

we can do something about. And we need to continue to get the dollars to flow into outreach and education and research and therapy, all of those things that will help our community to do what can be done to stop the escalation of HIV and AIDS infection.

And so we got the \$156 million and the RFPs went out and the responses came back and now we have community groups accessing dollars to do the kind of work that they so desperately have wanted to do that we have not given them the support for. They are saying to us, we have got to build and expand capacity, we have got to get more providers, we have got to make sure that we are doing the kind of creative outreach and education to get with that young population out there who we still have not been able to infiltrate. And so they are beginning to see that they can do these things and they can do them better.

Let us not stop now. Let us take the initiative that has been put together by the gentlewoman from the Virgin Islands (Mrs. CHRISTENSEN) and others who are leading us in the Congressional Black Caucus to keep the resources moving. Let us take this opportunity to be on top of and in front of this funding so that we do not find ourselves having gotten \$156 million, having the proposals responded to and people beginning to do the work and all of a sudden cut off because more money is not following. I think we can do that.

I am here today to add my voice to the efforts of the gentlewoman from California (Ms. LEE) and the gentlewoman from the Virgin Islands (Mrs. CHRISTENSEN) and others who are working so hard to garner these resources.

Let me just say that the gentlewoman from Oakland, CA (Ms. LEE) got her county to declare the emergency that exists there. My county in Los Angeles was slow but they finally did it. They finally looked at the data, the statistics, and they finally understood that they should have done this a long time ago, that in Los Angeles County we have not done what could have been done. And so we have got a lot to straighten out in Los Angeles County. We have got to redo the entire process. We have got to make sure that our organization with its task forces and its RFP responsibilities, all of that, are done in such a way that the resources will get to where they must go.

Mr. Speaker, we will be back to talk a lot more about what must be done.

ADDRESSING HIV/AIDS PUBLIC HEALTH EMERGENCY IN MINORITY COMMUNITY

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the Virgin Islands (Mrs. CHRISTENSEN) is recognized for 5 minutes.

Mrs. CHRISTENSEN. Mr. Speaker, I want to thank the gentlewoman from California (Ms. WATERS) and the gentlewoman from California (Ms. LEE) who are members of the health brain trust of the Congressional Black Caucus for joining me here this evening.

Mr. Speaker, I rise to once again register our dissatisfaction with the funding that the committee is proposing to provide for the HIV/AIDS public health emergency in African-American communities and other communities of color. Mr. Speaker, people of color are represented in the AIDS epidemic in numbers that far exceed our representation in the general population. African Americans and Hispanics are the most severely affected groups, representing well over 60 percent of all AIDS cases in the United States. Of the estimated 40,000 new HIV infections each year, almost 50 percent are in African Americans, and 20 percent are in Hispanics. African Americans were 49 percent of new HIV infections in 1998 and Latinos were 11 percent.

In 1998, African Americans accounted for 45 percent of all total AIDS cases; 40 percent of all cases in men, 62 percent of all cases in women, and 62 percent of all cases in children. In 1998, the AIDS incidence rate among African Americans was eight times that of whites, and for Latinos the incidence rate was 3.8 times that of whites.

Mr. Speaker, if this does not represent an emergency in our community, I do not know what does. This is further compounded by the disparities that exist in all communities of color with respect to heart disease, cancer, diabetes and infant mortality among other diseases. But in all of these, African-American communities experience disparities that far exceed all other groups combined. We need to change these dire statistics. They are a blight on this great country. And we need to provide access to health care for all on a level that is equal to the majority population.

The CBC initiative seeks to do this by empowering communities with the resources they need to be agents of change themselves for better health. Yesterday, I spoke about the need to fund the offices of minority health within the agencies of the Department of Health and Human Services and the importance of elevating the office of minority health research at NIH to a center. Today, I just want to say a few words about the need to address this issue in our correctional facilities.

There are some statistics that we just cannot ignore. In 1995, over 1.5 million adult arrests and over 3 million juvenile arrests were made in the United States. The U.S. prison population increased threefold between 1980 and 1996. Today, there are approximately 1.7 million persons housed in correctional facilities, jails and prisons, in this country. That is the second largest incarcerated population in the developed world, behind only Russia. All told, there are more than 6 million people under some form of the criminal justice supervision, under some form of juvenile justice supervision in the United States on any given day. The majority of these individuals are arrested in, and returned to, urban, low-income communities.

Rates of HIV, STDs, sexually transmitted diseases, and tuberculosis are disproportionately high among the U.S. incarcerated population compared to the U.S. population at large. This presents challenges as well as opportunities. In addition to high rates of infectious diseases, the inmate population is also plagued by a number of chronic diseases such as diabetes, heart disease and substance abuse. In 1996, 63 percent of jail inmates belonged to racial or ethnic minorities, up slightly from 61 percent in 1989. 41.6 percent were white, and 41.1 percent were African American. Among Federal prisoners, 58.6 percent were white and 38.2 percent were African American.

□ 1830

Looking specifically at HIV, correctional populations have the highest rates of HIV infection of any public institution. A 1995 report by the Bureau of Justice Statistics shows that the AIDS case rate in prisons is six times higher than the overall U.S. AIDS case rate. In fact, 23 percent of all State and Federal prison inmates were reported to be infected with HIV. In State prisons, 4 percent of female prisoners were HIV positive compared to 2.3 percent of male prisoners.

We must bring the needed funds to develop and implement strategies related to surveillance and reporting in correctional facilities. We must develop continuity of care programs and provide technical assistance to jails and communities dealing with these issues. We hope that this House will recognize the wide disparities in health care that exist for people of color in this country and the challenge it presents for us as we prepare to enter the 21st century.

Mr. Speaker, we ask that our colleagues join us in facing this challenge and addressing it successfully.

EDUCATION IN AMERICA

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from North Carolina (Mr. ETHERIDGE) is recognized for 60 minutes as the designee of the minority leader.

Mr. ETHERIDGE. Mr. Speaker, before we start I yield to the gentleman from Pennsylvania (Mr. BRADY).

CALLING FOR RECTIFICATION OF STATEMENTS MADE EARLIER TODAY ABOUT ED RENDELL, MAYOR OF PHILADELPHIA

Mr. BRADY. Mr. Speaker, I stand here tonight to clarify the RECORD. One

of my colleagues, the gentleman from Colorado (Mr. SCHAFER), spoke this morning concerning my mayor and the mayor of the City of Philadelphia, and he alluded to the fact that our mayor was out there celebrating Chinese rule, Communist rule with Chinese Americans, and then because of that he became elected chairman of the National Democratic Committee. That is the furthest from the truth that there ever could be.

Mr. Speaker, our mayor is out there celebrating the heritage of Chinese Philadelphians, and he was there not to make a political statement, and I think that that should be rectified and cleared, that the person that made that derogatory statement today must be a little nervous because we do have, without question, one of the best people, one of the best Americans I know, that I know of for a fact, that can head and be Chairman of the National Democratic Committee.

Mr. Speaker, I rise to honor a great American, my mayor, Mayor Ed Rendell. We have been blessed to have Ed Rendell serve as mayor of the City of Philadelphia for the last 7½ years. In fact, he is the best argument that I can think of against term limits.

Mr. Speaker, we now have to share Ed because America's mayor was recently elected and was elected prior to the alleged demonstration that my colleague alluded to. He was elected chairman of America's Party, the National Democratic Party. They could not have made a better choice.

Mr. Speaker, I wish him well, I wish him all the best. He will not need any luck because he works as hard and as tenaciously as anybody that I know. Luck will follow him.

From one chairman to another, You go, boy.

Mr. ETHERIDGE. Mr. Speaker, I want to thank my colleagues who have joined me tonight to talk about a very important issue, and that is education in America.

Today marks the close of fiscal year 1999. All year my Democratic colleagues and I have been working to help pass legislation to strengthen our public schools, but this Congress has utterly failed to achieve that important goal in my opinion. We are at the end of the year; we have no appropriations bills for education. We have not passed the reauthorization of the Secondary School Act, and so many opportunities have been missed.

Rather than answer the call of the American people to pass legislation to improve education for our children, Republican leadership has spent the whole year doing a whole lot of other things and, in the end, moving to cut education funding. With 29 days left before the targeted adjournment date that they set themselves; we did not set it, Mr. Speaker, they set it for this

Congress to adjourn; we have a lot of educational issues yet to be addressed.

Mr. Speaker, throughout the month of August, I visited many schools in my district and went into every county and every school district. I met with students, teachers, parents, staff. We talked about the tremendous challenges that they face today, and teachers are doing a wonderful job under some tough circumstances. We talked about school construction, we talked about school safety, teacher training; we talked about the need for more technology in the classroom, we talked about encouraging and enticing more African American students, more minority students, more female students, into math and science and into the technology area. Tremendous needs out there, and Congress can help with that.

I want to now recognize my colleague from California (Ms. WOOLSEY) who has been working on this area all year in the Committee on Science where we serve and on education. She has a deep interest in making sure that all these groups get an opportunity, and she has worked on legislation, and I would yield to her at this time.

Ms. WOOLSEY. I thank the gentleman from North Carolina very much for organizing this special order tonight. It is a particularly important issue when we talk about our children and their education, and believe me, you are a big voice in this country, having been the Superintendent of Schools for North Carolina. You know as much as anybody in the House of Representatives what we need to be doing to get our children ready for the 21st century.

I ask you, Mr. Speaker, what is wrong with this picture. Females make up slightly more than 50 percent of this country's population, yet less than 30 percent of America's scientists are women. Even fewer engineers are women, in fact, less than 10 percent. In 1994, there were 209 tenured faculty at the Massachusetts Institute of Technology; and only 15 of those 209 were female.

Of course, these figures are not surprising when we learn that in 1985 women earned less than 30 percent of the bachelors degrees in the physical sciences and less than 10 percent of the bachelors degrees in engineering. Colleagues will not even want to hear the percentage of Ph.D.'s in science- and mathematics-based fields that are earned by women; it is too depressing.

Just to give my colleagues an example:

About 8 percent of the Ph.D.'s in physics in 1988 were awarded to women.

My colleagues may be asking themselves: So what? Is this some national problem? And that was years ago, WOOLSEY.

Yes, well, this is a big problem; and in some fields, the numbers are worse

today than they were 11 years ago. In fact, this is a big problem for employers, a big problem for women as future wage earners and a big problem for our Nation as we compete in the global marketplace.

The Bureau of Labor Statistics projects that between 1994 and the year 2005 the number of women in the labor force will grow twice as quickly as men. A recent study of school-to-work projects found 90 percent of the girls clustered in five traditionally female occupations. That has not changed over the last years. These occupations that are chosen by young women are elementary school teacher, nurse, retail sales, travel, hospitality service, and service industries.

My colleagues do not need me to tell them that careers in traditionally female occupations pay far less than careers in science, math, and technology. For example, Mr. Speaker, a data analyst can expect to make \$45,000 a year while a licensed practical nurse earns less than \$25,000 a year and a kindergarten teacher earns only \$18,000 a year.

The National Science Foundation reports that today the jobs facing workers require higher skill levels in science, math, and technology than ever before. The NSF report is verified by a letter I received from the American Electronic Association, and I hereby introduce that letter into the RECORD:

AMERICAN ELECTRONICS ASSOCIATION,
April 27, 1999.

Hon. LYNN WOOLSEY,
439 Cannon House Office Building, Washington,
DC.

DEAR REPRESENTATIVE WOOLSEY: The American Electronics Association (AEA) is the nation's largest high-tech trade group, representing more than 3,000 U.S.-based high-technology companies. I am writing to inform you of the high-tech industry's growing concern about our nation's education system.

The U.S. high-tech industry has created 1 million new jobs since 1993, paying an average annual wage of more than \$53,000. Recruiting skilled professionals is becoming increasingly difficult for most high-tech companies since the current unemployment rates for many key technology occupations are less than 2%. For instance, the unemployment for engineers is 1.6%; for computer scientists, 1.2%; and for computer programmers, 1.4%. Given the high salaries, rapid employment growth, and low unemployment, it would follow that more students should be entering these fields of study. Instead, the opposite is occurring.

The high-tech industry is facing a critical shortage of skilled workers. Simply put, our nation's educational system is not graduating enough students to fill the workforce needs of the high-tech industry. Further, we are not producing enough students that are prepared to meet the challenges of a technology-driven economy. This week, AEA released a new report—CyberEducation: U.S. Education and the High-Technology Workforce—that provides a comprehensive overview of the education trends that affect the high-tech industry. The report provides a

baseline for comparing high-tech education in each state. Key CyberEducation findings include:

The number of degrees awarded in computer science, engineering, mathematics and physics has declined since 1990. Workers with these degrees perform critical research, design and develop new products, and create new jobs for the high-tech industry.

Foreign nationals are earning a large percentage of high-tech degrees: 32% of all master's degrees and 45% of all doctoral degrees are awarded to foreign nationals.

Although the test scores of American students in math and science are improving, American high school seniors ranked 19th in math and 16th in science and when compared to students from 21 countries.

If these educational trends continue, the growth of the high-tech industry cannot be sustained. Congress has an opportunity to address the shortcomings in our nation's education system with the reauthorization of the Elementary and Secondary Education Act. AEA is currently developing a series of specific education improvement proposals focused on K-12 math and science and the use of technology in the classroom, which we will share with Congress in the near future. AEA and its high-tech member companies are prepared to work with Congress to improve our nation's education system.

Sincerely,

WILLIAM T. ARCHHEY,
President and CEO.

AEA wrote to tell me that today the high-tech industry is facing a critical shortage of skilled workers and the future is even looking worse than it was in the past. Additionally, seven high-tech firms including Autodesk, Hewlett-Packard, and Microsoft sent a similar letter to all of the members of the Committee on Education, and I introduce that letter into the RECORD also, Mr. Speaker:

September 24, 1999.

Hon. WILLIAM L. CLAY,
*U.S. House of Representatives,
Washington, DC.*

DEAR REPRESENTATIVE CLAY: Research has shown that the earlier girls are introduced to mathematics and science, the more likely they are to enter information technology (IT) careers. As such, we are writing to express our strong support for H.R. 2387, "The Getting Our Girls Ready for the 21st Century Act (GO GIRL!)," introduced by Rep. Lynn Woolsey (D-CA). The bill seeks to encourage young female students' interest in mathematics and science, and ultimately, into high technology careers.

While the IT industry is thriving and continues to drive U.S. economic growth, we are in the midst of a critical high technology worker shortage. At the same time, 50% of the U.S. population is female yet women currently make up just 8% of the engineering workforce. Moreover, only 3 percent of top executive positions at Fortune 500 companies were held by women. Clearly, we are letting a valuable national resource go untapped. We need to work together to encourage more of our country's women to pursue careers in technology.

The GO GIRL! Proposal establishes a program that works with girls beginning in the fourth grade and stays with them through high school. It funds mentors, tutors and events to encourage their interest in technology.

We support proposals that encourage young girls to be exposed to role models and

develop an interest and self-confidence in mathematics and science as numerous empirical studies have suggested that girls tend to develop negative attitudes towards the "hard sciences" in middle school. While several of our companies employ a variety of mentoring, recruiting and training programs to encourage women to enter high technology fields, we strongly support federal initiatives that strike at the root of this issue in the formative years.

In your consideration of the Elementary and Secondary Education Act (ESEA), the high technology industry strongly encourages you to consider proposals that not only strengthen math and science education broadly but that aim to target women, minorities and other underrepresented groups to pursue these courses of study. We urge you to consider co-sponsoring Rep. Woolsey's proposal by calling Lynda Theil at 5-5161 and appreciate your consideration.

Sincerely,

Apple Computer, Inc., Autodesk, Inc., Compaq Computer Corporation, Hewlett-Packard Company, Intel Corporation, Microsoft Corporation, Motorola, Inc.

In their letter these companies told committee members that without measures like Go Girl we will be jeopardizing the success of Americans' thriving technology industry by letting a valuable national resource go untapped. Quite clearly there is no way that America will have technically competent work force if the majority of students, females, stay away from science, math and technology.

That is why I have introduced a bill to help schools encourage girls to pursue careers in science, math and technology. Although my bill is formally titled: Getting our Girls Ready for the 21st Century, it is known as Go Girl. Go Girl will create a bold new work force of energized young women in these technical fields. Go Girl is modeled on the TRIO program which has successfully encouraged 2 million low-income students whose parents never attended college, and these students now are attending and graduating from college.

Similarly, the lack of female role models hampers female interest in studying math, science, and technology. Girls and their parents first must be able to envision a career in these fields for themselves and for their daughters. Then they need practical advice on what to study and how to achieve the necessary academic requirements. Go Girl follows girls from the 4th Grade, the grade in which girls typically begin to fall behind boys in math and science, through high school. To encourage girls' interest in math, science, and technology in the early grades girls will participate in events and activities that increase their awareness of careers in these fields, and they will meet female role models.

Go Girl participants benefit from tutoring and mentoring, including programs using the Internet which is built on a program started by Carol Bartz, the President of Autodesk Software

Company in my district. We can hardly turn on a TV or pick up a newspaper these days without hearing about the importance of Y2K preparations, but what good will Y2K preparation be if we do not invest in our future workers? And we have to ensure that all of our workers are ready for the 21st century.

American girls are close to 50 percent of America's future work force. If they turn away from careers in science, math and technology, we will be short-changing our employers, and our young women will be shortchanged as well.

I hope that my colleagues will join me in sending a message to the Committee on Education that our young girls and young women must have careers in science, math, and technology. Say to these young women and young men: Go, girl. Go to a career in science, a career in math, a career in technology, and earn a livable wage so you will be able to raise your family comfortably.

So, Mr. Speaker, that is my speech for today because where we are undervaluing all children in our education system by not passing the reauthorization of elementary secondary acts for this Nation, we are particularly undervaluing our young women.

Mr. ETHERIDGE. Well there is no question that all children in our public schools have to be reached out to. We have to encourage them, and certainly today with the number of youngsters, the females of all ethnic backgrounds as well as those who are not represented in the technological areas, if we do not encourage them and get them into those areas, all of us will lose because they are the future workers of tomorrow, and you are absolute true, and as we think about that, this whole digital divide that we have, we also have to have a place to put them.

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We need buildings in our communities. In the communities throughout my district, and I think this is true all across America, we see student enrollment continuing to grow at alarming rates. They are outstripping the local governments' abilities to keep up with the needs of quality schools.

This Congress has an opportunity to act and must act to help these communities cope with these very urgent problems. I have introduced legislation, many of you have signed it, we have something like 93 Members having signed it, and the Republican leadership refuses to bring it to the floor or bring it up in committee so we can take action on it.

I yield to the gentlewoman from California (Ms. LEE) for her comments, because really she has really been a hard worker and been on this floor and worked in committee to make sure that education is held high, recognizing that the bulk of the money for

education really comes from the state and local level. But we have a major responsibility at the Federal level to provide that kind of leadership.

Ms. LEE. I thank the gentleman for yielding. I just want to thank you once again for your leadership and your commitment to education to all of our children in this country and also for conducting this special order.

Mr. Speaker, I rise to talk about our national concerns about education. It is heartening to know that most people in this country want our budget surplus spent sensibly on preserving Social Security and securing our future by educating our children.

Think about it. Rather than getting an insignificant tax cut, which is what the majority of taxpayers would have received with the Republican tax bill that President Clinton just vetoed, they would rather have this money spent on improving our schools. I am very heartened by this. The American people have spoken. They want our educational system improved.

We recognize that as a result of over two decades of neglecting our schools, especially in communities of color and low-income communities, that they are in deplorable conditions. We know that solving these educational problems is not only having enough money, but that the money be spent to support programs that have clear objectives, that have curriculums that are suitable for a highly technical and competitive society, that have capable administrators and well-trained and well-paid teachers, that have basic support staff, like nurses, counselors, attendance clerks, and school secretaries that can call parents. The schools must have up-to-date textbooks, adequate laboratories, and computer technology, and that the physical structure, the schoolhouse, be decent, clean, and safe. Yes, provide an environment that is conducive to study and learning. Schools must be safe havens for our children, free from drugs and weapons.

What I have described is a basic educational package that is centered around the school. The American public school is one of the most powerful engines for uplift in this country.

We know that a strong educational system provides systems with the necessary background and training to survive in and to lead in this world. One significant aspect, however, of a successful school system is that it is also a powerful crime prevention tool.

We know that education is the best form of crime prevention. A California-based think tank recently released a study showing that crime prevention is the most cost effective way of making sure that we do not build prisons. Of all crime prevention methods, education is the most cost effective, not to mention that our children deserve to benefit from a good education rather than to

be set up for a lifetime in and out of jail. Yet, rather than invest in education, some would have us funnel more money into prisons to fuel the prison construction industry, putting money into constructing new prisons and building new juvenile detention facilities, as if we are to prepare for the inevitable incarceration of our children.

This is wrong. In fact, the lack of investment in education actually contributes to the rise in incarceration rates. Nineteen percent of adult inmates are completely illiterate, and 40 percent are functionally illiterate. Nationwide, over 70 percent of all people entering State correctional facilities have not completed high school. In our juvenile justice system, youth at a median age of 15 read, on average, at the same level as most 9 year olds.

So it is imperative that we begin to refocus on education and prevention instead of constructing prisons. With children attending classes in trailers, being subjected to unheated and sometimes unsafe buildings or packed together 35 in a classroom, it is no wonder that too many students are not learning and receiving sound healthy starts that they need to succeed in a competitive, fast-paced working world.

My continued experience of working with the youth in my district gives me real hope in the knowledge that students have the vitality, knowledge, and intellect; and they have the wish to learn and succeed and to be good citizens in a healthy, supportive society. They have the will and the ambition to achieve.

Let me give you an example. At the beginning of this month, 2,000 students from different communities in my district coalesced to celebrate a "Week of Unity: One Land, One People." These students are members of the Youth Together Project, a multiracial violence prevention and social justice project which operates in each of five schools to unite students of all races to promote unity and peace on school campuses.

To achieve their goal, they have drafted teachers, parents, and community leaders as allies in their effort. I am so proud that the students of Youth Together understand that Native Americans, African-Americans, Latinos, Asian Pacific Americans and Whites, all members of our rainbow culture, can work together for peace and justice in our schools and communities.

The children, the youth, will do their part, as will the local communities. It is now up to us in the Federal Government to step up to the plate. We must support the President's initiative to reduce class size by placing 100,000 extra teachers in our classroom. We must support our Democratic education agenda by supporting the School Mod-

ernization Initiative bill, H.R. 1660, and provide our children with essential counseling at critical times of their education by supporting H.R. 2567, which will bring counselors to the schools. Our teachers need to be freed up to do what they do best, and that is to teach. The children are doing their part, our teachers are doing their part, now we must do our part.

Mr. ETHERIDGE. I thank the gentlewoman from California for her comments and thank her for her efforts, her hard work on education and for the children of this country, and recognizing that she really is a leader in that area. We appreciate that.

As we talk about these issues this coming year, in the current school year we are in we have more school children in our classrooms than at any time in America's history, more than we had during the time that we talk about the baby-boom after World War II. It is only going to get worse.

Tonight, I can report that officials from the U.S. Department of Education have conducted a study, and the documentation of that study talks about the tremendous explosion we are having in our public schools all across this country. And we are going to experience it for the next decade. It is going to continue to come, and then fairly level out. We will not have a dip. They have confirmed the earlier estimates of what is called the baby-boom echo which has created a crisis in our schools, and it is certainly reflected in my State, one of the fastest growing states in the country.

I am disappointed that the Republican leadership has failed to meet what I think is its most basic responsibility, to pass the annual legislation needed to fund government and has ignored the needs in our community to help with school construction.

That same leadership has refused to act on my school modernization bill, but they have also failed to act on one that Congressman RANGEL has put in that the administration is working with. My Democratic colleagues, along with me, have signed a discharge petition, and for those folks we need to remind each other what a discharge petition is. If we cannot get a bill out of committee, we march up here and sign a petition. If we get 218 signatures on it, we can get the bill out. Hopefully we can get that done.

But as we think of that, we need that to make sure children have a place to learn, but we also need it to have a place to put the technology that is needed in those classrooms for children to be ready for the 21st Century, because if we do not put the computers and technology in the classroom, there is going to be a tremendous digital divide for all of our children.

I want to thank my friend from Connecticut (Mr. LARSON) who has worked

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so hard in this area. He has worked on it in the Committee on Science where we served, and he worked on it on the floor and other committee. He has taken it as a mission. I thank you for your leadership in this area.

I yield to the gentleman for his comments on this really important issue of the digital divide.

Mr. LARSON. Thank you very much, Representative ETHERIDGE, and thank you for your leadership and again for putting forward this very important hour to discuss this issue.

As you have already recognized, school buildings across this Nation represent about a \$2 trillion investment in brick and mortar, and it is an asset we cannot overlook. While I am as disappointed as several are that we have not been able to address fundamentally the issues of education in this session, I believe that this issue is going to be driven forward, ironically not by the Congress, ironically not by educators, but by businessmen.

It is the Commerce Department that most recently issued a report, a very startling report, called "falling through the net." In that report, what they found is that the gap, the so-called digital divide, is increasingly growing worse along the lines of race, gender, geography and wealth.

What that means in this Nation is that at a time when the economy is surging and roaring forward, that there is not the pipeline of well-trained, well-educated individuals to come forward and fill the jobs that will continue to fuel this great economic growth that we are experiencing. So we fundamentally have got to address issues.

As was pointed out by the gentleman from North Carolina (Mr. ETHERIDGE), there are important things that have to be done with respect to modernizing our schools. But as we modernize the schools as well, it is equally as important that we make sure that they are technologically sufficient.

The people who came before not only the Committee on Science and Committee on Commerce, the business community projected that currently we have about 350,000 jobs that are going unfilled because we do not have people that are coming out of our public school system that are digitally fluent and competently trained. The problem is a huge one, and it is one where this Nation and Congress, quite frankly, has had its head in the sand, and we have to wake up.

As I suggested earlier, I think it is going to be the business community that drives this issue, because primarily they are concerned about that workforce in the future. But what the Commerce Department's report also demonstrated is this huge gap that exists between those who have access to information and those who do not.

In a digital economy we cannot afford to leave anyone behind. That gap

has grown worse in the midst of this great economy and has grown worse, especially for those children in our rural communities and in our cities. We have got the ability, we have the technology. What we have lacked is a universal ubiquitous plan to make sure we are delivering technology in the classroom.

We have proposed legislation in the Committee on Science that is going to address this issue. We hope desperately that it gets taken up on the floor, because it is so important that we come up with the most efficient means of making sure that fundamentally the transmission of voice, video and data in a classroom can be integrated into daily lesson plans and into the curriculum.

As a former schoolteacher myself, I know the importance of making sure that we are more diagnostic in our approach to teaching, that we are able to be more prescriptive in terms of what children's needs are, and ultimately that the goal of every teacher is to individualize instruction.

But if we do not have the basic tools that are going to be necessary to compete in a global economy, then shame on us for having our heads in the sand and not making sure that we are making the kind of fundamental changes within our schools that we need to move forward. We cannot do that, as you pointed out on several different occasions, without well-trained teachers.

We have proposed legislation, several of us here, to make sure that we provide tax incentives for teachers, teachers who are willing to go out and spend the extra money to purchase a computer on their own, a laptop, so they can go home and incorporate that into their daily lesson plans; a tuition tax credit for teachers that will go back and get the kind of education that they need to be technologically up to par with their 5th grade students; and, of course, providing incentives for business as well, so that they, when they buddy up with school systems, when they buddy up with fellow teachers, for the hours that they put in, they receive a particular tax credit.

Fundamentally, it is recognizing that we need to retool our schools. We all know what happened in the automobile industry when we did not retool. We lost. We lost ground, we lost in competition, we lost market share.

This is far more important than an automobile industry. This is our future growth. These are our future students. To compete in the global economy, we have to make sure that these students are well-trained. Every economist worth his salt has said look, when you are dealing with this economy, knowledge and currency, knowledge translates into currency, and information will provide the growth in the future.

We have to retool our schools. We have to retrain our students. One way that I believe that we can, and this is going to take time, and I think most of us understand that, is as we are rebuilding and refurbishing schools and making sure they are technologically up to speed, as we are retraining our teachers we need, according to Secretary Riley some 2 million teachers over the next 10 years, we also have to make sure that we make as part of this culture, part of this information culture, our youngest students.

We have called for the creation of a youth technology corps to be a part of the arm of VISTA, to be part of AmeriCorps, to serve this country starting in the fifth grade, to put a civic face on technology but having at that very young age kids become imbued with the responsibility of service, service to their fellow students, helping them with the basics of reading, writing and arithmetic, helping elderly people who are shut-ins or in nursing homes send e-mails to their sons and daughters and their grandchildren. There is a higher calling here and it is one where if we integrate and take a look at these issues from a universal perspective, this Nation is going to be better served.

I am also reminded as well, at the end, and I think it is something that served me well and I know many of my colleagues have talked about this, there is no piece of legislation, there is no technology, that reads to a child at night, that tucks them in, that offers them the kind of nurturing and help that a loving and caring parent can. Beyond that, there is a responsibility, fundamentally, that resides with this Congress. There is no State, there is no community, that has the wherewithal technologically to provide universal, ubiquitous service to all of our children. We have that responsibility. We created a national highway system. Surely we can create a national information superhighway system.

I thank the gentleman so much for the opportunity today to speak.

[From the Hartford Courant, Sept. 21, 1999]
CLOSING THE DIGITAL DIVIDE IN OUR SCHOOLS

(By John B. Larson)

The nation's economy is surging to unprecedented levels. The productivity of small business start-ups, driven by technology and American ingenuity, is bursting with entrepreneurial capital and the creation of unparalleled wealth.

Yet amid the euphoria, there is growing concern about the alarming trend of limited access to the benefits of this "digital" economy. In its July report "Falling Through the Net," the Department of Commerce confirmed these fears about the information haves and have-nots, citing a persisting "digital divide" between the information-rich and the information-poor—a divide characterized by a disparity of race, gender, wealth and geography that grows disturbingly further apart.

The great irony of this technology enterprise is that it's running out of a vital fuel source: skilled workers. American corporations are now in the position of asking Congress to help import a work force from foreign countries.

Congress needs to reinforce a crucial pipeline for this needed fuel so that our technological enterprises can feel secure in their ability to grow.

That pipeline has been and continues to be public education. Unfortunately, the pipeline is clogged because our policies are floundering with piecemeal, patch-worked solutions instead of a solidly constructed plan. We cannot meet the demands of a digital economy with inadequate infrastructure, untrained teachers, resistant universities, indecisive government and a private sector that thinks donating its old computers is the solution to the problem.

Congress must recognize a fundamental need to rethink how we deliver education in our classrooms. It needs to light up the desktops of our students and the blackboards of their teachers, and provide students with the training and skills they need to be contributing members of our future work force. Specifically, it needs to bring the information superhighway into our schools and libraries, giving students the opportunity to participate in the global economy.

For this opportunity to be seized by Congress, it will take more than a 30-second sound bite. It will require a long-term plan. Congress must forge a new alliance of the nation's talented technological sector and leading academic and government agencies, to develop a strategic plan with appropriate implementation benchmarks. The information infrastructure needed for classrooms and public libraries must be examined to ensure that it provides the most efficient and cost-effective results. Yet, we must also realize that while a high-tech education system is critical, it won't work without trained professionals.

As a parent of three and a former teacher, I understand that no act of Congress ever reads to a child at night, tucks him in or offers him the kind of nurturing growth that comes from caring parents. Similarly, no piece of technology can replace a highly trained teacher. There can be no high-tech without high touch.

According to U.S. Secretary of Education Richard Riley, over the next 10 years, this country will need 2 million new teachers. These new teachers must be digitally fluent and prepared to integrate technology into their daily lesson plans and curriculum. Our colleges and universities must be prepared to provide this outcome, and Congress must be prepared to provide incentives. These incentives would include tax credits for equipment purchases, tuition credits to acquire new skills and incentives for business to buddy with teachers and adopt schools.

The third component of how Congress can integrate high-tech learning into our society relates to creating a civic culture that will encourage young people with computer talent to share their knowledge with their community. The best way to make that happen will be through a youth technology corps.

A national tech corps starting in the fifth grade and continuing through high school will be of technological service to peers and adults and expose young people to the importance of community service, learning the important lesson that serving is as important as being served.

Congress has a responsibility to leave no one behind in the digital economy. It must

provide the opportunities needed to help Americans attain personal and financial security in a global economy. It can make this happen, or it can be remembered as the Congress that squandered an unprecedented educational moment.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman from Connecticut (Mr. LARSON) for his comments. He is absolutely right, and I thank him for his leadership in this area because we have more who feel that our children need not only the technology but need a place to put that technology, and that is where we have to make sure that we have the facilities to put them in and have quality education for our children. I thank the gentleman for his efforts.

As we talk about the technology needs and the other needs, this year we will have over 53 million children who are attending public schools, as we talked about a few minutes ago, and too many of these children, as has already been stated, are stuck in trailers, in converted bathrooms for classes, in gyms, in hallways, and the list goes on. This is not conducive, and it is not what we ought to have to have a quality facility and certainly we cannot get technology in those kind of places.

Our communities need help to get quality buildings, to upgrade them, to get them up to standard, and make children understand that it is education we are about. We really do believe in it. We do need to provide for them a quality facility and a quality environment. As a former State superintendent, I certainly know that, and I urge this Congress to stop playing partisan politics; to deal with our children first and get on and get the job done. It makes no sense.

When we talk about programs that is fine, but the truth is, buildings and all of these other things, the important thing is we have good people in the classroom and we have good programs to deal with children.

My good friend, the gentleman from Maryland (Mr. CUMMINGS), has been working in this area his whole career here in Congress and he has become an excellent leader, and we have had a chance to talk on this floor about it. He has a couple of excellent programs that he has worked on.

Mr. Speaker, I yield to the gentleman from Maryland (Mr. CUMMINGS) AT THIS TIME.

Mr. CUMMINGS. Mr. Speaker, I want to thank the gentleman from North Carolina (Mr. ETHERIDGE) for what he has done. Being the leader that he is, and I was sitting here and listening to him and I listened to our colleague, the gentleman from Connecticut (Mr. LARSON), I could just feel the passion and compassion that they all have.

I know my other colleagues, the gentlewoman from California (Ms. LEE) and others who will come before us tonight, have that same kind of passion.

I just want to remind the gentleman from North Carolina (Mr. ETHERIDGE) of a little story, and I will be very brief, about my visiting a classroom and a teacher is going over the information and she is saying, look, we are going over the things that we tested on Friday. This was a Monday. And I said, why are you going over the matters that you tested on on Friday? The children have gotten their results back and everything. Why are you not moving on?

Her response to that was that not everybody got an "A." I want to make sure that everybody gets an "A."

I think that is a fitting introduction for a program that was started in Baltimore just recently this past summer where we intensified our summer school program, and we took these 12,000 students who had not made the grade and put them in this program and we discovered some very interesting things. At the end of the summer, at least 50 percent of those children had gotten up to grade level. The other thing that we discovered is that of the schools that they came from, 19 of these schools, because of their overall testing rate, have come up from the bottom to mid-level.

It is because of that intensity we had three factors going there. We had smaller classrooms because we had less children. We had good teachers because they picked the best teachers that had time to plan, time to plan, and they set very high standards. So when we think about that scenario that I just brought up, of all the children rising together and no one being left behind, this is what this was all about.

They did a little bit more research and they discovered something that was very interesting. What they discovered is that although the children would learn pretty much at the same rate during the school year, when the summer came a lot of times the kids that were in the city and the poorer areas did not have access to books, did not have summer camp opportunities, and did not have various exposures that more affluent students might have. So what they discovered was that because of that summer lack of educational experience that they fell behind. Nobody ever talks about that.

So we feel in Baltimore that we are moving into that right direction. But guess what? It takes money to do that. It takes money to do that. I always hear folks talk about, well, money is not what is really needed. Other things are needed. Goodwill is needed, and all of that.

Yes, we do need all of those good things but we also need money. Let one person who has their child in private school tell me that money does not make a difference, tell me that it does not make a difference, and they will not convince me. So I just want to raise that issue.

I want to thank the gentleman again for what he is doing. We have to do the things that he just talked about. We have to make sure that this legislation is passed and these authorizations are made and this money is appropriated so that no one will be left behind, and I thank the gentleman again.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman very much for his comments. He is absolutely correct.

When we think about leaving no one behind, as the gentleman said, we have to have a quality facility. We have to have the tools to teach. Then we get parents engaged, and we have to have well trained people, and we have to let them know we are going to pay them, and we should encourage them to come into the profession and honor the profession and stop downgrading and bad-mouthing it, because people tell me they support it and then they come to the floor and bad-mouth teachers and bad-mouth schools and do not support them.

Mr. CUMMINGS. And do not pay them.

Mr. ETHERIDGE. Yes, and they understand that. We have to have the funds to have quality training and ongoing quality training. In the industry, the one thing they spend their money on is making sure their people are up to speed with the skills.

The one thing we say in education that always bothered me, the first thing that gets cut is we call it staff development or retraining or whatever one wants to call it, or we say to teachers they have to have their skills to this point but they have to pay for it. I cannot imagine an industry trying that and getting away with it.

As the gentleman knows, and I do, the gentleman from New Jersey (Mr. HOLT) has worked hard on this whole area of staff development and training and the issues dealing with teacher training and recruitment, and he has come to this Congress and he has hit the ground running very quickly and really become a leader in this area.

Mr. Speaker, I would yield to the gentleman from New Jersey (Mr. HOLT) at this time.

Mr. HOLT. Mr. Speaker, before my colleague, the gentleman from Maryland (Mr. CUMMINGS), leaves, I would like to underscore something that he said. I hear from teachers all the time that they say the first many weeks of the school year are spent relearning what the students have lost over the summer; it is a time when the divide between the privileged and the not so privileged students grows wider. The summer is an important time, and I think we should develop programs of summer schools such as the gentleman from Maryland (Mr. CUMMINGS) described.

I want to thank the gentleman from North Carolina (Mr. ETHERIDGE) very

much for his championing education all along. We all look to him because of his experience as a State superintendent, and because of his wisdom in the area of education that really works.

The gentleman has said it. We should be outraged. America should be outraged. Here we get near the end of the fiscal year, in fact today is the last day of the fiscal year, we have a number of appropriations bills not yet dealt with and we save the education bill for last. So education gets the scraps in the appropriations process. Inexcusable.

The gentleman referred to the school modernization and construction bills. We have to resort to parliamentary procedure, discharge petitions, to even get a debate on the floor. Inexcusable. America should be outraged.

I would like to talk for a minute or two, if I may, about teachers and the support that we owe them. We ask a lot of our teachers. We ask a great deal of them. We should give them what they need to do the jobs.

As the gentleman knows, many of today's teachers, especially in elementary school, say they do not feel prepared to teach science and math. Science and math classes are the gateway for our children to the opportunities of tomorrow. Twenty-eight percent of New Jersey's science teachers do not have a major or a minor in the subject they teach and a third of math teachers across the country are not licensed to teach math.

We need to work on the pipeline to encourage teachers, to get science and math teachers to go into the field, and we need to give them the support once they get there. We need professional development for these teachers. The fact remains that it is not happening as it should.

I just received this week a study from the American Association of Physics Teachers under the American Institute of Physics. It showed that only one half of all physics teachers around the country have received even one day of physics training in the past year.

Science teachers need classroom support. Teachers talk about their need personally to stop at the local hardware and to fund lab experiments out of their own pockets. These physics teachers say that schools now are spending ten percent less on equipment and supplies in physics classes than they were a decade ago. It is a problem.

The gentleman has talked a lot about the need to be connected. Our colleague the gentleman from Connecticut (Mr. LARSON) has also spoken about this, the need to be connected to the Internet. Although 90 percent of the schools in this country are connected to the Internet, only one teacher in ten has identified software to help him or her teach their subject in the classroom, to

actually use this equipment educationally. If teachers feel unprepared to use the technology, then we are not doing right by them.

A recent study by the Department of Education told us that only 20 percent of teachers feel qualified to use modern technology and to teach using computers that are available to them; just 20 percent.

Some of us are sponsoring a bill to provide grants for training teachers in how to use and integrate technology in the classroom, and I think all of us here this evening are supporting programs like the Eisenhower funds for training and education of teachers in science and math. We entrust our most precious resources to the teachers. We should equip these teachers. We owe it to the teachers, but even more we owe it to the children of America.

We should treat them as professionals, these teachers.

Mr. ETHERIDGE. Mr. Speaker, I could not agree more, and I thank the gentleman from New Jersey (Mr. HOLT) for his comments. I thank him for his leadership because it is with that kind of leadership and that kind of energy we are going to make a difference, and we just have to keep chipping away, knocking on the door. Eventually it will get open and we will do the job for our teachers that will ultimately wind up enriching our children all across this country.

Mr. HOLT. We must keep pushing so education is not the last thing we take up at the end of the fiscal year.

Mr. ETHERIDGE. It should be the first.

As we think about this whole issue of technology and training, we always come back to the need for modernization of facilities in areas where people cannot make it; areas that are really growing so fast they are having a difficult time meeting it.

I want to recognize and yield to the gentlewoman from Illinois (Ms. SCHAKOWSKY). She came to this place and hit the ground running. She has been on fire for education and the people in her district and she has worked so hard, and I thank her for her leadership.

Ms. SCHAKOWSKY. Mr. Speaker, I really appreciate what a great champion my colleague from North Carolina has been for quality education.

I would like to share some of my experiences. Earlier this month, I visited Boone school in Chicago, in a community called Rogers Park, a bungalow Chicago community in my district, and I witnessed firsthand what kind of overcrowding was happening in my neighborhoods.

□ 1915

This school has 1,100 children. It is built for 800 children. In one of the classrooms that I went to which was a

converted teachers' lunchroom, really a small area, kind of a teachers' lounge, there was a classroom of children.

One of the students handed me a picture that they had done. I would like to just show it to colleagues. This is, "Thank you for caring about Boone students." These are Boone students, and they are all kind of overlapping each other. We have got Freddie under Matthew, and Monserrat laying over Brenda here. Rudy is yelling "help". We have got Jose over here and Mrs. Duarte kind of squished in the corner over there. She is the teacher.

This was typical of what was going on. There was a classroom out in the hall. There were three classes in one room, three different languages. It was packed in there, and it was noisy because they were talking all different languages. Their teachers and the children were saying it was really hard to concentrate in a room like that.

Walking down the hall, there was paint, I am not talking about a few chips, but paint pealing off the walls. They had done their best to rehab one of the corridors, but this one was terrible. Every morning, they would have to come in and sweep the floor to get the paint chips off. This is not because the school district, the Chicago public schools, have not done their best.

I wanted to quote from the testimony of Gary Chico, president of the Chicago School Reform Board of Trustees when he came to Washington.

He said,

Since 1995, Chicago has committed close to \$2 billion in primarily local funding for 575 separate projects at 371 schools. That money has built 8 new schools and 48 additions or annexes, adding 632 new classrooms to the district, which serves 430 school children.

But more needs to be done, and Chicago cannot do it alone. We're doing our part, but we need partners at the Federal level to meet all the needs.

We've conservatively identified another \$1.5 billion in additional improvements needed before we can say that our schools are truly the kinds of learning environments that we know will make a difference.

The fact is, improving the learning environment improves performance. When kids are in crumbling school buildings with outdated equipment, they're getting the message that education isn't important.

When they're in overcrowded classrooms or taking class in hallways or basements because the classrooms are full, they figure school isn't important.

We can't afford to send that message to our children. We're entering a new century. Every forward-thinking industry knows they can pack up and move anywhere on earth and conduct their business.

If we want them to stay here and invest in America, we have to give them a workforce that can deliver in Chicago and in schools throughout the Nation.

In Illinois, 89 percent of the schools reported a need to upgrade or repair their buildings, 62 percent reported at least one inadequate building feature. It could be a roof or plumbing or elec-

tricity or windows or pealing paint. Seventy percent reported at least one unsatisfactory environmental factor.

So I am urging my colleagues to support the President's school modernization bill introduced by the distinguished gentleman from New York (Mr. RANGEL). That bill would provide \$24.8 billion in interest-free funding over the next 2 years for school construction and modernization projects, allowing Illinois to issue \$1.125 billion in bond.

Chicago alone would be able to issue \$676 million in bonds and save up to \$333 million in interest payments. It is unacceptable to send our children to 19th Century schools as we go into the 21st Century. Investment in the children today will pay dividends to generations to come.

Mr. ETHERIDGE. Mr. Speaker, the gentlewoman from Illinois (Ms. SCHAKOWSKY) is absolutely correct, and I could not agree more.

I yield to the gentleman from New York (Mr. CROWLEY), another colleague who has just been a real leader in this whole issue, education and all the areas, and we have been enriched by him coming to Congress.

Mr. CROWLEY. Mr. Speaker, I thank the gentleman from North Carolina (Mr. ETHERIDGE) for holding the special order this evening.

There are many issues that affect my community. I could argue that I probably have the most diverse community in the United States, most ethnically diverse district in the country. This is the number one issue, the status of our schools in New York City.

We are able to build roads. This Congress helps to build roads. It helps to build bridges. It helps to build tunnels. It helps to build airports. It even helps to build hospitals. But the most important infrastructure our country knows, our public schools, this Federal Government does not do enough in terms of helping build and modernize old schools in this country.

The average school age in New York City is 55 years of age. One out of every five schools is over 75 years of age. Schools start to deteriorate after 30 years of age. So my colleagues can have a sense and idea of the state of the schools in New York City.

I have shown pictures here on the floor of children in closets, in bathrooms, in hallways. It is just incredible. I want to applaud Reverend Jackson. Reverend Jackson went to Chicago and took inner city schools and took them out to the suburbs and showed them what they had. They were awed. But more than importantly, he took suburban children back into Chicago and showed them what inner city children do not have. It caused some of those children to come to tears. Because they think children are very fair minded, and they know when something unfair is happening. I think they

recognize what was happening in Chicago.

The same thing is happening in Queens and in the Bronx. We have a school, a high school in the Bronx, Truman High, that has a swimming pool that has not had water in it for the past 3 years. It is almost as bad as having no swimming pool at all, the idea that one has a swimming pool, but it is not being used. It is incredible, but that is what we are living in in New York City. Those are the circumstances. It is only getting worse.

We project 30,000 students each year in New York City public school system. In Queens alone, we expect a 66 percent rise by the year 2007. We are looking at almost 60,000 more students in Queens alone. If we build all the schools that the city and State want to build, we are still going to be 20,000 seats shy. That is why we have to do something in this House, Mr. Speaker. I appreciate the help of the gentleman from North Carolina (Mr. ETHERIDGE).

Mr. ETHERIDGE. Mr. Speaker, the gentleman is right, and we have got to do it this year. I thank the gentleman from New York (Mr. CROWLEY) for his leadership.

As we wind down, this evening, I think it is important to sort of step back for a moment and talk about why education needs to be such a high priority in this Congress for this country.

In the new economy of the 21st Century, we have learned, and we know that what one learns will determine what one earns. The truth is the new economy is already here.

I met this week with a leader to the Information Technology Industry Council, and he talked about this digital divide. Alan Greenspan has talked about it, how the economy had just boomed, and we do not really know what kind of impact this has. But unless we make sure that every child is involved in it, we have buildings to put them in, and our teachers are up to speed, and we give them the resources to teach and get them up to doing it, we are going to be in trouble.

According to the U.S. Chamber of Commerce, high-tech will drive more than a quarter of all economic growth or has driven more since 1993. By the year 2006, half of the U.S. work force will be employed by industries that are either major producers or users of information technology products and services. That is why it is imperative that we act now, this year, not next year, and not down the road. I will not go into the others. I am going to enter this into the RECORD.

But the jobs that pay the most money are technology jobs. My State tonight is facing a real challenge. Part of eastern North Carolina is under water, four congressional districts. Mr. Speaker, we have schools that have not opened. I include for the RECORD the

Adopt a School Program because that is on the Internet so that those who want to help can, as follows:

NCDPI'S ADOPT A SCHOOL PROGRAM

Description—Many schools have been hit hard by Hurricane Floyd. Some schools have lost textbooks while some have lost almost everything. In order to try and meet some of these needs we have organized the "Adopt a School" program. We are encouraging school leaders, classes, PTA organizations, and concerned citizens to link up with schools in need and provide needed assistance throughout this year.

How do you Adopt a School? On this page is a list of schools that have expressed a de-

sire to be adopted. Simply contact the school at the phone number or address listed. Find out what their needs are and how you can help. Then maintain contact with them throughout the year as needs will change with the passing of time.

Some ideas once you have adopted a school:

Contact your adopted school and find out if they have immediate needs such as: tennis shoes, clothing, or other essential items. Have your class or school hold a campaign to collect these items.

After the crisis has passed, there will still be a need for emotional support. A class or a school could write letters of support. You

could even form a pen pal program between your school and the adopted school.

The idea is that you partner with this school for the rest of this year to provide support in any way that you can.

Read a description from teacher Marshall Matson of current conditions in Edgecombe county in regards to schools. (9-23-99)

Below is a list of schools who would like to be adopted. If you wish to adopt one of them, please contact them directly at the information listed. Please check back often as this list will be updated regularly as soon as we are made aware of schools in need.

School Name—Location	Contact Information	List of Current Needs
Jones Middle School—Jones County	Ethan Lenker, Principal, Phone: 252-448-3956; Fax: 252-448-1044; E-mail: elenker@hotmail.com.	Please contact school for up to date list. The school is taking financial contributions. Make checks payable to Jones Middle School Relief Fund, Jones Middle School, 1350 Old New Bern Rd, Trenton, NC 28585
Trenton Elementary School—Jones County	Philip Griffin, Principal, Phone: 252-448-3441; Fax: 252-448-1449; E-mail: pkg@alwaysonline.com.	Please contact school for up to date list.
Jones Senior High School—Jones County	Dr. James A. Buie, Principal, Phone: (252) 448-2451; Fax: (252) 448-1034	Please contact school for up to date list.
Princeville Montessori, Pk-3—Edgecombe County	Kathy Harris, Resource Personnel, Phone: (252) 823-4449; Fax: (252) 641-5741; E-mail: kharris1@earthlink.net.	Please contact school for up to date list.
Patillo Elementary, 4-5—Edgecombe County	Kathy Harris, Resource Personnel, Phone: (252) 823-4449; Fax: (252) 641-5741; E-mail: kharris1@earthlink.net.	Please contact school for up to date list.
Pitt County Schools	Arlene Ferren, Pupil Personnel Director, Phone: (252) 830-4237	Please contact school at the number given for an up to date listing of schools and needs.
Nash-Rocky Mount Schools	Lela Chesson, Community Relations, Phone: (251) 459-5243	Anyone wishing to make donations to schools in the system should contact Lela at the number listed.
Nash-Rocky Mount Schools Employee Disaster Fund—for employees of the system who have losses.	You may send a check to: NRMS Disaster Fund for Employees Community Relations Office, Nash Rocky Mount Schools, 930 Eastern Ave., Nashville, NC 27856.	For employees of the system who have losses.
Greene County Family Literacy Center—an Even Start Program	Cassie Faulkner Greene County Family Literacy Center, 602 West Harper Street, Snow Hill, NC 28580; Phone: 252-747-8257; email: Cassielota@hotmail.com.	School was flooded. Will need new carpet, books, and furniture.
Rocky Mount Charter School	Dr. John von Rohr, Director, Phone: (252) 443-9923	School was located in the Tarrytown Mall which had five feet of water. School has lost everything. It was the largest public charter school in NC with 800 students and 70 staff.

My district was affected by this tremendous devastation that has wrecked many schools, homes, businesses, and lives; but the district of the gentlewoman from North Carolina (Mrs. CLAYTON) is one of the worst affected in eastern North Carolina.

Mr. Speaker, I yield to the gentlewoman from North Carolina (Mrs. CLAYTON) who has been a leader also in education.

Mrs. CLAYTON. Mr. Speaker, I thank the gentleman for yielding to me. I want to say, educationally, the gentleman from North Carolina (Mr. ETHERIDGE) has certainly been a leader. I thank him for providing continuous leadership in education, not only in the State of North Carolina and this Nation, but now providing it here in the U.S. Congress.

As the gentleman speaks about education, the infrastructure that leads to the future, many of our schools in Edgecombe County, in fact two of them, will not be able to be used perhaps the rest of this year because they have been seriously damaged by the flood.

The infrastructure I hope that we were talking about improving our school under the modernization act will now need to be looked at in terms of FEMA providing some monies for that.

But, Mr. Speaker, I hope that, as we have opportunity to look at eastern North Carolina, that we put education as one of the infrastructure that, not only we bring back to the status quo before the flood, but that we try to im-

prove those facilities so that the young people in eastern North Carolina, not only can survive this storm, but be prepared for the 21st Century, and that they can have the kind of facility that allows them to prepare for that future.

Also, the infrastructure has been greatly disadvantaged throughout eastern North Carolina. Some estimate that just the electricity alone will cost more than \$80 million. The water system has not yet been assessed.

So schools and other infrastructure that have been damaged by the storm need to be restored. But in education, we do not just need to restore it, we need to improve the facility.

So the gentleman is absolutely right for the bills that he had that would have improved the school must go forward, not only for people in eastern North Carolina, but for this Nation, because we need to find a way where we make sure that the equal divide, the equal opportunity that levels the playing field for the future is actual education. So we have to find for the facilities for that.

I just say educational facilities have been greatly damaged by the flood. Many of our schools have been damaged. But I know several of our schools in two counties we will not be able to restore them. I understand FEMA will come back and try to perhaps restore them. But think about the other schools that need that kind of opportunity to improve.

Mr. ETHERIDGE. Mr. Speaker, the gentlewoman from North Carolina (Mrs. CLAYTON) is absolutely right. As

we think of this whole issue of digital divide she was just talking about, the information technology is really the largest job creating engine in the history of the world. To leave a group of people behind is unacceptable, unforgivable, and criminal when we have within our power the ability to do something about it.

We can provide the facility to put it in. We can work together to make sure every child has access to the technology. When we think about currently almost 70 percent do not have access in some ways in this digital divide, that is unacceptable as we approach the 21st Century.

The richest nation in the history of the world, we must do more, we can do more. This is inexcusable that we do not do more. I think, as a Congress, we have an obligation to make sure that we leave no one behind as we approach the 21st Century.

We need to provide scholarship for science and math and greater support for technology training. Our greatest challenge is to take educational excellence, not just into the suburbs, but to every inner city, into the rural areas as well. We need to improve education for all children in all parts of America.

We need to encourage our people to be more demanding of their government leaders so that we can get the job done. Industry needs to push harder. Not enough pressure is being put, in my opinion, in the right places to get it done.