cut plan, a package of large tax cuts that are weighted heavily toward America's wealthiest families, and that will do little to spur economic growth or reduce the Nation's jobless rates. These additional cuts are likely to further burden the economy's future with growing budget deficits and debt—spending the Social Security Trust Fund surplus and threatening essential programs such as Medicare.

The most disturbing aspect of this legislative effort was the Majority's last-minute exclusion of a provision that would help nearly 12 million children and their families to get the child tax credit. In their persistent efforts to cut taxes for the wealthiest Americans, the Majority stripped this important provision from the final bill in order to make room for a dividend tax cut and other measures benefiting only those wealthiest taxpayers.

For some time now, the Administration has maintained that all Americans deserve a tax break. However, this new law did not honor that promise, and the President should not have signed legislation that denies a promised child tax credit to the millions of families that need it the most and are the most likely to spend it.

These families with children, earning between \$10,500 and \$26,625, are already working hard to make ends meet. Our immediate priority in Congress should now be to pass legislation that will correct this last-minute injustice and provide these moderate-income families with the relief they deserve. Therefore, I support the legislation introduced by House Democratic leaders to accomplish this goal and benefit almost 3 million children in my home State of California. I urge my colleagues on the other side of the aisle to join us in helping those Americans in most need.

TRIBUTE TO GENERAL ERIC SHINSEKI

HON. JERRY LEWIS

OF CALIFORNIA

HON. JOHN P. MURTHA

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 5, 2003

Mr. LEWIS of California. Mr. Speaker, Mr. MURTHA and I rise today to pay tribute to General Eric Shinseki, an outstanding soldier and American who is retiring as the 34th Chief of Staff of the Army after more than 38 years of distinguished service to his country. He is an exceptional leader with a clear sense of purpose, conviction, and conscience of service to his nation.

General Shinseki has served as Chief of Staff in one of the most dynamic and chal-

lenging periods in the storied 228-year history of the United States Army. Under his leadership, the Army began a "transformation" from a force focused on a defined threat that won the Cold War to a more flexible force that is capable of meeting the new and varied threats of the 21st century. At the same time General Shinseki was managing this historic level of change, he ensured the Army maintained the highest levels of combat readiness that were demonstrated so successfully during operations in Afghanistan and Iraq.

General Shinseki received his commission from the United States Military Academy in 1965. He served two combat tours in the Republic of Vietnam with the 9th and 25th Infantry Divisions, first as an artillery forward observer and later as Commander of Troop A, 3rd Squadron, 5th Cavalry. During both he was seriously wounded.

Since Vietnam, General Shinseki has served in a variety of command and staff assignments in the Continental United States and overseas. He served in Hawaii at Schofield Barracks with Headquarters, United States Army Hawaii, and at Ft. Shafter with Headquarters, United States Army Pacific. He also taught at the United States Military Academy's Department of English. During duty with the 3rd Armored Cavalry Regiment at Ft. Bliss, Texas, he served as Regimental Adjutant and Executive Officer with the 1st Squadron.

Ric spent over ten years in Europe, which included assignments as Commander, 3rd Squadron, 7th Cavalry; Commander, 2nd Brigade; Assistant Chief of Staff G3; and Assistant Division Commander, all with the 3rd Infantry Division (Mechanized).

From 1994 to July 1995, he commanded the 1st Cavalry Division at Ft. Hood, Texas and in July 1996, he was promoted to Lieutenant General and became the Deputy Chief of Staff for Operations and Plans at the Department of the Army.

He was selected for the rank of General in June 1997 and assumed duties as Commanding General, United States Army Europe and Commander, NATO Stabilization Force in Bosnia-Herzegovina. In November 1998 he assumed duties as Vice Chief of Staff of the Army.

In addition to receiving a Bachelor of Science Degree from the United States Military Academy, he also holds a Master of Arts Degree in English Literature from Duke University. General Shinseki's military education includes the Armor Officer Advanced Course, the United States Army Command and General Staff College, and the National War College.

His awards include the Defense Distinguished Service Medal, the Distinguished Service Medal, the Legion of Merit (with Oak Leaf Clusters), the Bronze Star Medal with "V" device (with 2 Oak Leaf Clusters), as well the Purple Heart (with Oak Leaf Cluster). He has also been awarded the Parachutist Badge, the Ranger Tab, the Office of the Secretary of Defense Identification Badge, Joint Chief of Staff Identification Badge, and Army Staff Identification Badge.

History will look very favorably on the accomplishments of General Shinseki. It is easy to talk about concepts such as "transformation", but it takes a visionary leader to implement them. There are countless decisions that he has had to make that might very