

the potential of being permanently locked out of a productive future. This Congress must adequately fund public schools; this Administration must support a national initiative to engage educators, parents, business, and communities in addressing the needs of urban schools; and our U.S. Department of Education must articulate a new vision to address the needs of poor performing urban schools. This is about ensuring that we leave no child behind, no family behind, no community behind.

Investment in public education and job training is the key to developing young minds and giving all of America's children a chance to excel. At the present time, however, a significant number of children attend schools where facilities are crumbling, classrooms are overcrowded, students are without computers and Internet access, and many teachers are uncertified and lack the requisite content expertise. While there are many dedicated teachers and great public schools in this country, it is a shame when even one child in the United States receives an obsolete and inadequate education.

America must develop a new paradigm to keep children in school, provide a solid education foundation, world-class academic skills, industry responsive job training, and preparation for post-secondary education and life-long learning. Children growing up in America's urban communities need to know that there will be a job for them when they complete school. It just makes good sense to educate people.

The economic future of America's urban communities is contingent upon developing strategies for achieving sustainable and systemic change in public school and the delivery of state of the art technical training. We must value the input of families, businesses, teachers, unions, universities, and faith and community-based organizations in a coordinated effort to promote educational achievement and the creation of work. All stakeholders in the community must recognize and acknowledge the contributions of all members of the community.

If this nation is to succeed in closing the opportunity divide, we must first close the racial, literacy, economic, social, and the technology gap for future generations.

The private and public sector must be willing to blur the distinctions among public schools, the business community, and traditional academic institutions. We need a national agenda for addressing poor performing urban schools. This initiative is about creating opportunity for America's poorest communities.

What is good for our poorest communities is ultimately an investment in the future of America's economic growth. Free market expertise can have a dramatic effect the quality of public schools and their ability to attract the best and brightest of the teaching profession.

The business community must assist schools in laying a solid groundwork in math, science, and technology skills at the elementary, middle school, and high school levels. We also must reach out to public schools, whose teachers and administrators are charged with the responsibility to insure that the skills learned today are the skills prospec-

tive employers want and need. We must reach into the hearts and minds of the students we serve, giving them the skills, the confidence, and the opportunity to succeed in our nation's increasingly digital economy.

Our nation's children have a big stake in the future of America, but many are not being provided with adequate education, job training, and opportunities that will allow them to take advantage of the prosperity and promise of the new global economy. Tragically, an entire generation of poor urban and rural children, many minority and most undereducated, are missing out on the American dream. At the time of unprecedented economic growth in this country these children are being left behind. Where is the outrage? Where is America's outrage? These children deserve better.

Students in schools that have high concentrations of poor children are at great risk of being left behind in an economy driven by technology, increased knowledge, and higher skills. Gaps in student achievement, between high-poverty and low-poverty students, and between minority students and their peers have persisted and in some cases widened in recent years.

As they get older, these children are less likely than other students to attend a college or university. This breach in opportunity undermines one of the central purposes of public education: providing all children, regardless of background, with a basic sound education and an equal chance to compete in the world of work when they leave school.

Americans consistently tell us that education is their highest domestic priority. In that context, we need to put a face on America's education priority, the face of America's poorest children. We must articulate our plans for the next century; a message of inclusive economic participation, self-reliance, affordable higher education, market-driven job training, world-class public schools, and accountability for educators and students.

NO CHILD LEFT BEHIND ACT OF 2001

SPEECH OF

HON. JAMES R. LANGEVIN

OF RHODE ISLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 23, 2001

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind:

Mr. LANGEVIN. Mr. Chairman, I rise to commend my colleagues on the Education and the Workforce Committee for crafting a bill that contains landmark investments in education and prioritizes disadvantaged children and low-performing schools.

In total, H.R. 1 authorizes \$22.8 billion, about \$5 billion more than was appropriated in fiscal year 2001. This bill creates new accountability systems that hold our schools responsible for delivering the first-rate education that our children deserve. It tackles the problem of illiteracy by creating two new reading

programs and authorizing them at three times the level of past programs. H.R. 1 gives children more personal attention and improves teacher quality by almost doubling funding for class size reduction and professional development for teachers. It authorizes \$11.5 billion for Title I in 2002 with increases over five years that amount to almost twice the 2001 level. Finally, H.R. 1 rejects both vouchers, which would drain resources from public schools, and "Straight As," which would politicize education and deny critical funding to the students who need the money most.

In sum, H.R. 1 is a remarkable measure. My only fear is that the budget we were forced to vote on last week so binds our hands that we will not be able to keep our promises. By enacting a \$1.35 trillion tax cut and a four percent cap on discretionary spending increases, we have virtually guaranteed that we will not adequately fund all the programs we are about to authorize. Mr. Speaker, reforms without resources will not produce results.

I ask my colleagues to vote in favor of H.R. 1. However, we must all remember that our job is not over until we meet these obligations during the appropriations process.

HONORING ROBERT INGLIS

HON. RUSH D. HOLT

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Friday, May 25, 2001

Mr. HOLT. Mr. Speaker, I rise today in recognition of Mr. Robert Inglis and his continued commitment to the young people in my district through his nearly seven-decade long affiliation with Lawrenceville, New Jersey's Boy Scout Troop 28. Bob's years of dedicated community service have made him a valuable contributor to our society whose efforts are to be applauded.

Bob's relationship with the Boy Scouts began in 1932 when he joined Troop 28 at the Lawrence Road Presbyterian Church. At this time, Bob, a resident of the Trenton-Lawrenceville area for most of his life, also became affiliated with the Mounted Troop 112 Field Artillery at Eggerts Crossing Road. Since his childhood, Bob has maintained his ties with Troop 28 as a Scoutmaster, Cubmaster, or assistant. Outside of his various official duties, Bob has also volunteered his time whenever the need arose.

One of the highlights of Bob's youth was his participation in the MacGregor Arctic Expedition of 1937-38 as an assistant surveyor. During his time with the expedition Bob had the opportunity to assist in groundbreaking polar magnetism experiments. After his graduation from Rutgers University in 1943, Bob became the first scout in Troop 28 history to earn the rank of Eagle Scout. During a two-year stint in the army from 1944 to 1946, which took him to France and later to Germany, Bob served as an army machine gunner. Bob's postwar life included marriage and a 38-year-long career with both New Jersey and Lawrence Township's Department of Health.

Robert Inglis' generous support of the Boy Scouts and his brave service to the United States have been exemplary. Once again, I