

students, students at risk, and special needs students. I believe we can find that balance.

We can agree that an educated workforce is good for the country. Perhaps we can agree that we need an educational system that supports the diverse talents of all students—those that shine academically and those that shine in career tech classes. I believe we can achieve this too.

Our current educational system is losing on the international stage. Contrary to the recent years of economic struggle, the U.S. continues to be a land of plenty on the world scale. If we hope to remain a world leader, it is essential that we stop looking at our educational system with a scarcity mentality—a mentality that acts to take from one to give to another, where there is not enough for all. We must recognize that our educational system is our greatest investment and fight to put all we can into it. We can't afford to lose children, to lose their talents and their potential contributions to our country. We need every one of them.

H.R. 5 has some good components that move us in a better direction. Unfortunately, this legislation lacks the kind of investment needed to educate our future workforce. Education is the key to a strong democracy, economic competitiveness and continued global leadership for the U.S.

STUDENT SUCCESS ACT

SPEECH OF

HON. SUZANNE BONAMICI

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 18, 2013

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Ms. BONAMICI. Mr. Chair, I rise in opposition to H.R. 5, a bill that would take our education system backward instead of into the future.

K–12 education is my passion, and it has been for a long time. In fact, public education issues are what first led me to run for public office. Education is key to rebuilding our economy, to sustaining and improving the quality of life in our communities, and to the functioning of our government and democracy. We are in dire need of long-term thinking about how we can strengthen our public schools.

The policies in the Elementary and Secondary Education Act, especially those put into law by No Child Left Behind, need a serious overhaul. The intent of NCLB was laudable: make sure that all students in America's public schools are getting a good education and aren't falling through the cracks. Unfortunately, the law has resulted in an over-emphasis on high stakes testing, drastic penalties for low-performing schools, and an imbalanced focus on subjects that are tested at the expense of a well-rounded curriculum. Additionally, the NCLB provisions that prescribe a "one size fits all" approach with mandates and restrictions have undermined the teaching profession.

I am extremely disappointed that this reauthorization is moving forward in a rushed man-

ner after only one perfunctory hearing. One of the main reasons I came to Congress was to work with all my colleagues from both sides of the aisle on finding the best policies to ensure that public schools provide all students, regardless of socioeconomic status, with a well-rounded education that prepares them for whatever their future may hold. But this reauthorization has not been given full and fair consideration by the Education and Workforce Committee, and the result is a bill that has little, if any, chance of becoming law. That's not only disappointing; it's detrimental to students across this great country. They deserve better.

H.R. 5 is alarming for a number of reasons. Its massive block grant approach would impede educational equity and make it more likely that students will receive educational opportunities based on where they live and the income of their parents. This, combined with the removal of Maintenance of Effort provisions and cuts to McKinney-Vento funding for homeless students, will result in thousands, if not millions, of fewer students having access to quality education.

I am also extremely concerned about H.R. 5's woefully inadequate funding. A strong system of education is critical to the success of our country and funding it should be a priority. Instead of taking money away from schools, especially those serving the lowest-income students, we should be investing in their improvement.

One important change that's needed to strengthen public education is to move away from high-stakes testing and allow states and school districts to use multiple measures in assessment, including adaptive testing and formative assessments. School performance should be measured in multiple ways, using multiple subjects and indicators. Additionally, teacher evaluations need to be improved and necessary support, including mentoring, given to teachers and school leaders. Though more work is always needed, Ranking Member MILLER's substitute amendment to H.R. 5 makes these improvements and more. I am proud to support it.

The substitute amendment also takes an important step forward with its comprehensive program for STEM education. One of the most exciting provisions in this program is the recognition of the value of arts and design to STEM learning, adding an "A" to make STEAM. Enhancing STEM through the arts and design will engage more students in school while helping them develop into innovative critical thinkers. Employers aren't looking for good test-takers; they want people who can create, communicate, and collaborate. The provisions recognizing the importance of the arts and design in STEM will give our students the skills they need to be competitive in the workforce.

It's also important to recognize the benefits of a well-rounded, whole child approach to education. Students must be healthy, safe, engaged, supported, and challenged at school to reach their full potential. Subjects like civics, physical education, and second languages lead to the development of well-rounded students who become productive and innovative adults. A well-rounded education gives students a greater diversity of skills, increases their engagement with subject material, and helps keeps them in school. The Democratic substitute makes significant strides toward achieving these goals.

I am also pleased that Ranking Member MILLER's substitute addresses many other shortcomings in our education system, including the flawed practice of seclusion and restraint, background checks for staff and contractors with access to children, standards for concussion safety, and meaningful funding levels for homeless students.

With that, I urge my colleagues to invest in our students, our teachers, and our schools, and to oppose H.R. 5 so we can return to a full and thorough consideration of our federal education policies.

IN RECOGNITION OF THE 65TH
WEDDING ANNIVERSARY OF
BILLY AND LAVERNE CANTRELL

HON. MIKE ROGERS

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

Monday, July 22, 2013

Mr. ROGERS of Alabama. Mr. Speaker, I would like to pay tribute to a very special occasion today—the 65th wedding anniversary of Billy and Laverne Cantrell. This event will take place on July 29th.

Billy Cantrell was born to Festus and Mary Lou Cantrell on December 31, 1926, and Laverne Cantrell was born to Oscar and Avis Jeffreys on March 22, 1932.

The couple met in Hamilton, Alabama, while attending high school and only dated six weeks before getting married.

Steve served in the Merchant Marines and worked for 27 years at 3–M in Qwin, Alabama. Laverne worked in garment factories until her retirement.

Together, Billy and Laverne had four children, nine grandchildren, 15 great grand children and three great-great grandchildren. Their favorite songs include "Tennessee Waltz" and "Sentimental Journey".

Please join me in congratulating this lovely couple on 65 years together.

PANCREATIC CANCER

HON. JAMES P. MORAN

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Monday, July 22, 2013

Mr. MORAN. Mr. Speaker, I rise today to bring attention to pancreatic cancer. As you know, it is one of the most deadly forms of cancer; the fourth leading cause of cancer deaths in the United States and eighth worldwide. It is the only major cancer with a five year survival rate in the single digits.

This year, 45,220 Americans will be diagnosed with pancreatic cancer and 38,460 will die from this deadly form of cancer. Seventy-three percent will die in the first year of diagnosis. African Americans have the highest risk among racial and ethnic groups; a risk 32 to 66 percent higher than other groups. Further, while most cancers' death rates and incidences are declining, the incidence death rate of pancreatic cancer is increasing. The number of new cases is expected to increase by 55 percent by 2030.

These numbers are staggering. Clearly we need to increase our efforts to reduce the incidence of and treatments for this painful disease. Enacting the Recalcitrant Cancer Act