

Winchester police officer to have been shot and killed in the line of duty.

Ricky was 32 years old. He and his wife Kelly had just completed the construction of a new home. They were expecting their first child, a boy, who is due on Christmas Day.

He joined the Winchester Police Department almost 8 years ago. Just over a year ago, he was promoted to sergeant in charge of a brand-new department, the Special Enforcement Team.

I want to extend my deepest condolences to Sergeant Timbrook's family as we pay tribute to him and to law enforcement officers and their families everywhere who routinely go into harm's way to protect us.

My father was a police officer on the streets of Philadelphia and I know the worry a police officer's family can feel when a husband, father, brother, or son goes out the door each day to begin their tour of duty.

According to the National Law Enforcement Officers Memorial Fund, more than 14,000 officers have died while performing their duties. On average, one law enforcement officer is killed somewhere in America every other day, and an average of 160 officers die in the line of duty every year.

Mr. Speaker, I include for the RECORD an obituary about Sergeant Timbrook and an editorial which appeared in the Winchester Star November 2, 1999, as follows:

[From The Winchester Star, Nov. 2, 1999]
IN THE LINE OF DUTY—IN POLICEMAN'S DEATH,
ALL ARE DIMINISHED

It says something about the quality of life here in the northern Valley that, before the horrific events of last Friday night, it had been more than 60 years since a local law enforcement officer had fallen in the line of duty. However, it also says something about today's society that even here, in our largely peaceful corner of the world, violence can erupt and snatch from us the life of a fine young officer.

The slaying of Sgt. Ricky Lee Timbrook should prompt us to pause and reflect not merely on the utter fragility of our worldly existence, but on the tenuous line on which our social contract rests. The primary reason people, down through the ages, have formed communities is for reasons of mutual comfort and security. This contract, of course, entails a provision for public protection—i.e. the police. The presence of the men and women ensured with that protection—the fabled “thin blue line”—quietly assures us that the social contract is being enforced.

Thus, when one of these officers—one of these men and women who take an oath “to serve and protect” us—falls in the performance of this essential duty, we as a community feel it. First and foremost, of course, we feel for the man himself, because we know he died so that we might live free from the worries daily addressed by our men and women in blue. And, to be sure, we feel for his loved ones—particularly a baby, yet unborn, who will never know its father—and for his fellow officers, to whom the awful knowledge is hammered home anew that they live on the proverbial edge, that violence awaits their kind with every routine call, that death walks closer to them than to the rest of us.

However, our tranquility, too, is shattered, in the knowledge that one of the exemplary people we pay to step forward and protect us has been taken from our midst. We grieve because Ricky Timbrook no longer rides in his patrol car through our streets, and no longer walks the streets of this town.

By all accounts, Sgt. Timbrook was a fine policeman, but an even better man, one to whom we confidently entrusted our security. We at The Star knew him not only in his role as a crimefighter, but also as the schools' DARE officer, the crew-cut policeman who one day, two years ago, posed happily for a photo with the winner of DARE program's annual essay contest. Others, of course, knew him better—as husband, son, brother, friend, and comrade.

And so, in his untimely death, we are all diminished—and immeasurably saddened.

SERGEANT RICKY L. TIMBROOK

Ricky Lee Timbrook, age 32, of 2876 Sheffield Court, Winchester, Virginia died Saturday, October 30, 1999 in the Winchester Medical Center.

Mr. Timbrook was born October 5, 1967 in Winchester, Virginia, the son of Richard Timbrook and Kitty Stotler Timbrook of Bloomery, West Virginia. He was a sergeant with the Winchester Police Department where he had been employed for eight years. He attended the Grace Evangelical Lutheran Church of Winchester and was a member of the Winchester Fraternal Order of Police Lodge. He was a graduate of Fairmont State College where he received a Bachelor of Business degree in Criminal Justice.

Mr. Timbrook married Kelly L. Wisecarver on July 27, 1997 in Winchester, Virginia.

Surviving with his wife and parents, is a sister, Kimberly Hundson of Capon Bridge, West Virginia.

A funeral service will be conducted at 11:00 a.m. on Thursday, November 4, 1999 at Sacred Heart of Jesus Catholic Church in Winchester with the Pastor James H. Utt, Pastor Jeffrey D. May officiating. Interment will be in Mount Hebron Cemetery.

Pallbearers will be Kevin Bowers, Matthew Sirbaugh, Robert Ficik, Frank Pearson, Julian Berger and Alex Beeman.

The family will receive friends at Omph Funeral Home on Wednesday evening from 7:00 p.m. until 9:00 p.m.

Memorial contributions may be made to the Ricky L. Timbrook Children's Outreach Fund, c/o Chief Gary W. Reynolds, 126 N. Cameron Street, Winchester, Virginia 22601.

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. GIBBONS). Under the Speaker's announced policy of January 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

CALLING FOR IMPROVEMENT IN MATH AND SCIENCE EDUCATION IN AMERICA

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

Mr. EHLERS. Mr. Speaker, I rise this evening to discuss the issue of education and mathematics and science in our Nation. I have deep concerns about

the current status of math and science education in this Nation.

First of all, I believe currently it is inadequate. I say this for several reasons. Mr. Speaker, as I was stating, the Third International Mathematics and Science Study, which was conducted a few years ago, indicated that we were near the bottom of those nations and developed countries teaching mathematics and science in their high schools, near the bottom.

Some say, well, it is not so bad, we were not that far below the others. I say it is terrible. With the resources that this country has and with the high quality of students this Nation has, it is inexcusable for us to be near the bottom, or at the bottom. We should be not only at the top, but far and away the best Nation in this world in terms of our educational effort.

Mr. Speaker, the second reason I say we are not doing well in mathematics and science education is simply by looking at the tests administered by the States. When we look at these tests and look at the test scores, we find that in reading a typical average for a State might be in the seventies, and for some of the other subjects in that area, and for science we are down in the 30 percent, even for some of the better States, and as low as 10 percent in some of the others. These are not passing grades and they never have been in our school system. We must improve.

A third indication that we are not doing the job well is that we do not have enough engineers and scientists to do the job in this country. How do I know? Because we issue H(1)(b) visas every year to allow scientists and engineers from other countries to emigrate into this country to help us out. Annually, it is in the neighborhood of 100,000 each, and usually that quota is used up well before the end of the year. We are importing scientists and engineers, asking them to emigrate to this country for this purpose. Clearly, we are not producing enough of our own.

The final indication that we are not doing the job with math and science education in our K through 12 system is that when we visit our grad schools, graduate education in mathematics, science, and engineering, we find that, in general, over half of the students are from other countries. Our students are not able to compete for grad school entrance with students of other nations.

I think we have to improve our math and science education. Why? For the reasons I gave above, but also because, first of all, we have to make sure we have enough scientists and engineers in this country so that we can keep our economic growth strong and meet the needs of our citizens.

There are other reasons as well. It is not just producing good scientists and engineers, but a second main reason is what I call workplace readiness. We have reached the point in our society

and in many developed nations that you literally cannot find a good job unless you have a good grounding in math and science.

It is going to get worse. I have made predictions on this floor that in 20 years, it will be impossible to find a good job without a good foundation in math and science. I have to revise that, because last week I attended a talk at the Capitol here by John Chambers, CEO of CISCO Systems, an Internet company. It is clear to me that I have to revise my estimate downward and say in 10 years people will not be able to get a really good job without a good grounding in mathematics, science, engineer, and technology. So workplace readiness is another good reason.

The third reason is to simply produce better consumers and citizens of this Nation, people who understand math and science, so they can evaluate claims in the marketplace about health products or health supplements, or that they can vote better about projects that involve science and the environment, and that they can elect leaders who have shown that they understand these issues and will vote intelligently on issues involving math, science, technology, engineering, the environment, and so forth.

How are we going to improve math and science education? I think three major points: better teachers, or better trained teachers, I should say; better curricula; and improved methods of teaching science.

I will take just a minute to discuss each of those. I will address those later in more detail in another talk. We have to make sure we recruit good teachers, because we are not recruiting enough today, we have to make sure they are trained properly, and we have to keep them. We have to make sure they do not get discouraged. We have to help them get the job done in the classroom.

We have to improve our science curricula. Right now it is a hodgepodge. Recently the American Association for the Advancement of Science studied middle school curricula. Every middle school science curriculum in the United States was judged to be inadequate, every single one. The only one that was regarded as acceptable, and mildly acceptable, was one put out by Michigan State University, and that is only a partial curriculum.

The final point is methodology. We have to improve our way, our methods of teaching science. As I said, I will address these issues in a later talk.

TRIBUTE TO FIVE U.S. SOLDIERS WHO DIED IN THE PLANE CRASH OF JULY 23, 1999, IN COLOMBIA

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

Mr. REYES. Mr. Speaker, on July 23 a U.S. Army reconnaissance plane on a

counterdrug mission crashed in the jungles of Colombia. It killed all on board. There were five U.S. Army soldiers and two Colombian air crewmen on this aircraft.

During this week, when we honor our Nation's veterans, I wanted to pay tribute to the five U.S. soldiers who died in that crash. These five individuals were husbands, a wife, parents, and children. They have paid the ultimate sacrifice for this Nation, and we must not forget what their families have sacrificed, as well.

The five soldiers whom we honor tonight were part of a special military intelligence battalion, the 204th, which recently moved from Panama and Florida to Fort Bliss, which is located in my district. They were flying a reconnaissance mission over Colombia in a specially-equipped aircraft.

The first soldier was Captain Jennifer Odom. The pilot of the ARL, the aircraft which crashed in Colombia was Captain Jennifer Odom. She was born in Frederick, Maryland, in 1970, and graduated from West Point in 1992. After graduating from flight school, Captain Odom spent 2 years in Stuttgart, Germany, flying senior ranking government officials and general officers throughout Europe.

After completing her military intelligence training, she joined the 204th MI battalion as an executive officer of D company. She was scheduled to take command of D Company in August. Captain Odom was an experienced pilot, having flown well over 2,000 hours in military aircraft, including 300 hours as a pilot in command of this particular aircraft.

She leaves her husband, Charles Odom, and her two children, Charles, age 15, and Daniel, age 11.

The other officer on the aircraft was Captain Jose Anthony Santiago. Captain Santiago was born in New York City in 1962. He enlisted in the Army in 1984, and after 7 years, was commissioned as an air defense artillery officer. He later moved into military intelligence and excelled in every aspect of the job. In light of his accomplishment, the battalion commander selected Captain Santiago to command the Headquarters and Service Company of the 204th.

During the past year, his company has done an excellent job in supporting six deployments in South America. Captain Santiago was also a senior army parachutist and a jump master. He is survived by his wife Cynthia and his two children, Christiana and Laura.

Along with Captain Odom, Chief Warrant Officer 2 Thomas G. Moore was the second pilot in the aircraft. CW2 Moore was born in Englewood, California, in 1967. He joined the Army in 1988 after attending the U.S. Army Air Force Academy.

After serving as a Bradley fighting vehicle commander during Desert

Storm, CW2 Moore was selected for the warrant officer training program and attended army flight school. He served with the 204th MI battalion since 1996. CW2 Thomas Moore was married to Rebecca, and survived by two children, Matthew and Emily.

The fourth soldier whom we honor tonight is specialist Timothy Bruce Cluff. Specialist Cluff was born in Mesa, Arizona. During high school he achieved the high range of Eagle Scout in the Boy Scouts of America.

In 1997, he enlisted in the Army, and it was apparent almost immediately that he would be an outstanding soldier. Specialist Cluff proved to be a highly skilled analyst and was selected as a mission supervisor based on his exemplary performance. This outstanding soldier is survived by his wife, Meggin, and his two young children, Maciah and Ryker. Meggin is also today expecting her third child.

The last soldier was specialist Ray E. Krueger II. Specialist Krueger was born in Leavenworth, Kansas, and graduated from The Colony High School. Krueger was an outstanding soldier in many ways. For example, this young man not only excelled as a crew member in the aircraft, but he also scored the highest possible level on the Army's physical fitness test, and qualified as an expert with the M-16 rifle.

Specialist Krueger leaves his wife, Briana Krueger, who was also assigned to the 204th MI battalion, and who recently has left the Army to return to civilian life.

Tonight I want the husbands, wives, children, and parents of these brave soldiers to know that we in Congress are thinking of them, and we want to thank them for the sacrifices which they have made for this country. God bless each and every one of them: Captain Odom, Captain Santiago, Chief Warrant Officer Moore, Specialist Cluff, and Specialist Krueger.

This country owes them all the gratitude, especially during this week when we celebrate and pay tribute to our veterans.

U.S. TRADE POLICIES WITH RESPECT TO AGRICULTURE HARM U.S. FARMERS AND RANCHERS

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

Mr. SIMPSON. Mr. Speaker, the U.S. economy is strong, with unemployment low, interest rates low, inflation low, the Dow and the NASDAQ outperforming our wildest expectations.

In spite of this strong economy, there is one sector of our economy which is in a depressed state and has been in a depressed state for the last 3 years. That is agriculture. For a variety of reasons, agriculture is suffering. Whether it is the Asian financial crisis,