

legislation introduced by Senator Bingaman. This \$250 million effort will include strengthening professional development and curriculum, planning and research, remedial education, reducing class sizes, and counseling for at-risk students.

Double funding for the TRIO and GEAR UP programs over three years (to \$1.5 billion and \$690 million, respectively) that intervene in the lives of low-income children and are proven to encourage academic success and college attendance for disadvantaged children. Increased funding would allow TRIO to serve 10 percent of eligible students.

Encourage universal access to Advanced Placement classes. AP classes allow high school students to challenge themselves in a demanding class and earn college credit. The Initiative would set a national goal of AP classes in every high school within three years. It would also expand the existing AP Incentive program to pay test fees for low-income students, help schools invest in AP curriculum and teacher training, and use new distance learning technologies to expand AP opportunities.

Strengthen college remedial programs through a new \$10 million demonstration program to help more students and adult high-school drop-outs receive remediation and eventually earn their college degree through partnerships between four-year colleges, community colleges, and high schools.

Build Bridges among Colleges and Universities. Minority-serving institutions offer a critical route to higher education for many minority students because of their low cost, location, and supportive environments. However, too many students at minority-serving community colleges fail to pursue a four-year degree, while many students at minority-serving four-year colleges have limited opportunities to seek advanced degrees. The Act would:

Expand opportunities for community college students to transfer to four-year colleges and universities. This new \$40 million initiative would support partnerships of minority serving two-year colleges and four-year colleges and universities. The partnerships would create new transfer opportunities by developing articulation agreements, bridging differences in costs between two-year and four-year colleges, and providing counseling, mentoring, and support services to help community college students earn B.A. and B.S. degrees.

Create new opportunities for minority-college students to earn advanced degrees. The new \$40 million Dual Degrees initiative would increase opportunities for students to earn advanced degrees, including M.A.'s and Ph.D.'s, in fields in which they are underrepresented. Students would spend three years at a minority-serving institution and two years at a partner institution, such as a major research university, and earn a B.A. from their home institution and a B.A. or M.A. from the partner institution. Federal resources would establish articulation agreements and provide scholarships to students to bridge cost differences between minority-serving institutions and partner institutions. This initiative is based upon the Dual Degrees Engineering Program, operated by a consortia of colleges and universities and based in Atlanta, Georgia.

Double Resources and Build Infrastructure for Developing Institutions. In recognition of their unique importance in expanding higher education opportunities for an under-served population, the Initiative would double funding for minority-serving institutions under Titles III and V of the Higher Education over

three years. In contrast, President Bush has called for only a 30 percent increase over five years. Specifically, under the Initiative:

Historically black colleges and universities would increase to \$370 million;

Historically black graduate institutions would increase to \$90 million;

Hispanic-serving institutions funding would increase to \$140 million, and a new initiative would provide \$90 million to improve post-baccalaureate education opportunities for Hispanic and low-income students;

Strengthening institutions would increase to \$150 million;

Tribally controlled colleges and universities would increase to \$45 million; and

Alaska Native and Native Hawaiian-serving institutions would increase to \$20 million.

Preserve Historic Landmarks. One hundred and three historically black colleges have over 700 properties listed on the National Register of Historic Places, but these facilities require \$755 million in repairs. To preserve these national treasures and enable historically black colleges to face the challenges of the 21st century, the Initiative would authorize \$60 million a year to preserve the most dilapidated historic facilities.

Recruit Minority Teachers. Our nation needs 2 million new teachers over the next 10 years to meet rising enrollments and replace retiring teachers. Minorities are an untapped resource in meeting this challenge: only 13 percent of teachers are minorities. The Initiative includes \$30 million for new Collaborative Centers of Excellence in Preparation to strengthen teacher preparation programs at minority-serving colleges, increase the use of technology in those programs, and help students meet teacher certification requirements. It includes a new \$20 million demonstration program on effective teacher recruitment and preparation practices, including mentoring, student loan forgiveness, and assistance in receiving teacher certification. It establishes Byrd teachers scholarships for students planning to enter the teaching profession. Finally, it includes a provision-based on legislation by Sen. Tom Daschle and Rep. Darlene Hooley to provide up to \$15,000 in student loan forgiveness to teachers at tribal colleges.

Prepare the 21st Century Workforce. Studies show that minority-serving institutions face a serious "digital divide" in providing student Internet access, high-speed connectivity and sufficient infrastructure. The Initiative would create a \$250 million initiative-based on proposals by Representatives Edolphus Towns and Senator Max Cleland to wire campuses, acquire equipment, and train educators and students in the use of technology. The Initiative would also increase funding for the Minority Science and Engineering Improvement Program five-fold to \$40 million.

INTRODUCTION OF H.R. 1—THE NO CHILD LEFT BEHIND ACT OF 2001

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. BOEHNER. Mr. Speaker, I am pleased to introduce President George W. Bush's education plan, the No Child Left Behind Act of 2001. This legislation, a comprehensive reauthorization of the federal Elementary and Sec-

ondary Education Act (ESEA) of 1965, reflects President Bush's efforts to close the achievement gap between disadvantaged students and their peers and to work with States to push America's schools to be the best in the world.

No Child Left Behind will refocus federal efforts to close the achievement gap by giving States and local schools greater flexibility in the use of Federal education dollars in exchange for greater accountability for results. The bill also includes a school choice "safety valve" for students trapped in chronically failing schools that fail to improve after three consecutive years of emergency aid.

In short: H.R. 1 will give students a chance, parents a choice, and schools a charge to be the best in the world.

Despite almost a decade of uninterrupted prosperity in the 1990s, nearly 70 percent of inner city and rural fourth-graders cannot read at a basic level, and low-income students lag behind their counterparts by an average of 20 percentile points on national assessment tests. The academic achievement gap between rich and poor, Anglo and minority remains wide, and in some cases is growing wider. Washington has spent more than \$80 billion since 1990, and nearly \$130 billion since 1965, in a well-intentioned but unsuccessful effort to close the gap.

The hard lesson of the past is that money alone cannot be the vehicle for change in our schools. If our goal truly is to leave no child behind, there must be accountability for results.

It is a tremendous honor to introduce the No Child Left Behind Act on behalf of President Bush. We look forward to working with members of all parties in the coming weeks to ensure that every American child has the opportunity to learn.

WOMEN'S HEALTH

HON. STEPHANIE TUBBS JONES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mrs. JONES of Ohio. Mr. Speaker, today I stand in celebration of female health care professionals who are charged with the responsibility of caring for the young, the elderly, the sick and even maintaining the wellness of the hale and hearty.

I stand today to salute the women who were not always recognized with a title, the women with healing skills who were for many years only known as mother, or sister, or daughter. For many generations there have been women with a special understanding of biology and illnesses who served as the healthcare providers of their communities. Mr. Speaker I would like to honor the female pioneers in the medical profession who trailblazed the way for women today to be called Nurse and Doctor.

The first African-American woman to be called Doctor in the state of Ohio was Dr. Emma Ann Reynolds. In her career, Dr. Reynolds was faced with the odds of treating communities with inferior health care facilities and limited access to materials. Nevertheless, she dreamed of improving health services for persons of African-American descent.

Due to the laws and standards of the time, she was denied admission to many nursing and medical schools because of her race. Emma graduated from Wilberforce University in Greene County, Ohio and taught public school for seven years before her potential came to the attention of the prominent African-American surgeon, Dr. Daniel Hale Williams, in 1891. Dr. Williams was inspired to establish Provident Hospital in Chicago, Illinois, an interracial institution which included medical care for the community in South Chicago, as well as a School of Nursing for men and women of all races. Emma graduated eighteen months later with a nursing degree.

Yet, her goals propelled her even higher. Emma became the first woman and the first African-American to graduate with a M.D. from Northwestern University School of Medicine in 1895.

Dr. Emma Ann Reynolds practiced medicine in Texas and Louisiana before returning home to care for her ailing parents and community in Chillicothe, Ohio in 1902.

Some of the hardships and experiences of America's pioneers have not changed. Today African-American healthcare professionals are four times more likely to practice in socio-economically deprived areas that already have an alarming shortage of physicians and adequate medical facilities.

They will toil in communities with disproportional numbers of people suffering from HIV and AIDS, heart disease, high blood pressure, diabetes, and mental illness.

They will treat the sick and infirm who are not insured but cannot be left to suffer.

We must remember the names and honor the dedication it requires to nurture communities of people with a scarcity of resources.

Dr. Emma Ann Reynolds' legacy survives in the female nurses and doctors who practice medicine in hospitals and poor communities across the country.

Her legacy lives on in Provident Hospital which still serves the South Chicago area.

In celebration of the thousands of women who are nurses and doctors, who have benefited from the trail blazed by our health care pioneers, I say thank you for your work.

A VISIONARY MISSOURI  
EDUCATOR

**HON. ROY BLUNT**

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 22, 2001*

Mr. BLUNT. Mr. Speaker, I rise today in memory and tribute to Dr. M. Graham Clark who called the School of the Ozarks his home for the past six decades. Dr. Clark passed away on March 15, at age 92 at his residence on the campus.

Dr. Clark led a life dedicated to the glory of God, and committed to the principles of hard work and educational excellence as he worked to expand and lead a free faith-based education to literally thousands of students who have attended the school in the Missouri Ozarks.

Dr. Clark arrived at the School of the Ozarks in 1946. Under his leadership the high

school was transformed first to a junior college and later into a four year institution of higher learning that is nationally recognized for its emphasis on character development, academic excellence and student work. Those who attend the School of the Ozarks—now named the College of the Ozarks—are offered a unique opportunity. In exchange for a world class college degree, students work for their tuition. They work daily as the college's maintenance, janitorial, secretarial and grounds keeping staff, security guards and food service personnel. This concept, which has won the school an international reputation as "Hard Work U", opened the doors of higher education to many who would never have dreamed they could achieve a college degree.

Dr. Clark was a tireless campaigner and promoter for the College of the Ozarks in persuading donors to support the school located at Point Lookout, Missouri. His determination and leadership transformed the School of the Ozarks into a national model that has drawn students from all over the world for a classic education steeped in faith, work and service. College of the Ozarks is a unique blend of old fashion respect, daily application of the "Golden Rule", and modern technology mixed together with a strong emphasis on the work ethic.

The legacy of Dr. M. Graham Clark will touch the lives of many people for generations to come because of the institution he nurtured and guided. Through the School of the Ozarks, he shaped the lives and faith of countless scholars, business people, government officials and ministers across America who continue to mold and shape the lives of the people in their own communities.

Dr. Clark was known for his strength of character, great wisdom and insight. His legacy of leadership is reflected in the lives of thousands and is shared by Dr. Jerry Davis as he and the College of the Ozarks continue in the business of changing lives.

IN MEMORY OF LT. COL. EDWARD  
FRANK FIORA, JR.

**HON. IKE SKELTON**

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 22, 2001*

Mr. SKELTON. Mr. Speaker, it is with deep sadness that I inform the House of Representatives of the passing of my good friend Lt. Col. Ed Fiora, a resident of Lexington, Missouri. He was 68.

Ed, a son of the late Edward Frank Fiora, Sr. and Mary Laura Fiora, was born in Lexington, Missouri, on December 9, 1932. He married Clara E. Sander on June 18, 1954.

Ed was an officer in the United States Army for over 22 years and was truly a soldier's soldier. He served two tours of duty in Vietnam and was highly decorated. His military awards include: the Bronze Star, with four oakleaf clusters, the first oakleaf cluster being for valor, the Air medal, the Meritorious Service medal, the Army Commendation medal, the Combat Infantrymen badge, the National Defense Service medal and the Vietnam Campaign medal. Ed was a civic leader and model

citizen. He was a member of the Immaculate Conception Catholic Church, the Lexington Elks Club, the Lexington Lions Club, the Veterans of Foreign Wars and the American Legion.

Mr. Speaker, Ed Fiora will be greatly missed by all who knew him. I know the Members of the House will join in extending heartfelt condolences to his family: his wife Clara "Betsy"; his son and daughter-in-law Major and Mrs. Edward L. Fiora; his sister Florine Frerking; and his grandchildren.

INTRODUCTION OF LEGISLATION  
TO CLARIFY THE COOPERATIVE  
MAIL RULE FOR NON-PROFIT  
MAILERS

**HON. DAN BURTON**

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 22, 2001*

Mr. BURTON of Indiana. Mr. Speaker, today I am introducing legislation to clarify the Cooperative Mail Rule that the United States Postal Service uses to limit the commercial use of non-profit mail.

Mr. Speaker, as you know, non-profit organizations provide many valuable services to citizens across the country. Nonprofit organizations are key in providing education and information about a variety of issues ranging from public health to participation in civic affairs. Nonprofit organizations are able to provide such services often by raising money through voluntary contributions rather than tax dollars.

Nonprofit organizations must rely on commercial entities to provide goods and services, and such goods and services cost money. Often, new or less-well funded nonprofit organizations must obtain these goods and services based on a contingency arrangement with a commercial business. The Postal Service has in recent years interpreted a postal regulation known as the Cooperative Mail Rule to disallow reduced rates for nonprofits based solely on their business relationships with commercial entities, even when the nonprofit's mail contains no commercial matter. This interpretation is inconsistent with the original intent of Congress in creating nonprofit rates.

The Cooperative Mailing Rule was originally designed to prevent commercial parties that do not have a nonprofit postal permit from entering into cooperative arrangements with nonprofit permit holders to mail commercial matter at the reduced nonprofit rates. In 1993, at the request of the Postal Service, Congress incorporated the Cooperative Mailing Rule into the United States Code to prohibit those types of cooperative arrangements.

The legislation I am introducing today allows qualified nonprofit organizations to mail at reduced rates regardless of whether they employ commercial companies to help them prepare and mail their letters or engage in other commercial arrangements. The mail must still relate to the respective nonprofit permit holders themselves and not promote or advertise products or services on behalf of a commercial entity. This will rectify the Postal Service's recent misapplication of the Cooperative Mailing Rule.