dreams, and expectations for the future, also deserve our thanks.

The Hershey KIXX team is currently scheduled to perform in the Opening Ceremonies at the Keystone State Games at Twin Ponds-West in February 2000, and at a future Hershey Bears game. I wish them the best of luck in these performances and all their future endeavors.

Mr. Speaker, again we take this opportunity to acknowledge and commend the Hershey KIXX Synchronized Skating Team for their outstanding achievement in winning the Bronze Medal.

ARTICLE BY BILL EVERS

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. PAUL. Mr. Speaker, I submit for the RECORD and highly recommend to all of my colleagues Bill Evers' ''Secretary Riley Reignites the Math Wars,'' which recently appeared in the Weekly Standard. Mr. Evers' provides an excellent overview of the controversy created by the Department of Education's endorsement of ten ''discovery-learning'' programs (also known as ''new, new math'' or ''fuzzy math''). Concerns have been raised that ''fuzzy math'' de-emphasizes traditional mathematics in favor of encouraging children to ''discover'' math without the guidance of a teacher. Under some ''new, new math'' programs traditional teaching is discouraged on the grounds that teachers may harm a child's self-esteem by, for example, correcting a child's ''discovery'' that 2+2 equals 5. Obviously, this type of ''education'' diminishes a child's future prospects, after all, few employers value high self-esteem more than the ability to add!

Mr. Evers' article points out that the federal government has no constitutional authority to dictate or even recommend to local schools what type of mathematics curriculum they should adopt. Instead, all curriculum decisions are solely under the control of states, local communities, teachers, and parents. I would remind my colleagues that outrages like ''new math'' did not infiltrate the classroom until the federal government seized control of education, allowing Washington-DC based bureaucrats to use our children as guinea pigs for their politically correct experiments.

The solution to America's education crisis lies in returning to the Constitution and restoring parental control. In order to restore true parental control of education, I have introduced the Family Education Freedom Act (HR 935). This bill would give parents a $3,000 per year tax credit for each child's education related expenses. Unlike other so-called ''reform'' proposals, my bill would allow parents considerably more freedom in determining how to educate their children. It would also be free of guidelines and restrictions that only dilute the actual number of dollars spent directly on a child.

The Family Education Freedom Act provides parents with the means to make sure their children are getting a quality education that meets their child's special needs. In conclusion, Mr. Speaker, I remind my colleagues that thirty years of centralized education have produced nothing but failure and frustrated parents. I, therefore, urge my colleagues to read Mr. Evers' article on the dangers of the federal endorsement of ''fuzzy math'' and support my efforts to improve education by giving dollars and authority to parents, teachers and local school districts by cosponsoring the Family Education Freedom Act.

Williamson Evers is a research fellow at the Hoover Institution, an adjunct professor of political science at Santa Clara University, a research fellow at the Independent Institute and an adjunct fellow of the Ludwig Von Mises Institute. Mr. Evers has served on the California State Commission for the Establishment of Academic Content and Performance Standards and he is currently a member of the California State Standardized Testing and Reporting (STAR) assessment system's Content Review Panels for history and mathematics as well as the Advisory Board of the Californian History-Social Science Project. Mr. Evers is the editor of What's Gone Wrong in America's Classrooms (Hoover Institution Press, 1998). Mr. Evers has been published in numerous scholarly and popular periodicals, including the New York Times, the Wall Street Journal, the Los Angeles Times, and the Christian Science Monitor.

SECRETARY RILEY REIGNITES THE MATH WARS

(By Bill Evers)

BILL EVERS IS A RESEARCH FELLOW AT THE HOOVER INSTITUTION AND A MEMBER OF HOOVER'S KORET TASK FORCE ON K–12 EDUCATION.

In early 1998, U.S. Secretary of Education Richard W. Riley called for a ''cease-fire'' in the math wars between the proponents of solid content and the proponents of discovery-learning methods. He said he was ''very troubled'' by ''the increasing polarization and fighting'' about how and which mathematics should be taught from kindergarten through high school.

Despite this call for a cease-fire, the U.S. Department of Education endorsed ten discovery-learning programs in October 1999. This federal imprimatur should not be allowed to disguise the fact that content (such as dividing fractions and multiplying multidigit numbers) is missing from these federally approved programs and that there is no good evidence that they are effective. Discovery-learning math is often called by its critics ''fuzzy math'' or ''no-correct-answer math.''

In response to the Department of Education, about two hundred mathematicians and scientists signed an open letter to Secretary Riley, which was published in the Washington Post on November 18, 1999 (see letter at www.mathematicallycorrect.com/riley.htm.) The signers, who included Nobel laureates and some of the country's most eminent mathematicians, didn't like the Department of Education's new equation: Federal Math=Fuzzy Math. The letter asked Riley to withdraw the federal endorsements. The news stories that followed got at the essence of the debate.

Steve Leinward of the Connecticut Department of Education was on the U.S. Department of Education's panel that picked the math programs that would receive federal approval. In an interview with the Chronicle of Higher Education, Leinward defended the approved programs as the least common denominator—''a common core of math that all students can master.''

Leinward is not saying that the federally approved programs cover the material taught in too-performing countries such as Japan or Hungary or that the programs contain complete coverage of elementary and secondary school math. What he and his fellow panelists want is a watered-down program that all American students—as currently trained—can master.

Mathematics professor David Klein of California State University at Northridge is a proponent of solid content. He is quoted in the Chronicle of Higher Education as saying that algebra is the key course for students, the gateway to success in mathematics and to success in college in general. Leinward says that Klein's algebra-for-all position is elitist.

Here we have the central difference between the two sides. The rigorous curriculum side says that, like Japan, Taiwan, and Singapore, we can have algebra for all, preparing students for technical careers and college-level work. The water-it-down side says U.S. teachers and students aren't capable of teaching and learning algebra.

These federal recommendations are for kindergarten through high school, which has serious consequences. In essence, the U.S. Department of Education, by making these endorsements, is closing the gate on going to college or even on technical blue-collar jobs for many students. And it is closing that gate as early as kindergarten.

IN HONOR OF ALFRED RASCON

HON. ELTON GALLEGLY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. GALLEGLY. Mr. Speaker, I rise to honor a hero, former Army medic Alfred Rascon.

After a delay of nearly 3 1/2 decades. Alfred this week finally received the nation's highest military honor, the Medal of Honor.

Mr. Speaker, Alfred was born in Mexico, and moved to Oxnard, California, in my district, with his family when he was a small child. His family raised him there and instilled in him the values of honor, integrity, a love of his adopted land and a reverence for life and his fellow human beings.

At age 17, he left Oxnard and joined the Army. He trained to be a medic and a paratrooper. On March 16, 1966, in the jungles of Vietnam, Alfred was severely and repeatedly wounded as he crawled from comrade to comrade to render aid, to protect his comrades and to retrieve weapons and ammunition needed in the firefight they were in.

By the time Alfred was loaded into a helicopter, he was near death. A chaplain gave him last rites. He survived. Because of his efforts, so did his sergeant and at least one other in his platoon.

But the medal Alfred was due was lost in red tape, until this week, when the record was corrected.

During the intervening 34 years, Alfred left the Army, completed his college education, because U.S. citizen, returned to the Army, returned to Vietnam, and left the Army as a lieutenant. Now married with two children, Alfred is an inspector general for the U.S. Selective Service.

When President Clinton presented the Medal of Honor to Alfred, the hero downplayed his actions in Vietnam as ''common valor that was done every day.'' We know differently. We know that Alfred is special. We know we would do well to emulate his values and his humility. We honor him to remind us of the ideal American: someone who

works hard, is willing to risk everything in times of crisis, and who shrugs it off as just the right thing to do.

Mr. Speaker, I know my colleagues will join me in honoring Alfred Rascon for his heroism in Vietnam 34 years ago and for being the role model he remains today.

TRIBUTE TO DR. W. LEE IRVING

HON. VERNON J. EHLERS

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. EHLERS. Mr. Speaker, I rise today to honor Dr. W. Lee Irving, who is ending his term as President of the American College of Osteopathic Obstetricians and Gynecologists. Dr. Irving has held the position since March 1999 and will relinquish his duties in April 2000 at the organization's annual meeting in Nashville, Tennessee.

Throughout his career, Dr. Irving has had a tremendous impact on the advancement of professional opportunities for obstetricians and gynecologists around the country. In addition to his role as President, Dr. Irving has worn many different hats during his career. From 1993 to 1999 he served as the College's Chairman of the Residency Evaluation Committee. From 1990 to the present he has served as a member of the College's Certifying Board and Board of Trustees. At Metropolitan Hospital in his hometown of Grand Rapids, Michigan, he served as Program Director from 1985 through 1999. He currently serves as Chairman of the Obstetrics-Gynecology Department at Metropolitan Hospital.

Contributions to his profession do not end there. He was recently appointed to the Council for Resident Education in Obstetrics and Gynecology, a national organization that oversees the training of all OB-GYN residents for both the Osteopathic and Allopathic professions. During his tenure as President, he has also been credited with fostering a closer working relationship between the American College of Osteopathic Obstetricians and Gynecologists and the American College of Obstetricians and Gynecologists.

Mr. Speaker, I commend Dr. Irving for the countless contributions he has made to his profession. As you can see, Mr. Speaker, Dr. Irving has had a tremendous impact in his field of expertise. I applaud him and thank him for his work as President of the American College of Osteopathic Obstetricians and Gynecologists, and wish him continued success in his work in medical and educational programs. I ask my colleagues to join me in saluting Dr. Irving for his outstanding contributions.

HONORING LOS ANGELES COUNTY UNIVERSITY OF SOUTHERN CALIFORNIA MEDICAL CENTER

HON. XAVIER BECERRA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. BECERRA. Mr. Speaker, I rise today to congratulate the Los Angeles County University of Southern California Medical Center (LAC+USC) for its outstanding commitment to community service, as recognized by the Baxter Allegiance and the American Hospital Association. Only one institution each year is awarded the prestigious Foster G. McGraw prize for innovative health-care programs and expedited access to care. LAC+USC earned that recognition this year, an especially impressive achievement given that just a few years ago this hospital was on the brink of closure.

The LAC+USC Healthcare Network has successfully indentified the unique needs of its surrounding population and found creative solutions to address those needs. For example, learning that childhood asthma represented the number one cause of school absenteeism in the Los Angeles Unified School District, LAC+USC's Healthcare Network formed a partnership with the school district and the Allergy and Asthma Foundation of America to establish a Mobile Asthma Clinic. The Mobile Asthma Clinic has since reduced absenteeism by more than 20 percent for children seen by the clinic, nearly 65 percent of the children served has gained control of their asthma, and related emergency room use has declined by 18 percent. This program is just one of many innovative approaches the LAC+USC Healthcare Network has implemented to deliver top-notch health care to hard-to-serve population, others include: the Violence Intervention program, the Day Care Center, the Trauma Outreach Program and the Safe Kids program.

Mr. Speaker, I ask my colleagues to join me in honoring the Los Angeles County University of Southern California Medical Center for the extraordinary and commitment it has demonstrated in bridging the health care gap for Los Angelenos.

IN RECOGNITION OF DR. JEWELLE TAYLOR GIBBS FOR OUTSTANDING SERVICE TO THE SOCIAL WORK PROFESSION AND THE UNIVERSITY OF CALIFORNIA AT BERKELEY

HON. BARBARA LEE

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mrs. LEE. Mr. Speaker, it is a privilege and an honor to stand before you today and pay tribute to an outstanding educator from the great State of California and my congressional district, Dr. Jewelle Taylor Gibbs.

After a distinguished 20 year career in teaching and research, Dr. Gibbs is retiring from the University of California at Berkeley's School of Social Welfare, where she has served as the Zellerbach Family Fund Professor of Community Change and Practice.

Dr. Gibbs, who graduated from Radcliffe College with honors, received her M.S.W., M.A., and PhD degrees from the University of California at Berkeley. She is a licensed clinical psychologist whose areas of specialization focus on the psychosocial problems of adolescent, social and mental health issues of low-income and minority populations.

Dr. Gibbs is the authority of Young, Black and Male in America: An Endangered Species (1988) and co-author of Children of Color: Psychological Interventions with Minority Youth (1989), as well as numerous book chapters, articles and essays. In Fall of 1994, she was a Visiting Professor at the University of Toronto (Canada). She has also been a Visiting Scholar at the University of London, the National Institute of Social Work in England, McGill University (Canada), Wayne State University, and the Claremont College system.

Dr. Gibbs is a Fellow of the American Psychological Association (Div. 27) and of the American Orthopsychiatric Association. She has also served on the Board of Directors and Editorial Board of the American Orthopsychiatric Association, The Publications Board of the National Association of Social Workers and is a founding member of the Advisory Council of the National Center for Children in Poverty. She has also served as a member of the Board of Regents of Santa Clara University in Santa Clara, California and has been a consultant to the Carnegie Foundation and the Ford Foundation. From 1977–79 she served as a member of the Special Populations Task Panel of the President's Commission on Mental Health.

In 1987, Dr. Gibbs was the recipient of the McCormick Award from the American Association of Suicidology for her research on minority youth suicide. In 1990, she received an Alumnae Achievement Award from Radcliffe College, where she currently serves on the Board of Trustees. She has also received numerous other awards for her research and advocacy on behalf of African-American youth from national, state and local groups including the Northern California Chapter of the NAACP-Legal Defense and Educational Fund, the National Association for Equal Opportunity in Higher Education, the National Black Child Development, Institute, the city of Detroit and the Michigan State Legislature.

In 1985, Dr. Gibbs was a Fellow at the Bunting Research Institute at Radcliffe College and from 1991–92 she was a Distinguished Visiting Scholar at the Joint Center for Political and Economic Studies in Washington, D.C. In 1991, she was also selected as a Scholar for the 21st Century Commission on Black Males in Washington, D.C. She currently serves on the Presidio Advisory Council in San Francisco.

Dr. Gibbs is listed in the Who's Who of American Women, Who's Who Among Human Service Professionals, Who's Who in Education and Who's Who Among Black Americans. She has lectured in Canada, England, Japan and Hawaii and is a frequent guest on radio and television programs about youth and inner-city issues.

The above reflects just a sampling of Dr. Gibbs' illustrious career. As a trailblazer in the area of social work, she has provided outstanding service to our nation and I am sure she will continue to do so throughout the years to come.

In closing, I congratulate Dr. Gibbs, once again, on her retirement and wish her the very best in all of her future endeavors.

30 YEARS OF THE HOUR OF POWER

HON. LORETTA SANCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Ms. SANCHEZ. Mr. Speaker, I rise today in honor of a great American, Dr. Robert H.