

First, former Clerk of the House, Donald K. Anderson, whose initiative and vision were instrumental in the House instituting an employee assistance service. Second, thanks goes out to the initial Members of Congress who were critical to winning the endorsement of the elected Members—former Speaker Tom Foley, former Minority Leader Bob Michel, former Members Bill Emerson, Rod Chandler, Ben Jones, Mary Rose Oakar, and current Senator Pat Roberts.

The combined work of these professionals has yielded an exemplary level of support for House employees through a program that is now recognized as among the best in its field. Congratulations to the Office of Employee Assistance team, and keep up the outstanding work!

CONFERENCE REPORT ON H.R. 1,
NO CHILD LEFT BEHIND ACT OF
2001

SPEECH OF
HON. THOMAS E. PETRI

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 13, 2001

Mr. PETRI. Mr. Speaker, I rise in support of the H.R. 1 Conference Report, which is the result of months of relentless effort on the part of Members and particularly staff in both chambers in both parties. It is also a great achievement for President Bush, who made education the top priority of his domestic agenda from his first day in office. This conference report largely reflects his priorities and his active support and involvement in this process have been crucial in bringing us to this point.

In the context of a bipartisan, bicameral compromise final product, there are many features of this bill that represent significant departures from the old, failed Federal education policy. In this bill, we have given states and school districts an unprecedented level of flexibility to use Federal funds as they see fit. We have included, as one of the many new options for children trapped in failing schools, an opportunity to use Title I money to purchase supplemental services such as tutoring, which is a reform that many in this House have advocated for years. We have also consolidated many of the current duplicative education programs to better focus money to the students who need help the most.

Additionally, this conference report makes a strong statement that, where Darwinian evolutionary theory or other controversial scientific topics are taught, students should be exposed to multiple viewpoints. Too often, students are taught only one theory where evolution is concerned, and this language gives support to those at the local and state level who uphold the value of intellectual freedom in the teaching of science. This statement is especially important to make now because H.R. 1 requires all students eventually to be tested in science on a regular basis as a condition of aid.

I am also pleased that the conference report reauthorizes and updates the Troops-to-Teachers program, which assists qualified former members of the military in finding em-

ployment in the teaching profession. Since this program's beginning in 1993, Troops-to-Teachers has a proven track record of supplying high-quality teachers, even though it has thus far received little funding. I am hopeful that, when the appropriators finish their work in the coming days, this program will receive the full \$30 million dollars authorized in H.R. 1.

To be sure, I have some misgivings about the new accountability provisions in this conference report. Many states, such as Wisconsin, have spent years developing successful accountability systems that do not necessarily involve testing all students on an annual basis. For the Federal Government to now demand that annual testing in reading and math take place every year in grades 3–8 amounts to a new mandate placed on states over and above what we already ask of them in other areas. On the other hand, given that the national government has poured upwards of \$130 billion dollars into elementary and secondary education over the last 36 years with no discernible improvement in educational outcomes for our most disadvantaged students, I fully understand the urgent need to find some way to make sure that new federal resources are tied to results.

In any case, I am pleased that the conference report makes a credible attempt to address my concerns about saddling states with this new responsibility. For example, the conferees increased the amount of money authorized to help states develop and administer the new tests. Both the House bill and Senate amendment provided \$400 million, however the conference report increases this to \$490 million. If this account is fully funded by the appropriators, states will be able to put in place high-quality accountability systems that provide the data that parents need about their child's school. Additionally, we included a Senate provision that makes state administration of the new testing contingent on adequate funds being provided.

This bill is a significant improvement over current law that, when fully implemented, might actually achieve its intended effect of making sure that henceforth no child is left behind, and on that basis I am pleased to support it and urge my colleagues to do the same.

WOMEN SPEAK FOR PEACE
RESOLUTION

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, December 18, 2001

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, the September 11th attack on the people and institutions of America has eliminated any illusion that we are safe from the violence and discord which seem to plague the rest of the world.

Currently, the United Nations has peace keeping missions in every corner of the world including the Golan Heights; Lebanon; Iraq/Kuwait; Angola; the Western Sahara; Kosovo; Cyprus; Georgia; Tajikistan; Sierra Leone; East Timor; Congo and Ethiopia/Eritrea and

has established war crimes tribunals in Yugoslavia and Rwanda. Our unfortunate global picture of war, ethnic conflict, civil war and terrorism serves as a strong indication of the need to establish and maintain a dialogue leading to a blueprint to establish lasting peace in war-torn and strife ridden areas of the world. Several studies have shown that while women are not usually combatants in these hostilities, women and children tend to disproportionately form the ranks of the displaced and victimized.

Today, I will introduce a resolution encouraging worldwide efforts seeking the greater involvement of women to challenge the belief that violence is an acceptable tool in resolving conflicts. While every member of a community should take affirmative steps to ameliorate violence, the role of women in these efforts are often undervalued. My resolution will encourage women of every race, class and economic circumstance to work together to form coalitions and strengthen communities to work toward international peace-building efforts and will encourage governmental leaders to seek the participation of women at all levels of peacebuilding and peace-keeping efforts.

My resolution encourages the use of the week following Mother's Day to hold forums, conferences, and other activities dedicated to examining the need for peace and the role of women in establishing and maintaining peace-building efforts. I am asking each Member of this House to join me in my efforts to raise the volume of women's voices and encourage non-violent solutions to domestic, national and international disputes, by co-sponsoring this legislation.

TRIBUTE TO REIKO KAWAKAMI

HON. ROBERT T. MATSUI

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, December 18, 2001

Mr. MATSUI. Mr. Speaker, I rise in tribute to Reiko Kawakami, my dear friend and a most loyal and dependable staff member for the last twenty-three years. As her friends and family gather to celebrate Reiko's wonderful career, I ask all of my colleagues to join with me in saluting one of Sacramento's finest citizens.

The youngest child of George and Ann Kashiwada, Reiko was born in Sacramento on July 8th, 1941. As a youngster in midtown Sacramento, where her parents owned a neighborhood market, Reiko demonstrated her trademark responsibility at a very early age. Reiko and her sister Ellen assumed the task of making sure that things were in order at home. Reiko would often prepare meals and perform various household chores when her parents were busy tending to the family business.

When World War II broke out, Reiko and her family were sent away to the Tule Lake Internment Camp. During the internment, Reiko first demonstrated her gregarious nature and agreeable personality by socializing and playing with the other children in the camp. In the years since the internment, Reiko has remained open to share her experience with others. Reiko has been a clear and thoughtful