

I express my appreciation, and that of all my colleagues, to Board President Dave Strader, Executive Director Don Babb, and Facility Administrator Jeff Miller for their leadership in bringing this national recognition to Bolivar Missouri and the Seventh Congressional District.

1999 EXCELLENCE IN BUSINESS
AWARDS

HON. GEORGE RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 14, 1999

Mr. RADANOVICH. Mr. Speaker, I rise today to congratulate the recipients of the fourth annual Excellence in Business Award for their high ethical standards, corporate success and growth, employee and customer service, and concern for the environment.

Award winners include many types of businesses from the Valley: agriculture; charities; finance; banking and insurance; health care; manufacturing; professional services; real estate and construction; nonprofit organizations; small businesses; retail and wholesale.

The 1999 Excellence in Business Award winners are: Joseph Gallo Farms-Agriculture, Big Brothers/Big Sisters of Fresno, Kings and Madera Counties Inc.-Charitable, Valley Small Business Development Corp.-Financial/Banking/Insurance, The Fresno Surgery Center-Healthcare, National Diversified Sales-Manufacturing, San Joaquin River Parkway and Conservation Trust-Nonprofit, Anthony C. Pings and Associates-Professional Services, Colliers Tingey Internatinal-Real Estate/Construction, Me-n-Ed's Pizzerias-Retail/Wholesale, McCombs and Associates-Small Business, and Samuel T. Reeves-Hall of Fame.

Mr. Speaker, I want to congratulate each of the 1999 Excellence in Business Award winners for their leadership and contributions to the community. I urge my colleagues to join me in wishing all of the recipients many more years of continued success.

TRIBUTE TO THE JOHNSON
FAMILY ON THEIR 25TH REUNION

HON. DONALD M. PAYNE

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 14, 1999

Mr. PAYNE. Mr. Speaker, I rise to bring to the attention of my colleagues here in the United States House of Representatives a family rich in both history and tradition. I speak of the Johnson Family, who will gather on July 30th–August 1, 1999 to celebrate their 25th Annual Johnson Family Reunion.

The Johnson Family are descendants of the distinguished George Johnson of Lincoln, Georgia. The theme for this year's reunion of the Johnson Family is "A Strong Foundation . . . Bridge To The New Millennium."

At a time when we constantly hear that family values are a thing of the past, the Johnson Family stands out as a shining example of the strong, enduring bonds of family. As we enter

this new millennium, we indeed draw inspiration from the Johnson family and their commitment to each other and to the betterment of society.

Mr. Speaker, I call upon all of my colleagues to join me in congratulating the Johnson Family as generations young and old gather for this special occasion. May their 25th family reunion be a successful event full of happy memories which they will carry to the new millennium.

INTRODUCTION OF THE EDU-
CATING AMERICA'S GIRLS ACT
OF 1999, H.R. 2505

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 14, 1999

Mr. KILDEE. Mr. Speaker, I am pleased to introduce The Educating America's Girls Act of 1999, or the Girls Act, along with Representatives NANCY JOHNSON, WILLIAM CLAY, CONNIE MORELLA, LYNN WOOLSEY, and many of my other colleagues today.

In 1994, I worked very closely with the American Association of University Women (AAUW) and the National Coalition for Women and Girls in Education (NCWGE) to ensure that the Elementary and Secondary Education Act (ESEA) responded to gender-related differences in educational needs in order for each student to reach his or her full educational potential. Due to the changes adopted in the 1994 ESEA reauthorization, gender equity is a major theme throughout the current ESEA including: requiring professional development activities to meet the needs of diverse students, including girls; encouraging professional development and recruitment activities to increase the numbers of women math and science teachers; having sexual harassment and abuse as a focus of the Safe and Drug-Free Schools Act; and reauthorizing the Women's Educational Equity Act (WEEA), which funds research and programs to achieve educational equity for women.

The Girls Act responds to findings in the 1998 AAUW Educational Foundation Report, Gender Gaps: Where Schools Still Fail Our Children, which identified a number of areas where the educational needs of girls are still unmet. The Girls Act seeks to prepare girls for the future by: employing technology to compensate for different learning styles and exposing technology to disadvantaged groups, including girls; reducing the incidence of sexual harassment and abuse in schools; gathering data on the participation of girls in high school athletics programs; keeping pregnant and parenting teens in school; and reauthorizing the Women's Educational Equity Act (WEEA).

Education technology, which is being increasingly integrated into the curriculum of schools, is a new arena in which we must ensure that girls are not at a disadvantage. While the gaps in math and science achievement have narrowed for girls in the past six years, a major new gender gap in technology has emerged. While boys program and problem-solve with computers, girls use them for

word processing—the 1990s version of typing. Little attention has been given to how the computer technology gender gap may impact girls' and boys' educational development. We need to dismantle the virtual ceiling now, before it becomes a real-life barrier to girls' futures.

Gender Gaps found that girls, when compared to boys, are at a significant disadvantage as technology is increasingly incorporated into the classroom. Girls tend to come to the classroom with less exposure to computers and other technology, and girls believe that they are less adept at using technology than boys. Girls tend to have a more "circumscribed, limited, and cautious" interaction with technology than boys. Schools can assist girls in developing a confident relationship with technology by intergrating digital tools into the curriculum so girls can pursue their own interests.

Gender Gaps warned that gender differences in the uses of technology must be explored and equity issues addressed now, before bigger gaps develop as computers become an integral part of teaching and learning in the K–12 curriculum. This is especially true considering that by the year 2000, 65 percent of all jobs will require technology skills. Current law lacks assurances that federal education programs will compensate for girls' different learning styles and different exposures to technology. I believe that federal education technology programs should be designed to better prepare girls for their future careers. The Girls Act requires states and local school districts to incorporate technology requirements in teacher training content and performance standards, to provide training for teachers in the use of education technology, and to take into special consideration the different learning styles and different exposures to technology for girls.

Sexual harassment and abuse is a serious issue for the education of women and girls and should be a focus in the broader context of safety in our schools. The vast majority of secondary school students experience some form of sexual harassment during their school lives, with girls disproportionately affected. Sexual harassment is widespread and affects female students at all levels of education, including those in elementary and secondary schools. The AAUW Educational Foundation's 1993 survey of 8th through 11th grade students on sexual harassment in schools, Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools, shows that the vast majority of secondary school students experienced some form of sexual harassment and that girls are disproportionately affected. While data on the incidence of sexual harassment is scant, Hostile Hallways found: 85 percent of girls experienced some form of sexual harassment; 65 percent of girls who have been harassed were harassed in the classroom and 73 percent of girls who have been harassed were harassed in the hallway of their school; a student's first experience of sexual harassment is most likely to occur in 6th to 9th grade; most girls were harassed by a male acting alone or a group of males; and 81 percent of girls who have been harassed do not report it to adults.