

school, a practice that begins as early as kindergarten. African-American males are more likely to be classified as mentally retarded or suffering from a learning disability, more likely to be placed in special education and more likely to be absent from advance placement and honors courses than any other student group. These statistics are distressing and inexcusable.

Sadly, the dismal state of African-American males, by far the most vulnerable and neglected population, has become all too familiar. Frequently, the severity of these statistics and the ways African-American men cope with tremendous barriers and challenges are brushed over or ignored altogether. Sometimes we blame the males themselves, insisting they subscribe to a culture of deviancy or refuse to "act white" by doing well in school. Other times we acknowledge that there are grave inequalities but fail to provide resources to adjust for gaps.

The policy forum, which featured experts including: Jeffrey Robinson, Principal, Baltimore Talent Development High School; Robert Balfanz of the Center for Social Organization of Schools at Johns Hopkins; James Forman, Jr., professor at Georgetown University Law Center; Amy Wilkins of The Education Trust; and Governor Bob Wise of the Alliance for Excellent Education moved past simply highlighting the litany of issues facing African-American male youth to make recommendations designed to instigate lasting and relevant positive change now. Among these recommendations were increased funding and support for mentor programs; uniform calculations of graduation rates, calling for States to equalize funding by leveraging Federal dollars, and expanding the length of the school day. Many of these themes are reinforced by Mr. Jackson's article, which insists we teach all Black boys to read at grade level by third grade and to embrace education, provide positive role models, and investing as much money in educating black boys as we do incarcerating them.

I applaud and support the efforts of both David J. Johns and Phillip Jackson who have contributed greatly to a much needed conversation about the state of African-American males in America today.

AMERICA HAS LOST A GENERATION OF BLACK BOYS

(By Phillip Jackson)

There is no longer a need for dire predictions, hand-wringing, or apprehension about losing a generation of Black boys. It is too late. In education, employment, economics, incarceration, health, housing, and parenting, we have lost a generation of young Black men. The question that remains is will we lose the next two or three generations, or possibly every generation of Black boys hereafter to the streets, negative media, gangs, drugs, poor education, unemployment, father absence, crime, violence and death.

Most young Black men in the United States don't graduate from high school. Only 35% of Black male students graduated from high school in Chicago and only 26% in New York City, according to a 2006 report by The Schott Foundation for Public Education. Only a few Black boys who finish high school actually attend college, and of those few Black boys who enter college, nationally, only 22% of them finish college.

Young Black male students have the worst grades, the lowest test scores, and the high-

est dropout rates of all students in the country. When these young Black men don't succeed in school, they are much more likely to succeed in the nation's criminal justice and penitentiary system. And it was discovered recently that even when a young Black man graduates from a U.S. college, there is a good chance that he is from Africa, the Caribbean or Europe, and not the United States.

Black men in prison in America have become as American as apple pie. There are more Black men in prisons and jails in the United States (about 1.1 million) than there are Black men incarcerated in the rest of the world combined. This criminalization process now starts in elementary schools with Black male children as young as six and seven years old being arrested in staggering numbers according to a 2005 report, Education on Lockdown by the Advancement Project.

The rest of the world is watching and following the lead of America. Other countries including England, Canada, Jamaica, Brazil and South Africa are adopting American social policies that encourage the incarceration and destruction of young Black men. This is leading to a world-wide catastrophe. But still, there is no adequate response from the American or global Black community.

Worst of all is the passivity, neglect and disengagement of the Black community concerning the future of our Black boys. We do little while the future lives of Black boys are being destroyed in record numbers. The schools that Black boys attend prepare them with skills that will make them obsolete before, and if, they graduate. In a strange and perverse way, the Black community, itself, has started to wage a kind of war against young Black men and has become part of this destructive process.

Who are young Black women going to marry? Who is going to build and maintain the economies of Black communities? Who is going to anchor strong families in the Black community? Who will young Black boys emulate as they grow into men? Where is the outrage of the Black community at the destruction of its Black boys? Where are the plans and the supportive actions to change this? Is this the beginning of the end of the Black people in America?

The list of those who have failed young Black men includes our government, our foundations, our schools, our media, our Black churches, our Black leaders, and even our parents. Ironically, experts say that the solutions to the problems of young Black men are simple and relatively inexpensive, but they may not be easy, practical or popular. It is not that we lack solutions as much as it is that we lack the will to implement these solutions to save Black boys.

It seems that government is willing to pay billions of dollars to lock up young Black men, rather than the millions it would take to prepare them to become viable contributors and valued members of our society.

Please consider these simple goals that can lead to solutions for fixing the problems of young Black men:

Short term—(1) Teach all Black boys to read at grade level by the third grade and to embrace education; (2) Provide positive role models for Black boys; (3) Create a stable home environment for Black boys that includes contact with their fathers; (4) Ensure that Black boys have a strong spiritual base; (5) Control the negative media influences on Black boys; and (6) Teach Black boys to respect all girls and women.

Long term—(1) Invest as much money in educating Black boys as in locking up Black men; (2) Help connect Black boys to a positive vision of themselves in the future; (3) Create high expectations and help Black boys live into those high expectations; (4)

Build a positive peer culture for Black boys (5) Teach Black boys self-discipline, culture and history; and (6) Teach Black boys and the communities in which they live to embrace education and life-long learning.

NOTE: As the Executive Director of The Black Star Project, Phillip Jackson has become a national leader advocating for community involvement in education and the importance of parental development to ensure that children are properly educated.

PERSONAL EXPLANATION

HON. BILL PASCHELL, JR.

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, April 23, 2007

Mr. PASCHELL. Madam Speaker, I was unavoidably detained on the rollcall vote for the final passage of H.R. 1257, the Shareholder Vote on Executive Compensation Act (rollcall vote No. 244), in order to return to my district to survey damage from the recent floodwaters that have severely affected many of my constituents. Had I been present, I would have voted "yea" on the rollcall vote for final passage of H.R. 1257, the Shareholder Vote on Executive Compensation Act (rollcall vote No. 244).

TRIBUTE TO GEORGE HAMPTON

HON. DONALD M. PAYNE

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, April 23, 2007

Mr. PAYNE. Madam Speaker, today I wish to recognize and honor a devoted friend and dedicated public servant, George Hampton, who retires from the University of Medicine and Dentistry of New Jersey—or UMDNJ—on March 30th of this year.

George Hampton was born and raised in Newark and rose from a humble beginning to earn a degree in Urban Planning from Rutgers, The State University of New Jersey and—through peaceful but assertive protest efforts, help gain a foothold for generations to come for minority populations and helped diversify Rutgers' Newark Campus faculty. Later he even joined the faculty as an adjunct professor.

Mr. Hampton would go on to serve the city of Newark in several administrative positions, become a consultant to the Greater Newark Urban Coalition and as executive assistant to the Commissioner of the New Jersey Department of Environmental Protection; and serve as the President of the Regional Health Planning Newark Sub-area Council, as Board Chairman of Newark Emergency Services for Families, and as Board Chairman of the Newark Collaboration Group.

As Vice President of UMDNJ, Mr. Hampton has fulfilled a statewide responsibility for implementing the University's community service mission and extending UMDNJ's services to the community in the urban centers that serve as host to the University's several campuses in New Jersey. He has successfully directed the University's efforts to make a positive community impact throughout the state.

Madam Speaker, I invite my colleagues here in the U.S. House of Representatives to