

Mr. REYNOLDS. I thank the chairman, and I just want to say that I support the Shimkus resolution as a co-sponsor. As he advances that debate in the House, I look forward to participating with him and assisting him in the endeavor of that resolution.

I also want to say this is an important time, while our President is overseas in that part of the world that NATO's whole universe is about, the aspect of defense of our allies. So this is a tremendous time to launch the further debate on NATO enlargement and reminding not only ourselves but the world of the criteria that NATO has established and that these countries are working diligently to meet that strong criteria so that they can be partnering in a NATO alliance in the future.

I believe enlargement is a subject that, while we only discussed it today, should hopefully bring a result in Prague in 2002.

Mr. BEREUTER. I thank the gentleman very much for his remarks. I thank all my colleagues. And I want to say that I appreciate the written remarks submitted by our colleague, the gentleman from California (Mr. LANTOS), our Democratic senior member of the Committee on International Relations, who is very supportive for NATO expansion. His views are very consistent with those I think we expressed here tonight.

Mr. LANTOS. Madam Speaker, I want to commend the distinguished gentleman from Nebraska (Mr. BEREUTER) for calling this special order on the recent meeting in Vilnius of the NATO Parliamentary Assembly. We in the House are indeed well served to by DOUG BEREUTER's outstanding leadership of the House delegation to the NATO parliamentary exchanges. He is serious and thoughtful in his leadership, and he has served our nation well through his commitment to the NATO Parliamentary Assembly.

Madam Speaker, in NATO and in the growing European Union we have a powerful group of friends and allies who basically share our values and objectives. We have said during the Cold War—and I personally passionately believe it—that NATO was a defensive military alliance. I believe that today NATO is a defensive alliance.

I am completely supportive of NATO enlargement, once the countries which are candidates for membership meet the economic and political criteria that qualify them for membership. The three Baltic countries—Lithuania, Latvia, and Estonia—are moving rapidly in this direction, and I strongly favor their admission into NATO. Whether it takes place in 2002, 2004, 2005 or 2006 is very secondary.

Madam Speaker, I want to make clear my strong belief that Baltic membership in NATO—or the membership of any other country in NATO—is not contrary to Russian interests. In fact, it is in Russia's interest to have the arena of stability and prosperity in Europe expanded to Russia's borders. It is clear that as democratic forces gain strength within Russia, these democratic forces will welcome the enlargement of NATO and the growth of stable democracies in adjacent countries. It is not in Russia's interest to have countries such as Belarus run by a dictator on their border. It is

in Russia's interest to have a country such as democratic Estonia—prosperous, free, and a member of NATO—to be near Russia.

I never accepted during the Cold War—and I do not accept now—the notion that NATO threatens Russia. There is no NATO leader that has the slightest ambition to invade or act in a way that is contrary to Russia's long-term interests. The NATO leadership hopes for the evolution of a democratic and prosperous and stable Russia. The leadership and the members of NATO want nothing more for the Russian people but an improvement in their economic conditions and the improvement of their political and civil liberties.

Madam Speaker, I disagree most strongly with the notion that we have to pay off the Russians in order to win their agreement to modify the ABM treaty in order to move ahead with our own system of missile defense. We should not truncate the natural growth of NATO in order to win concessions on missile defense, and we should definitely not allow Russian efforts at intimidation or blackmail to dissuade us from accepting the Baltic countries as members of NATO.

Madam Speaker, these were our goals with respect to Czech Republic, Hungary, and Poland when they were accepted for NATO membership four years ago. These will be our objectives with Slovenia, Slovakia and all other countries that seek membership and are granted membership in NATO in the future.

COMMUNICATION FROM FORMER STAFF ASSISTANT OF HON. JIM MCCRERY, MEMBER OF CONGRESS

The SPEAKER pro tempore laid before the House the following communication from Jennifer Lawrence, former staff assistant of the Honorable JIM MCCRERY, Member of Congress.

JUNE 7, 2001.

Hon. J. DENNIS HASTERT,
Speaker, U.S. House of Representatives, Washington, DC.

DEAR MR. SPEAKER: This is to formally notify you, pursuant to Rule VIII of the Rules of the House of Representatives, that I have been served with a criminal subpoena for trial testimony issued by the United States District Court for the Western District of Louisiana in a criminal case pending there.

After consultation with the Office of General Counsel, I have determined that it is consistent with the precedents and privileges of the House to comply with the subpoena.

Sincerely,

JENNIFER LAWRENCE,
*Former Staff Assistant to Congressman
Jim McCrery of Louisiana.*

COMMUNICATION FROM THE HONORABLE JOHN CONYERS, JR., MEMBER OF CONGRESS

The SPEAKER pro tempore laid before the House the following communication from the Honorable JOHN CONYERS, Jr., Member of Congress.

HOUSE OF REPRESENTATIVES,
Washington, DC, June 11, 2001.

Hon. J. DENNIS HASTERT,
Speaker, House of Representatives, Washington, DC.

DEAR MR. SPEAKER: This is to notify you formally, pursuant to Rule VIII of the Rules of the House of Representatives, that I have been served with a subpoena for production

of documents issued by the U.S. District Court for the Eastern District of Michigan.

After consultation with the Office of General Counsel, I will make the determinations required by Rule VIII.

Sincerely,

JOHN CONYERS, JR.,
Member of Congress.

□ 1830

AMERICA HAS URGENT NEEDS FOR SCHOOL CONSTRUCTION

The SPEAKER pro tempore (Ms. HART). Under the Speaker's announced policy of January 3, 2001, the gentleman from North Carolina (Mr. ETHERIDGE) is recognized for 60 minutes as the designee of the minority leader.

Mr. ETHERIDGE. Madam Speaker, I rise this evening to direct the attention of my colleagues to a task that I think is paramount in our Nation and our ability to be able to compete in the 21st century, and that is the task of improving the public schools in this country.

As the hour goes on, a number of my colleagues on the Democratic side have indicated they will join me as we offer a perspective on this critical issue facing our Nation, our States, our communities, and certainly the parents, teachers, and students of this country.

As communities throughout my district and really across this country celebrated the graduation season in the past few weeks, I believe it is an opportune time to look at what Congress needs to do to provide our schools the support they need to succeed in the 21st century.

It does not seem like it, but in just a matter of less than 2 months, school will be convening again all across America. Over 53-54 million students will head back to school, the largest number of public school students in the history of this country. At a time when the classrooms are going to be overcrowded, space will be at a premium and staffs will be challenged. Today my colleagues, Democratic colleagues who will join me, together we joined all of the members of the Democratic Caucus in signing a discharge petition on the bipartisan Johnson-Rangel-Etheridge school construction bill. American people understandably do not follow legislative process close enough to know what a discharge petition is or why it is important.

I regret that we even have to use it, but when there comes a time when the majority estoppels an issue as important as school construction for the children of this country, it is time for drastic action. A discharge petition is the only vehicle we have as ranking minority members to force the leadership to act, such as when they have blocked us from bringing up needed legislation. That is the only way that the Members have an opportunity to get it done. I would remind my colleagues and others that every Member of this body is elected by the same

number of people, except at the end before a census when you may have more or less people in a district than usual.

This is so important because we know that we have a bipartisan majority in this body of the membership who will vote for this school construction bill that will provide \$25 billion to help build and fix schools in communities all across America. But the only way we can get a vote on this bill is if we get 218 signatures on the discharge petition. That means that we have to get a majority of the Members of the House to sign the discharge petition to get it to the floor, and we have more signatures than that as cosponsor of the bill when it came up before. If we get a chance to vote on it, it will pass by a large majority, in my opinion.

As my colleagues know, I am the only former State school chief serving in Congress. I had the privilege of being elected to lead my State of North Carolina's public schools for 8 years, through a time of tremendous growth and change and opportunity. I am pleased to be serving in Congress. I have been working since I got here now 4½ years ago to pass this innovative legislation to provide national leadership for better schools.

But the Republican leadership refuses to allow us a vote on this critical bill, for whatever reason. Some say partisanship; some say unyielding ideology. It makes no sense not to have a vote on it. It does not do anything to dictate to anyone. The only thing it does is provide tax free bonds to the local units of government, to sell those bonds and build school buildings to get children out of trailers, off stages, and out of hallways to where they have decent lighting and new technology, all of those things that we think about that is important for education.

It is difficult for me to understand why we cannot get a vote on it. When Members stand on the floor of the House and say education is important, the President of the United States says it is one of his top priorities, if he makes one telephone call, we might get a breakthrough, if he would just call the Speaker.

We have urgent needs for school construction, and they are going worse every day. We must work to help meet these needs.

Throughout my district in North Carolina, schools are bursting at the seams. As I said, school will open in just a few short months, less than 2 now. And somewhere between 53 and 54 million children are going to show up. We know that school enrollment is going to increase the following year, and the year after that, and projections are for the next 10 years. Too many students are being condemned to less-than-the-best facilities and stuffed in overcrowded classrooms and rundown facilities. We need a modernization act to help fix this problem.

It bothers me that we talk about how important education is and we turn a blind eye to doing the needed things we

need on facilities. Is it the most important thing? Probably not. But it is among the list of important things. Why? Because a well-trained teacher in front of that classroom, in my opinion, is the most critical piece. But then again you ask the question: Why not have a good place for the teacher to teach and the child to learn? If we say education is important and children ride in buses passing nice new prisons to go to a rundown school, what kind of message are we sending to our children. Do they really believe that we believe that education is that important? And yet the Republican leadership refuses to act on our modest bipartisan legislation that begins to supply some measure of help in this critical crisis.

Yes, we need more teachers. We need to reduce class sizes, but we need the space to put students in. Every year, the Federal Government spends billions of dollars to build State prisons. We spend money for local roads, bridges, waterways, and countless other projects that are needed and are important. But why do they get priority over school construction? Do you reckon it is because of powerful constituents and influential patrons here in Washington. I would dare not think it was because school children do not vote.

My friends, I am here to fight for the citizens who cannot vote, the children. They may only be 20 percent of our population, but I can assure you tonight that they are 100 percent of the future.

I am here to represent the children who do not have lobbyists to get the leadership to cut them a deal. I am here to speak for the children whose voices will not be heard by themselves to say we need school construction. We need books. We need air conditioned classrooms. We need technology in those classrooms. We need bathrooms that work and water fountains that put out cool water on a hot day.

I urge my colleagues to join me in signing the discharge petition on the Johnson-Rangel-Etheridge School Construction Act and to pass this critical bill without delay, and we can do it. It seems to me a tax cut was important to this body and to the President, and we got it through here in record time, before Memorial Day. School starts in less than 2 months. We cannot build buildings that quick, but we can start; and it is important.

I have spoken many times on this floor about the need for school construction, and I will continue to speak out because the need is growing every day, every month, and every year. The last number I saw about the need for modernization in this country is approaching \$300 billion. That is a lot of money. Historically we have said that is a local and State responsibility, and we do not say that with a lot of other things.

We have people come to the floor and say education is the most important thing we have to do in this country be-

yond our national defense, and when it comes time to make the hard decisions to help make a difference, it becomes a big slip between the lip and the hip. It takes resources to get the job done. As more children come, the need will continue to grow.

You know, the other side of that coin, as I mentioned earlier, is the need for good teachers, to reduce class size, decent facilities, adequate class sizes, and well-trained teachers are a critical piece in the challenge to improve education. We cannot do it in a stop-start, a piece here and a piece there. We would not dare, no businessman would dare try to do that on a production line building an automobile or tractor or any other product; and yet we ask our teachers to operate in conditions that we would not operate a factory for business people. It says something about our priorities. It bothers me greatly at a time when we have more resources available to us in this Congress than we have had in over 20 years. I trust we will not squander that opportunity.

Last year, the Democratic staff of the Committee on Government Reform Special Investigation Division prepared for me a study entitled K-3 Class Sizes in North Carolina's Research Triangle Region, and the numbers in this report are startling. I am talking about an area of the country that I think is fairly progressive. It does a good job with education. We have outstanding teachers. Children do well. It is one of those regions when you talk about high tech, you have to talk about Research Triangle Park as one of the top five or six places in the country. No matter how much talk or rhetoric there is in this town about education, I believe we should stick to the facts. Let me share with you some of the facts from my district. I think they would be the same from other districts and could very well be more telling.

Fact number one, last year in Wake County, the largest county in my congressional district and the second fastest growing county in the State of North Carolina, over 95 percent of young children were taught in classrooms that exceeded the national goal of 18 students per classroom. That is kindergarten through third grade.

Anyone who has done any kind of longitudinal study, which is a study that is done over years that has a statistical base, says if one wants to really improve education, improve the quality of opportunity for every child, then reduce class sizes, put a good teacher in front of that classroom, and exciting things will happen.

Why? Because teachers do not have time when they have 26 or 30 students in a class. It is very difficult. I like to remind people when they raise the issue, Faye and I have three wonderful children. We love all three of them. They have done well, and we are proud of them. One is a teacher, one started as a teacher and is now in law school, and the other finished school and is farming.

But when they were growing up, I would hate to think that we had 28 or 30 in a room. They were great youngsters, but I think that would have been tough. That is what we ask our teachers to do every day. We ask them to be surrogate parents, counselors, moral leaders. We ask them to be teachers. We ask them to do everything for our children. And to give students the kind of care and direction they need, and yet we put them in overcrowded classrooms.

□ 1845

We stuff more in than the teacher has time to work with and it makes it very difficult. In the Research Triangle region as we talked about those class sizes, 95 percent of the young children are taught in classrooms that exceed the national average. Across the 13-county Triangle region, 91 percent of our children in kindergarten through the third grade are taught in classrooms that exceed 18 students. That is a significant number when you look at all the challenges you have as a kindergarten. For those of us who are adults, it is kind of hard to remember when we were kindergartners. Sometimes it is difficult to remember that when you only have one at home. Just think what it would be if you had 18 and you were trying to teach them their numbers, their colors and their ranges are so great, from some who come to school knowing their colors, others who come to school knowing how to use the bathroom and go do other things and others who do not. Teachers have to do all that. When you are in classrooms over 18, the job is exceedingly difficult.

More troubling is the fact that a whopping 42.5 percent of kindergarten students in Wake County are in huge classrooms of 25 or more.

When we talk about improving the quality of education across this country as we compete in a global economy, then we understand the tremendous challenge and responsibility we are placing on teachers. No wonder it is difficult to recruit teachers and more difficult to keep them in the classroom. They are looking for other jobs. Besides that, we do not pay them like we ought to pay them. The last time I checked, if a teacher bought a car it cost just as much as it does for the president of a bank or a large corporation. They do not give them a discount. We have got teachers leaving education at an alarming rate now. Why? In the first 5 years, roughly 25 percent are leaving the profession, because they cannot make a living, buy a home and look after their children. There is something wrong when we are not doing that. Besides that, we are not even building the kind of facilities they need. We have to change that.

The report I am talking from also documented that reducing class size improves order. Surprise. Improves discipline. It cuts down as much as 30 percent on the time a teacher must divert

from instruction to dealing with disruption. It seems to me that means students are learning more if you have time to instruct and they have time to learn. Not surprisingly, small class sizes lead to greater academic achievement, as I have just said. That is what we all want.

The report demonstrates that class size reduction in the early grades is one of the most direct and effective ways to improve education performance. Why is it, then, if we know that, that this body wants to turn a blind eye to putting more teachers out there to help reduce class sizes? It is beyond me. I do not understand it. Maybe someone will explain it to me. No teacher can be expected to reach young minds effectively in a classroom that is overcrowded with so many youngsters. It is very difficult. The task is challenging enough to begin with without handicapping our teachers who care so much for their children.

Madam Speaker, I have been in a lot of classrooms, probably more than any other Member in this body. I have seen how teachers can take milk cartons and turn them into turkeys for young children. I have seen how they can take throwaway things and turn them into usable items in the classroom. They take all the used equipment we give them, and I often marvel at how grateful they are that we will give them anything they can use. I remember when I was superintendent, we got the business community to give us their used computers because some schools had no computers. Then I go to meetings and I hear people say, "What we need to do is turn out young people who can compute, who can communicate and when they come out of school, they ought to be able to go in business and run all this equipment." I say, "That's right." But they do not have the equipment to learn on. Yet we criticize the public schools and we are not willing to give them the tools to do the job. It is wrong. It is unfair to hardworking teachers and bright young people who want to achieve to not give them a chance.

Let me talk about now some of the good things that Congress is doing to help improve our Nation's schools, because I do not think you always ought to talk about the things we are not doing. I think it is important to remind ourselves that we are doing some things. As a member of the Committee on Science, I have been working with my colleagues on both sides of the aisle to help strengthen math and science and engineering education in this country, because I firmly believe as most of my colleagues do and I think a majority of the people in this country, if we are going to be a major competitor in the 21st century, we are going to have to do better and better educationally and academically because we truly are competing with the world. The days are gone when we just compete with the neighbors next door. We still are the world's largest market, but the

truth is that 95 percent of the people of this world live outside the borders of the United States, so that is our developing market and our future market and we have got to be able to compete with it. There are absolutely critical fields in math, science and engineering for our Nation's economy to prosper. Military dominance and supremacy. Domestic quality of life in the 21st century. It is absolutely imperative that we improve our technological skills if we want to remain and continue to grow. Otherwise, we will be passed.

The Rand Institute recently issued a report on the changes technology will bring in the coming years, over the next 25 years. Let me share some of this with Members. Hopefully it will help folks understand where we need to get to and be a little bit more focused on why we need to be spending dollars today on education to help our young people who will come out in 2015, will really be the next graduating class that starts this coming year.

It dramatically lays out how high the stakes really are, and they are very high. Let me read from the report summary. If that is not a wakeup call, then maybe we have got people ready for a slap.

"Life in 2015 will be revolutionized by the growing effects of multidisciplinary technology across all dimensions of life: social, economic, political and personal. The results could be astonishing. Effects may include significant improvements in human quality of life and lifespan; high rates of industrial turnover; lifetime worker training; continuing globalization; reshuffling of wealth; cultural amalgamation or invasion with potential for increased tension and conflict; shifts in power from nation states to nongovernmental organizations and individuals; mixed environmental effect; improvements in quality of life with accompanying prosperity and reduced tension; and the possibility of human eugenics and cloning."

We need to read that a couple of times, because that is really heavy stuff. That is available within most all of our lifetimes unless something happens to suddenly end it. Those are major changes. They will all come about as a result of the opportunities in technology and others.

Madam Speaker, the impact of this coming revolution is mind-boggling, but one point is abundantly clear. There is no question about it in my mind: America must have the leaders and workers to harness the potential of this coming revolution and continue to exert our global leadership role to secure our economic leadership position. Congress must provide support today through innovative efforts to improve science education to promote the success of America tomorrow. We cannot wait 5 to 10 years to start. Other countries are already investing today.

I am pleased to report that we have begun to make some progress in this effort. Today, the House Committee on

Science unanimously adopted H.R. 1858, the National Mathematics and Science Partnership Act, to improve our Nation's standing in math, science, engineering and technological education and the instruction of it. This bill includes a major initiative that I started out with last year to enhance math and science education and teacher preparation through the National Science Foundation. This measure authorizes \$200 million for NSF to establish partnerships between institutions of higher education and local and State school systems to improve the instruction of elementary and secondary science education. That is an important component. Having been a State superintendent and working at the State level with local school systems, I can tell Members that is a critically needed piece and those dollars can be used wisely. It will provide a variety of other activities to include: recruiting and preparing pre-service students for careers in mathematics education, a shortage in this country right now; offering in-service professional development initiatives, including summer or academic year institutes or workshops to strengthen the capabilities of existing mathematics and science teachers.

For too many years, we employed teachers, depending on the school systems, 9 months; in North Carolina it is 10 months and we wonder what they ought to do the next 2 months. Go out and find a part-time job? That is fine when you are young, but as you get older, you really need to have full-time work because you have full-time bills. We are beyond where that can continue to happen. Especially in the area of science and mathematics, if we can provide them with resources, they can get training, they will come back and even be far better teachers the following year.

Innovative initiatives that instruct teachers on using technology more effectively. This is a critical piece, because technology is moving so fast. When you are in that classroom every day and you are instructing every day, you do not have time in a lot of cases to do all those things you would like to do to keep up to speed with all the new pieces coming down. I guess education is the only place I know where we ask a teacher to teach all day, go home at night and do a lesson plan, grade papers until sometimes 8, 9, 10 o'clock at night, especially if you are a teacher of literature and grading compositions, and come back and start all over the next day. That is why it is getting more and more difficult.

It also will help in the development of distant learning programs for teachers and students, an opportunity to cut down on travel, especially now when gas prices are getting to be prohibitive for people to travel.

Teacher transition efforts for professional mathematicians, scientists and engineers who wish to begin a career in teaching. There are those who have put in a full career in a professional field

and really have got their years in to retire and feel a calling. They would like to go back to the public schools and get reinvigorated with a group of young people, and start teaching all over again, something they have wanted to do but could not do because of finances. There will be resources here to help make that transition, especially at a time when teachers are so critical and the shortage is so great.

Madam Speaker, my district is, as I said, in the Research Triangle region of North Carolina, where we know that technology fueled the remarkable economic growth we have experienced in the 1990s, land that was turned from pine trees and cotton fields to high tech, computer chips, and a revolution that employs over 100,000 people. It has changed the landscape forever and added wealth to a lot of people. This partnership bill, this initiative that we are talking about, will help foster and provide a solid foundation on which to build better math and science education, not only in places like Research Triangle Park, but all over America and help those people who are looking for a better opportunity in life to realize it.

□ 1900

We cannot turn back. I grew up on a farm in eastern North Carolina. The county where I grew up, we grew normal crops you would have in eastern North Carolina, tobacco, corn, cotton, soybeans. Then we had hogs and all the other stuff. I think now how busy we thought we were then, but reflecting back we really did not have anywhere near as much to do as I thought we did, because today the pace seems to be much faster. I only say that to say that the things we are talking about tonight of education and opportunities have helped a young farm boy have the opportunity to get a college degree and the educational opportunities I have had, and served as a State legislator, State superintendent, now a Member of the most distinguished body, in my opinion, in the world, in the United States Congress. Yet, with all that we still have much to do.

Let me take just a moment now in this special order to talk about and celebrate a bipartisan accomplishment that passed this House just a few weeks ago. I think it is so important. It really is a bipartisan accomplishment that I think will help improve the schools in this country and certainly has had a significant impact on schools in my State and in those areas across the country that we have put it in, and that is called character education.

Last month, during the consideration of H.R. 1, this House unanimously voted to add a character education amendment that was offered by myself and my Republican colleague, the gentleman from Tennessee (Mr. WAMP). This important measure will provide \$50 million per year for the U.S. Department of Education to provide grants to State and local school sys-

tems to launch education initiatives for our children.

When I served as State superintendent, we pioneered character education. After a comprehensive survey I did in 1989, surveying about 25,000 across the State, some alarming data came back that things we really needed to do and pay attention to and after a year and a half study and work with a whole host of principals, teachers, academicians, judges and others, we recommended to the State board and they adopted a character education program that we really initiated and integrated into the curriculum across the State.

The survey showed that discipline, safety, good order and respect were really major problems or were perceived to be major problems, I should say, in the public schools of North Carolina. We planted a seed of character education, and I happen to believe they have produced a bumper crop of good things for the children of our State. This bill, I trust, will begin the process of doing that across America.

Character education works, I believe, because it teaches students to view the world through a moral lens and to learn that actions really do have consequences. I think character education works best because it is integrated in the curriculum but probably equally or more important it integrates those basic values that all of us can agree on: Honesty, integrity, respect, responsibility, kindness, compassion, perseverance throughout the academic curriculum.

I do not know of anyone who can disagree with those. It works, character education works, because it teaches children how to grow up to become not only good students but good citizens and decent human beings as well.

I am pleased and proud that the House has passed the \$50 million Etheridge-Wamp character education amendment and I call on my colleagues in this body and the White House to support it.

Mr. Speaker, let me return back to where I started and then I will prepare to wind down shortly. This issue of school construction, I have talked about several issues after having started with that but I think it is important to remember Congress is called upon from time to time to do many things. If we have a disaster, we try to respond. If we have a problem in the world, America is the last safe haven as a democracy for people around the world, and we normally go and try to help, as we should.

The time has come to do our own homework, to take care of our own children, to meet their needs, and we can do it. We have the resources, but the question is do we have the will. Do we have the commitment? I have often believed that it is one thing to talk. It is another thing to do. It is easy to say I care; I have compassion. It is another thing to show it in acts. It is one thing to tell a person, I am concerned you do

not have food and then walk off and leave them with their stomach grumbling. It is another thing to help.

I do not know that building schools is exactly like that, but I truly believe that if we do the things for children, we have quality facilities, good teachers, a good environment for them to learn, reach out to their parents and invite them to be part of the educational establishment, schools will be better, educational attainment will increase and America will be a better place in the future, and our democracy will stand for a long, long time.

If we do not, as our Founding Fathers challenged us long ago, we have a democracy but we are the only ones who can determine whether it will last. I really believe that we have it within our destiny.

Finally, Mr. Speaker, I want to offer my views on reform of Federal support for kindergarten through 12th grade education. As I said at the outset, I spent a number of years, and as I told my colleagues when I came here, as the only chief in this body, former chief. I do not know that I have all the answers but I know some of the things we ought not be doing and sometimes we do some things on this floor that I know we should not be doing. I believe I have a little different perspective as we look at it than others in this town about what it takes to improve schools for our children, and my State has repeatedly been cited as a model for reform by everyone from the Bush White House to Democratic leaders in the Congress, to the nonpartisan Rand Corporation that has done a number of studies in education across America.

H.R. 1 as passed by this House may prove to be a decent education reform. I sure hope it does. There are some things in it that I would not have put in it, I would have written differently, but I voted for this bipartisan bill because I support the concept of greater accountability with greater resources to get the job done.

Let me say again so no one misunderstands, one cannot, one will not, improve schools and education on the cheap. In the 1980s, we decided we were going to rearm the military and the last time I checked we spent hundred of billions of dollars and we won the Cold War. We did not win it on the cheap. It will not even take that kind of money to turn education around.

I get amused when people talk about how much we are spending, and we do spend quite a bit, but the truth is at the Federal level in most cases it is less than 7 percent of all the money going to education. If one goes back to the 1960s, when we really increased in science and math education, when Sputnik went up we were spending closer to 12, 15 percent, depending on which system you were in.

So we have gone backwards. Our schools today face daunting challenges, among them record enrollments, run-down facilities, incredible diverse bodies with special needs. And, yes, we

have higher expectations, to name a few. We have more children showing up at the schoolhouse door today who do not speak the language of the school system than ever in history, but if we will do a few things we can help those children. They will be capable. They will be prosperous. They will be our next generation of doctors, lawyers and teachers. We have to give them an opportunity. Education is the key to opportunity. Education is the door through which all of us walk into the middle class. We do not get there without it.

The days are gone when you can be a dropout and become a millionaire, but you can do it with education. That is still the American dream.

Before we put new requirements on our schools and on our children, the schools are not going to be able to meet those strident new standards if we fail to provide the resources that they are going to need to achieve those goals. It is one thing to say jump and then you put a millstone around their feet. It is another thing to give them wings. I am very concerned that we may not put the resources behind it.

Congress may fail to do that. If we do, we will pay a heavy price. The resources that we are going to need to invest in better schools can only come from the budget we have. The Bush budget request provides the smallest educational increase in percentage terms in 6 years, in 6 years. In fact, the final budget that we passed eliminates all the education funding that the Senate Democrats added and cuts education funding even below what the President's budget had requested, \$1 billion less than the President's budget this year, and \$20 billion less over the next 10 years.

Now, that does not sound like folks who are really committed to improving education in this country. I cannot imagine this body saying we are going to improve our military and scale up to meet the needs of the 21st century and the challenges around the world but we are going to give you \$20 billion less money. That is not going to happen.

To do it to our teachers and to our children is akin to being sinful. If we are to realize our potential as a country, we absolutely must reverse this course and rededicate ourselves to real education reform. We must provide the tools to get the job done. If you are going to dig a hole, you give somebody either a shovel or you give them a tool to dig a hole with. If you are going to dig a big enough one, you may want a piece of power equipment. But if we are going to raise the bar on every child in America, and I happen to believe we can and should, we need to make sure that they are strong enough to jump over that bar.

It reminds me of something one of my farmer friends told me one time. He said, if all you do to a pig is weigh him every day and you do not feed him he is not likely to get much bigger. Well, if all we do to young people is we test

them every day and we do not give them the resources to help those that have the greatest need, they are not likely to improve a whole lot. We need to be able to put the resources there to get the job done. Tough reform without real resources will be nothing but a cruel hoax on our children. Reform without resources will condemn an entire generation of American children to failure at a critical time in our Nation's history by frittering away an unprecedented budget surplus.

□ 1915

In North Carolina, when we started doing our assessment program, we put resources in to help those children who were not up to scale. We put in summer school so they can go back and catch up so they do not get failed, because once a child fails and he fails to pass a grade, the likelihood of that youngster dropping out increases dramatically. It is important that we do the things that need to be done.

We know what needs to be done. We may not know everything that works, but we can find the best ideas and put them in there.

Madam Speaker, we have a chance before this Congress adjourns this year to get this discharge petition before this body, to vote on it, send it to the Senate, let them vote on it, and I have every belief that they will pass it, and send it to the President for his signature. It will make a difference in the quality of schools in America and the modernization and the technology that is needed; but more importantly, it will make a difference in the lives of children in America.

REASONABLE SOLUTIONS BY REASONABLE PEOPLE REGARDING THE UNITED STATES ENERGY SITUATION

The SPEAKER pro tempore (Ms. HART). Under the Speaker's announced policy of January 3, 2001, the gentleman from Colorado (Mr. McINNIS) is recognized for 60 minutes.

Mr. McINNIS. Madam Speaker, this evening I want to talk about the energy situation that we have in the United States. Really, the theory of my discussion this evening is about reasonable solutions by reasonable people.

We have heard on this floor for any number of weeks now constant attacks against the administration, constant attacks against the U.S. Congress, constant attacks on why this energy crisis has come about, but we are real short on hearing much about solutions.

This evening I want to talk a little about, number one, just how widespread especially the electrical shortage is in this country. I want to give my own predictions on where I think we are going to be in a year or two in regard to the electrical generation shortage we have in this country; and I will visit a little about California, which seems to be the State, frankly,