

its recently constructed Middle and Upper School Academic Complex, which marks a significant step in the school's ongoing expansion effort. The school's achievements in helping to educate Central New Jersey's young people throughout its forty-one years of existence have truly been exemplary.

The Ranney School, based in Tinton Falls, New Jersey and enrolling 650 students in grades pre-K–12, began as the Rumson Reading Institute. As the school grew, it moved out of the basement of its founders private home and into the 60-acre campus that it currently calls home. In spite of the significant changes during the past four decades, Ranney's mission has continued to emphasize the development of each student's character and sense of scholarship. As a result, many of the school's graduates go on to attend the nation's top colleges and universities.

The completion of the first phase of Ranney's expansion and modernization program will be marked on June 2, as the Academic Complex, comprised of a 40,000 square feet of classroom and laboratory space, will be officially dedicated. The new complex is certainly a testament to the Ranney School's continued commitment to maintaining the highest educational standards for its students and faculty.

Once again, I applaud the Ranney School and its contribution to our community. I ask my colleagues to join me in recognizing the institutions steadfast commitment to the education of hundreds of our nation's young people.

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SECTION 245(i) EXTENSION ACT OF  
2001

SPEECH OF

**HON. MAJOR R. OWENS**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 24, 2001*

Mr. OWENS. Madam Speaker, H.R. 1885 has been assured of passage as a result of the participation of the White House to promote a four month extension while the President considers our request for a one year or a permanent extension. We should all applaud the bi-partisan cooperation which allows us to immediately relieve the anxieties of many immigrants who could not make the April 30th deadline.

Last month I joined several of my New York colleagues by sending a letter to President Bush asking him to support extending 245(i) by at least one year. "We are concerned that once section 245(i) expires, those individuals who have failed to apply by the deadline could face deportation, and in some cases, be barred from reentry to the U.S. for three to ten years. Many of these individuals are parents of natural-born citizens of the U.S." Recently, President Bush has indicated he does support extending 245 (i) beyond four months. As a result, I look forward to working with the Administration and my colleagues to ensure legal immigrants are given extended opportunities to petition for permanent resident status.

On December 21, 2000 former President Clinton signed into law the Legal Immigration Family Equity Act (LIFE Act) which reinstated section 245 (i) of the Immigration and Nationality Act. As a result, thousands of hard work-

ing immigrants were given the opportunity to apply for legal residence without the threat of being deported. Unfortunately, the deadline for visa petitions expired on April 30th of this year which left many immigrants in my district at a loss. Because of the backlog of immigration cases in large cities such as New York, recent immigrants seeking legal residence face a system that is ill-equipped to handle such a large volume of cases.

Each day, case workers are inundated with hundreds of new cases that demand immediate attention. For this reason, I strongly support H.R. 1885 which extends 245(i) for four months beyond the April 30th deadline. The four month extension will provide relief for thousands of New Yorkers, who due to no fault of their own, did not file a petition before April 30th. Extension of 245(i) would not only benefit legal immigrants who seek permanent resident status, but would ensure the United States economy does not suffer as a result of the mass deportation of thousands of immigrants. With the passage of H.R. 1885 every-body wins.

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NO CHILD LEFT BEHIND ACT OF  
2001

SPEECH OF

**HON. CHARLES B. RANGEL**

OF NEW YORK

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. RANGEL. Mr. Chairman, I believe that there are no expendable human resources in my America. I view every high school dropout, every welfare recipient, every child as a vital resource that must be rescued from the effects of dependency, reduced earnings, and 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 prepara-

tion 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 prospective 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.

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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.

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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 applaud Robert Inglis and ask my colleagues to join me in recognizing his steadfast commitment to our community.

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TRIBUTE TO FATHER HOWARD  
LINCOLN

**HON. JOE BACA**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, May 25, 2001*

Mr. BACA. Mr. Speaker, this June, we will be honoring Father Howard Lincoln, on the occasion of his leaving the Saint Catherine of Siena Parish, and also on the 10th anniversary of his ordination for the Diocese of San Bernardino.

Father Lincoln was ordained a Catholic priest in 1991 for the Diocese of San Bernardino. He served as Associate Pastor for Saint Catherine of Alexandria Church, Riverside; Priest Moderator for Our Lady of Fatima and Saint Bernardine's Churches, San Bernardino; and as Pastor of Saint Catherine of Siena Church, in Rialto for the past six years. He has been the Director of Communications and the Spokesman for Bishops Straling and Barnes for the past nine years and has served on numerous diocesan committees for the Diocese of San Bernardino.

Father Lincoln is a friend, a mentor, a guide to my family, to his parish, and the community of Rialto. He is known throughout our area for his outstanding sermons and his work as a fine educator, counselor and community leader. I have been privileged to know Father Lincoln, and have found him to be a mentor, a scholar, and an inspiration.

But Father Lincoln is also very down to earth, enjoying recreational pastimes. His golf

game is so exceptionally good that he was appointed Official Golf Pro for the Vatican in 1997! A highlight for me was when we had a chance to play the Congressional Golf Course and Robert Trent Jones.

In furthering the mission of his parish to build the community through worship, education and service, Father Lincoln has been a gifted spiritual leader, a man of vision, virtue, and wisdom. His sermons have inspired and uplifted, causing me to reflect on the words of the Scripture:

Now unto him that is able to keep you from falling, and to present you faultless before the presence of his glory with exceeding joy. To the only wise God our Savior, be glory and majesty, dominion and power, both now and ever. Amen. Jude 24-25

Many times, we seek guidance, so that we may know the right way in our personal lives, our careers, our public lives. This has been true for me as a husband, father, grandfather, and public official. Father Lincoln has always been there in times when I have sought spiritual guidance, so that I might know the power and the comfort of the Lord in making decisions that are fair, just, and right.

I am very pleased to have known Father Lincoln over the years, and wish him every success in his new posting. I offer my best wishes, and ask for the blessing of God to mark this occasion.

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EASTERN QUEENS DEMOCRATIC  
CLUB HONOREES

**HON. GARY L. ACKERMAN**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Friday, May 25, 2001*

Mr. ACKERMAN. Mr. Speaker, I rise today to ask all my colleagues to join me in recognizing Chester (Chet) Szarejko, Cantor Doreen Gammel, Frank Biordi, Joanna Laba, and Mohammed Saleh, who will be honored by The Eastern Queens Democratic Club at its Annual Awards Dinner on May 31, 2001.

Chet Szarejko has demonstrated strong leadership qualities as the Democratic District Leader of the 24th Assembly District in Queens County, NY. Chet also serves as Political Activities Chair of the Polish American Congress, which represents the more than one million Americans of Polish descent in the New York Metropolitan area. He has met with many Polish leaders, including Lech Walesa, and has worked to organize the Polish community in New York politics. He recently testified at the Holocaust Restitution Committee and helped to organize several Holocaust programs. Due to his activism among Americans of diverse backgrounds, members of the Southeast Asian Community have nicknamed Chet the "Queens Political Ambassador." He has been awarded citations from various immigrant communities and has received local acclaim as a champion of immigrants and new Americans.

Cantor Doreen Gamell studied music and philosophy for years before finding her true calling. When Cantor Jacob Taron asked her to substitute for him at a Friday night service in Port Washington, she found the perfect home for her voice, mind, and heart. Several years of study and several student pulpits later, Doreen Gamell became the Cantor at Temple Shalom in Floral Park. In addition to her duties at the synagogue, Cantor Gamell