

HONORING THE LOS ANGELES UNIFIED SCHOOL DISTRICT MEXICAN AMERICAN EDUCATION COMMISSION ON THE OCCASION OF ITS 30TH ANNIVERSARY

HON. ESTEBAN EDWARD TORRES

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 10, 1998

Mr. TORRES. Mr. Speaker, I rise to recognize the Mexican-American Education Commission (MAEC) for its 30 years of dedicated service to the students of the Los Angeles Unified School District (LAUSD). On Friday, March 6, 1998, MAEC commemorated the 30th anniversary of the East Los Angeles "Blowouts" and the establishment of the Commission. At this special program, over 300 LAUSD students joined former MAEC directors, commissioners, and community and student leaders who participated in the 1968 walkouts. This program was an educational and historical reflection on an event that was significant to the city of Los Angeles and to the Mexican-American community.

For three decades, MAEC has worked to establish inroads to equitable educational opportunities for Chicano/Hispanic students and to fight the early discriminatory practices of the educational community. Today, MAEC continues to voice the community's concerns and make recommendations to the Board of Education about programs and issues related to the more than 435,000 Chicano/Hispanic students who comprise over 70 percent of the LAUSD student population. It has accomplished this task through pro-active assessments of the community's needs and recommendations on priorities. The Commission recommends projects and activities to improve the effectiveness of educational programs for Hispanic students. It also strengthens communication between the public and the LAUSD. To fulfill its mission of advising, assisting, and making recommendations to the Board of Education, the Commission conducts surveys and studies, participates in LAUSD committees, meets with school, community, and District groups, and advises students, parents and community members of the District's activities.

Dedicated to the principle of community involvement, MAEC membership is broad-based, and includes parents, educators, administrators, professionals, and civic and community leaders. The Commission has carried out its responsibilities through the generous support of its members who dedicate many hours of volunteer time and expertise to this worthy cause. I am proud to count myself as a current MAEC member and one of the 1968 Commission's original members, appointed by the Board of Education, the Educational Issues Coordinating Council and the Los Angeles Unified School District Office of Urban Affairs.

The dedicated efforts of its original members created an institution that has been instrumental in educational reform for the past 30 years. The members of the original MAEC were: Parents—Mr. Ben Carmona, Mr. Armando Chavez, Mrs. Sara MacPherson, Mr. Gordon Moreno, Mr. George Mount, Mrs. Celia Rodriguez, Mrs. Eva Romero; Educators—Dr. Rudolph Acuna, Mr. Raul Arreola, Mr. Ray Cenicerros, Mr. Joseph Conway, Mr. Marcos De Leon, Mr. William Forbes, Mr.

Oscar L. Gallego, Dr. Simon Gonzales, Mr. Cesar Gonzales, S.J., Dr. Kenneth Martyn, Mr. Joseph Maytorena, Dr. David Sanchez, Mr. Fred Sanchez, Mr. Frank Serrano, Dr. Frank Synder; Students—Miss Maria Baeza, Mr. Henry Gutierrez, Miss Rosalinda Mendez, Mr. Carlos Munoz, Mr. Monte Perez, Mr. Jesus Trevino, Mr. Carl Vasquez; Professionals—Mr. Manuel Aragon, Jr., Dr. Francisco Bravo, Mr. Ben Gurule, Rev. Vahac Mardirosian, Mr. Robert Morales, Mr. Richard Orozco, Mr. Joseph Ortega, Rev. Horacio Quinones, Mr. J.J. Rodriguez, Mr. Raul Ruiz, Mr. Esteban E. Torres.

Present Commission members are: Parents—Mrs. Ruby Aguilar, Mr. Ben Carmona, Mr. Armando Chavez, Mrs. Mary Fernandez, Mrs. Kay Gurule, Mrs. Sara Fernandez, Mrs. Kay Gurule, Mrs. Sara MacPherson, Mr. Gordon Moreno, Mr. George Mount, Mrs. Monica Salinas, Mrs. Rita Zepeda; Educators—Mr. David Almeda, Mr. Ray Cenicerros, Mr. Al Cobos, Mr. Oscar Gallego, Dr. Simon Gonzales, Mr. Joe Maytorena, Mr. Frank Serrano; Students—Mr. David Arellano, Miss Raquel Galan, Mr. Henry Gutierrez, Mr. Leonard Herrera, Mr. Carlos Ramirez; Professionals—Mr. Manuel Aragon, Jr., Rev. Vahac Mardirosian, Mr. Joe Ortega, Rev. Horacio Quinones, Mr. Esteban E. Torres.

Mr. Speaker, I ask my colleagues to join me in recognizing the Los Angeles Unified School District Mexican American Education Commission for its 30 years of outstanding and invaluable service to the students and greater Los Angeles community and for its dedication to tearing down barriers and ensuring that all students have equitable access to education.

INDIAN PRIME MINISTER
THREATENS UNITED STATES

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 10, 1998

Mr. TOWNS. Mr. Speaker, I would like to bring to my colleagues' attention the attached articles from the January and February, 1998 edition of News India-Times and Burning Punjab placed into the CONGRESSIONAL RECORD.

I was shocked to read an article from News India-Times stating that "India will not tolerate the use of military force against Iraq." This threat was made by Inder Kumar Gujral, the caretaker Prime Minister of India, on January 30. "Hindustan will not tolerate another attack on Iraq," the Reuters news service quoted Mr. Gujral as saying.

Members of this House have differing views about the wisdom of launching a military attack against Iraq, but one thing I think we can all agree on is that this decision should be made by the government of the United States without the threats or interference of any foreign power, especially one that depends on American aid.

Indian is one of the five largest recipients of foreign aid from the United States. Its economy is so bad that half the population lives below the international poverty line. Yet it has been a major exporter of dangerous weapons to Iran and other hostile countries. How can the United States continue to aid such a country?

If the shoe were on the other foot, Mr. Speaker, India would be decrying this inter-

ference in its internal affairs. But Mr. Gujral seems to think that it is OK for him to interfere in America's internal affairs. Sovereign countries are allowed to have and express their opinions, even to express them in strong language, but this kind of threat against the sovereignty of the United States is unacceptable and must not be tolerated.

I also find it ironic that a country that has murdered almost 60,000 Muslims in Kashmir in the past decade is taking such a strong position in support of a Muslim country. If India's repression against the Sikhs of Khalistan, the Christians of Nagaland, the Dalits, the Muslims of Kashmir, and other minorities of South Asia were not reason enough to support the independence movements of South Asia, this kind of threat ought to make us support them for strategic reasons. Let us make it clear to India and all the countries of the world that we will not tolerate this kind of interference with our national sovereignty.

I am introducing the News India-Times article from its February 6 issue into the RECORD:

[From the News-India Times, Feb. 6, 1997]

ATTACK ON IRAQ WON'T BE TOLERATED:

GUJRAL

CALCUTTA.—India will not tolerate the use of military force against Iraq, Prime Minister Inder Kumar Gujral told an election rally Jan. 30.

Reuters quoted the premier as saying: "Hindustan will not tolerate another attack on Iraq." Gujral told the rally in the eastern city of Calcutta. "An attack on Iraq will jeopardize the peace in the entire Middle East region where more than 2.5 million Indians live."

Gujral said he had written to President Bill Clinton stating that an attack on Iraq would endanger the lives of expatriate Indians and had sent similar letters to leaders of the other four nations with permanent seats on the United Nations Security Council.

"However, India was of view that use of military force against Iraq will complicate the situation and will not contribute to the ends to which the UN is committed. Further, it will greatly aggravate the acute sufferings which the Iraqi people had undergone, he said, PTI reported.

In his letter to Clinton, Gujral drew attention to the geographical proximity and traditional cultural links which India has with the Gulf region and the substantial growth of New Delhi's interaction over the years with all the countries in the region, especially in the economic field.

"The Gulf countries, are among India's leading trading partners and sources of energy and are home to sizeable Indian community," Gujral said.

PUNJAB POLICE FRAME TWO MORE YOUNG SIKHS

Mr. Speaker, I was distressed by a recent report from Burning Punjab that two more young Sikhs were falsely arrested at Gurdwara Guru Nanak in Jalandhar by the Punjab police. These two Sikh youths were innocently riding by the Gurdwara on their bicycles, according to Burning Punjab, when they were beaten and shoved into a police jeep. Later about 150 police surrounded the Gurdwara.

No crime was committed, but the police falsely alleged that the two Sikhs they picked up were "militants," an odd claim considering that the Indian government is fond of telling the world that they have crushed the militancy in Punjab. How is it that none of these "militants," has ever been brought to trial?

Human-rights activists have appealed to the National Human Rights Commission for action. Let's see if anything happens.

Unfortunately, this is all too typical of Indian "democracy" in action. With the instability in India increased by the recent election results, I expect that this kind of abuse will continue no matter who winds up in the Prime Minister's chair. Is this a country that should be receiving U.S. aid and trade? I don't think so.

I would like to introduce the Burning Punjab article on this incident into the RECORD.

[From the Burning Punjab News, Feb. 13, 1998]

MILITANTS ARREST AT JALANDHAR A FARCE

CHANDIGARH.—Militants arrested by the Jalandhar police at Gurudwara Guru Nanak Mission is nothing more than a farce as claimed by a joint committee of Human Rights organisations. According to Kuldeep Singh Jolly, Secretary of the Gurudwara Committee, the two Sikh Youth arrested by the police were neither going inside the Gurudwara nor were they coming out of it. In fact, both of them were moving on their bicycles when the cops pounced upon them. When they raised an alarm the cops started beating them and tried to push both of them into a waiting police jeep. Later on, according to Jolly, about 150 policemen surrounded the Gurudwara Sahib under the overall command of the SSP Hardip Singh Dhillon. According to the joint committee Maj. Gen. Narinder Singh, * * * Rama Krishnan (Advocate) and others, the police action is nothing more than a "drama" enacted by the Punjab police to defame Gurudwaras. Human Rights Organisations have decided to approach the National Human Rights Commission for intervention. Meanwhile police have identified the two arrested "Militants" as Baljinder Singh * * * Hardyal Nayar (Jalandhar) and Dhian Singh * * * Kapurthala. However, many a residents of Jalandhar are of the opinion that the episode of "Militants arrest" is just an election gimmick to give publicity to Prime Minister Inder * * * Gujral.

INTRODUCTION OF H.R. 3411, THE COMMISSION FOR AMERICAN MATHEMATICS LEADERSHIP ACT

HON. CONSTANCE A. MORELLA

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 10, 1998

Mrs. MORELLA. Mr. Speaker, I rise to announce the introduction of H.R. 3411, the Commission for American Mathematics Leadership (CAML) Act to create a commission on mathematics education. I am very pleased to join with my distinguished colleague from the other body, Senator FRIST of Tennessee, who is introducing the bill today in the Senate.

The need for the bill is clear. Just two weeks ago, the most comprehensive and rigorous international comparison of mathematics education ever undertaken revealed American high school seniors—even our nation's best students in advanced classes—to be among the world's least prepared. The results of this study, the Third International Mathematics and Science Study (TIMSS), cry out for a comprehensive reexamination of our current approach to mathematics education in the United States. This bill will provide the commission necessary to achieve that goal.

H.R. 3411

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Commission for American Mathematics Leadership Act".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) Students in the United States should be the world leaders in mathematics achievement within the next decade.

(2) The Third International Mathematics and Science Study (hereinafter in this Act referred to as the "TIMSS"), the largest international study ever undertaken of how students perform in mathematics and science, demonstrated that the mathematics skills of students in the United States (including the top 10 percent of students in the United States) lag far behind the skills of students in many other nations, even though students in the United States spend more class time on mathematics and science and usually are assigned more homework.

(3) Research indicates that the problems of mathematics and science education in the United States stem largely from the lack of a coherent and focused curriculum designed for high-level learning goals, the lack of assessment instruments aligned with such curricula, and the lack of a sufficient commitment by colleges and universities in the United States to high-quality teacher preparation and professional development programs.

(4) Core problems exist with the courses of study and the teaching style on which many schools in the United States rely to instruct students in mathematics and science, as reflected in the conclusion of the National Science Foundation that schools in the United States teach math concepts in superficial, and ultimately ineffective, ways.

(5) A developed framework for mathematics and science should be coherent, focused, and give balanced attention to basic skills, conceptual understanding, problem solving, reasoning, and communication skills, and appropriate uses of technology.

(6) The failure of mathematics and science teaching methods in the United States requires a systemic retraining of, and an increased emphasis on the professional development of, teachers in the United States.

(7) Teachers of mathematics and science should be well-trained professionals who combine sound knowledge of subject matter with the necessary skills and a good understanding of student learning and assessment.

SEC. 3. ESTABLISHMENT OF COMMISSION.

(a) ESTABLISHMENT.—There is hereby established a commission to be known as the "Commission for American Mathematics Leadership" (in this Act referred to as the "Commission").

(b) COMPOSITION.—The Commission shall be composed of 12 members as follows:

(1) Four members appointed by the President.

(2) Four members appointed by the Speaker of the House of Representatives, in consultation with the minority leader of the House of Representatives.

(3) Four members appointed by the President pro tempore of the Senate, in consultation with the minority leader of the Senate.

SEC. 4. DUTIES OF COMMISSION.

The Commission shall, in coordination with the National Academy of Sciences—

(1) review the existing research base on mathematics education leadership, including the status of mathematics education in the United States relative to international competitors;

(2) propose professional development priorities to assure that the teaching of mathematics at all educational levels in the United States is strengthened; and

(3) formulate an implementation proposal, including specific recommendations which

can be implemented by appropriate public and private agencies, for assuring world class achievement of the United States in mathematics education within a decade.

SEC. 5. REPORT.

Not later than 180 days after the date of the enactment of this Act, the Commission shall submit to the Speaker of the House of Representatives and to the President pro tempore of the Senate a report including the findings and recommendations of the Commission under section 4.

SEC. 6. POWERS.

The Commission may, for the purpose of carrying out its duties, hold such hearings, sit and act at such times and places, take such testimony, and receive such evidence, as the Commission considers appropriate.

SEC. 7. COMMISSION PROCEDURES.

(a) CHAIRMAN.—A chairman of the Commission shall be elected by the members of the Commission.

(b) QUORUM.—Seven members of the Commission shall constitute a quorum for the purpose of conducting meetings.

SEC. 8. PERSONNEL MATTERS.

(a) PAY OF MEMBERS.—Members of the Commission shall not be paid by reason of their service as members.

(b) TRAVEL EXPENSES.—The members of the Commission shall be allowed, while away from their homes or regular places of business in the performance of services for the Commission, travel expenses (including per diem in lieu of subsistence) in the same manner as persons employed intermittently in Government service are allowed expenses under section 5703 of title 5, United States Code.

SEC. 9. ADMINISTRATIVE SUPPORT.

The National Academy of Sciences shall provide the administrative support services necessary for the Commission to carry out its duties under this Act.

SEC. 10. FUNDING.

Out of any amounts appropriated for the National Science Foundation, \$750,000 shall be available for activities of the Commission.

SEC. 11. TERMINATION OF COMMISSION.

The Commission shall terminate 30 days after submitting the report required under section 5.

A UNIQUE TRIBUTE TO THE IRISH

HON. SHERROD BROWN

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 10, 1998

Mr. BROWN of Ohio. Mr. Speaker, St. Patrick's Day is fast approaching, that time of year when we all feel a little Irish. On this day, we honor Ireland's patron saint in a variety of ways, but Chippewa Lake Village, a small town in my northeast Ohio district, is home to perhaps the most unique celebration. At the urging of councilman Leonard English and other local residents, its town council has recently declared March 17 to be a legal holiday.

As the only municipality in the state, and possibly the nation, to honor St. Patrick's Day in this manner, Chippewa Lake Village is the proud inheritor of a tradition established in 1980 by neighboring Briarwood Beach which merged with Chippewa-on-the-Lake on January 1 of this year to form the new community of Chippewa Lake.

The history of Irish contributions to American and world achievements is a story well