

The selection of Martin formally concluded a nationwide search for the position.

Martin was named to the post of dean after the search was narrowed down to three total finalists.

"I think that the school of journalism will be very well served with Chris as dean," Dean Bill Deaton of the College of Human Resources and Education and chair of the Journalism Dean Search Committee said. "She's demonstrated through her progress as interim dean her ability to effectively work with different media in the school."

Martin will be the first woman to lead the school and the sixth dean in its history.

"I've worked with Chris since I came to WVU in 1996 and I had also known her from a Pennsylvania paper that we both worked at," journalism professor and search committee member Leslie Rubinkowski said. "I know her as being an excellent journalist and good editor. She brings a lot of these qualities to her job."

Rubinkowski also acknowledges that Martin did a great job in getting projects within the journalism school started.

"Chris has spearheaded many projects in the last year," she said. "Under her guidance, we are redesigning the journalism curriculum. The way that scholarships are awarded has been changed and Journalism Week, which faded away in the last five years, was revived."

In addition to noting Martin's work in creating the Vietnam war correspondent women's panel, Rubinkowski ultimately felt that Martin was chosen as dean of the journalism school because of the respectable and likeable persona that she reflects.

"People like and respect her because she's a good journalist and leader."

After coming to WVU in 1990 as an associate professor, Martin directed the school's writing program, chaired the news editorial sequence and coordinated its honors program.

Before coming to WVU, she taught writing, literature and journalism at Washington and Jefferson College in Washington, Pa. Martin also worked as a reporter, education writer and news editor for the Pittsburgh Tribune Review and the Uniontown Herald-Standard.

Martin is also a 1999 Freedom Forum Teacher of the Year, a 1998 Carnegie Foundation Professor of the Year (the only one in West Virginia), a 1997-98 WVU Foundation Outstanding Teacher and the 1996-97 Journalism Teacher of the Year.

Martin also began a program that brings together WVU and state newsrooms called, "Bridging the Gap: A Personnel and Resource Exchange." In addition to her work with WVU, she conducts writing workshops for newspapers across the state.

Martin also co-directs the reporting and writing fellowship program for college graduates at the Poynter Institute in St. Petersburg, Fla. every summer.

Martin earned her undergraduate degree in English from California University (Pa.). She also holds a master's degree from the University of Maryland, where she is currently completing a Ph.D. in American studies.

Martin currently is in Vietnam, pursuing her interests in female war correspondents who covered the Vietnam War. She was unavailable for comment.

□ 2000

EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentle-

woman from California (Ms. WOOLSEY) is recognized for 5 minutes.

Ms. WOOLSEY. Mr. Speaker, when I first came to Washington, I was determined to make education our Nation's number one priority. That commitment has not changed.

What has changed is my understanding of what it takes so that our children are ready to learn when they enter the classroom. We can have the best schools and the best teachers in the world; but if our children do not enter the classroom ready to succeed, those schools and those teachers and those students will fail.

Let us face it, if today's children are lucky enough to have two parents living with them, chances are both parents work outside the home, they work long hours, they commute long distances, and it is our children who are being left behind.

It is certainly not their parents' fault. They are working and commuting long hours to support their families. But it is our children who are paying the price because their parents need to earn a living. That is not right. Parents should not have to choose between financial stability and their children's emotional stability. We need to help parents bridge the gap between work and family so their children are ready to learn when they enter the classroom.

Mr. Speaker, we know that learning does not start on the first day of kindergarten. Children are growing and changing from the very day they are born. Study after study has shown that the first 3 years are critical to a child's development. Provisions need to be made for families so that they can be together at these critical times so parents can be with new babies and newly adopted children.

Paid family leave is a key tool we can use to make sure that children get off to a positive start and that their parents can be with them at these critical times. And by providing parents with voluntary universal prekindergarten programs, we will give them the chance to get their children on the right track. Programs like Head Start and Early Head Start show us that pre-K programs work. All parents should have the option of enrolling their children in a structured, quality, voluntary pre-K program.

With parents working hard, children are spending more and more time in child care. Ensuring that quality child care is available to all children will go a long way to making sure that our children are ready to learn when they go to school.

We need more good child care, including care for children under the age of 3 and for night and weekend workers. But it is not just young children who are coming to school unprepared. Older children face challenges also.

Title XI of the Elementary and Secondary Education Act, which I wrote

and saw signed into law in my first term, needs to be expanded. It needs to be expanded to allow schools to use more Federal funds for in-school support services for students and for their families.

Services such as after-school programs, mentoring programs, tutoring and counseling help young people address their angers and their frustrations and their fears before they have tragic consequences, and these programs ensure that young people are ready to learn when they enter the classroom.

Also, Mr. Speaker, students cannot learn when they are hungry. It is proven that those students who eat breakfast do better on tests, they are more well-behaved in school, and they miss less time from school than those who do not eat breakfast. We need to make sure every child starts the day off with a good meal.

My pilot Federal breakfast program, which is underway in five school districts across the Nation, is the first step toward a universal school breakfast program.

We must also make quality education accessible to all of our children. That means building new, modern schools that are welcoming to those with disabilities as well as to those without. That means making sure that no one is left behind.

In the high-tech global economy, however, those without a high-tech education, those without high-tech skills will be left behind. That is why we must make sure that minorities and women are encouraged to study math, science, technology, and engineering. Females make up slightly more than 50 percent of this country's population, but less than 30 percent of America's scientists are women.

My "Go Girl" bill will create a bold new workforce of energized young women in science, math and technology careers.

GENERAL LEAVE

Ms. JACKSON-LEE of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the subject of my special order tonight.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentlewoman from Texas?

There was no objection.

EDUCATION IS KEY TO OPPORTUNITY, EQUALITY, AND SUCCESS

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I could not help but listen to