

have never worked out to him receiving the kind of money that he would have been able to get through Social Security.

So it may sound good that you are making a lot of money every year that, hey, I will get a little extra and put that in the market too. But what about those people who are struggling now more than ever, making 19, 20, 25, \$30,000 a year. Four percent of that is peanuts to say that you will be able to retire on.

So as we have this debate about the personal accounts, I think it is very important for us to recognize that diverting 4 percent of your Social Security taxes into this is never going to be enough for this to retire on.

□ 2045

That was really the only point I wanted to make here. I want to thank the gentleman for joining us. Throughout, since I have been here, he has been the guru on the budget. We all follow his lead. So I thank him very much.

Mr. MEEK of Florida. Mr. Speaker, we have about 3 minutes left. So if the gentleman from South Carolina (Mr. SPRATT) wants to make some closing comments, he can.

Mr. SPRATT. Mr. Speaker, there is one thing we have not spoken about. We have talked about the budget deficit. We did not speak about the trade deficit, \$666 billion, also an encumbrance we are leaving our children. We did not talk about the jobs deficit. In the last recession, 2.5 million manufacturing jobs, the best of our jobs, were lost, that have not come back. Service jobs have but not manufacturing jobs.

One of the solutions to all of this has got to be education. We have got to have a workforce that is educated as never before in American history, adaptable, keen, intelligent, quantitative, and if we look at the budget the President sent us for the first time since 1988, a President of the United States requested less for spending on education than we are currently spending at the present time.

He wipes out vocational education, \$1.3 billion. Wipes out the drug free schools. Wipes out GEAR UP for underprivileged kids who want to get a college education. Wipes out Even Start. Wipes out educational technology.

There are some plusses and puts and takes so that a lot of these do not come out on the bottom line, but when we consider everything, this is the least forthcoming education request at a time when education was never needed as much as it is now. So we have got an education deficit as well.

That is why we are out here tonight, to talk about the 20-somethings and the 30-somethings and what they can expect for the future of America. We have got deficits, which means that we are leaving negative legacies in numerous different areas that we have got to reverse, we have got to undo, and it starts with the budget. We simply cannot keep stacking up mountains of

debt which we shove off into the future for our children to pay.

Mr. MEEK of Florida. I thank the gentleman from South Carolina (Mr. SPRATT). I yield to the gentlewoman from Florida (Ms. WASSERMAN SCHULTZ).

Ms. WASSERMAN SCHULTZ. Mr. Speaker, I just appreciate the gentleman from South Carolina's (Mr. SPRATT) and the gentleman from Florida's (Mr. MEEK) leadership and the opportunity for us to help explain to our generation what the ramifications will be if the President's proposal goes through. I think it is real important that we plug the Web site, and the gentleman from Florida (Mr. MEEK) has it up here on the board.

Mr. MEEK of Florida. We even want e-mails from Members, but definitely from the American people and others. 30somethingdems@mail.house.gov is our e-mail address. We always look forward to receiving e-mails.

As we close, I just want to not only commend the gentleman from South Carolina (Mr. SPRATT) for his leadership but for the leadership of this Democratic Caucus here in the 109th Congress and the 108th Congress, which I have served in, and presently serving in the 109th, for standing up and saying what is right, making sure that we watch out for future generations; just for the charts that are being generated out of the gentleman from South Carolina's (Mr. SPRATT) committee staff and from the gentleman, I tell the American people and also I tell Members of the majority side, if it is about defense, then 44 percent of our debt is owned by foreign countries, up drastically since President Bush has taken office.

This chart that the gentleman showed dealing with retired workers of 62.8 percent that is dealing with Social Security, that the benefits they are receiving, 13 percent of workers that have disabilities. I mean, these are real issues that are facing families in America right now, and this is a moral issue as the gentleman mentioned.

Spouses with children, 10.1 percent, and survivor benefits, the highest outside of retired workers, 14.1 percent. These are individuals that their loved ones, mothers and fathers, have passed on, and they are living on the benefits that they left behind. Sometimes that is all they had to leave. The most shocking chart that the gentleman provided to all of us here is how the benefit structure goes down, 34,587 cut.

I want to thank the gentlewoman from California (Ms. PELOSI), the Democratic leader, once again for allowing us to have this time.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 1544, FASTER AND SMARTER FUNDING FOR FIRST RESPONDERS ACT OF 2005

Mr. SESSIONS (during the Special Order of Mr. MEEK of Florida) from the

Committee on Rules submitted a privileged report (Rept. No. 109-77) on the resolution (H. Res. 269) providing for consideration of the bill (H.R. 1544) to provide faster and smarter funding for first responders, and for other purposes, which was referred to the House Calendar and ordered to be printed.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 1279, GANG DETERRENCE AND COMMUNITY PROTECTION ACT OF 2005

Mr. SESSIONS (during the Special Order of Mr. MEEK of Florida) from the Committee on Rules submitted a privileged report (Rept. No. 109-76) on the resolution (H. Res. 268) providing for consideration of the bill (H.R. 1279) to amend title 18, United States Code, to reduce violent gang crime and protect law-abiding citizens and communities from violent criminals and for other purposes, which was referred to the House Calendar and ordered to be printed.

#### FURTHER MESSAGE FROM THE SENATE

A further message from the Senate by Mr. Monahan, one of its clerks, announced that the Senate agreed to the report of the committee of conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 1268) "An Act Making Emergency Supplemental Appropriations for Defense, the Global War on Terror, and Tsunami Relief, for the fiscal year ending September 30, 2005, and for other purposes."

The message also announced that the Senate has agreed to without amendment concurrent resolutions of the House of the following titles:

H. Con. Res. 26. Concurrent resolution honoring the Tuskegee Airmen for their bravery in fighting for our freedom in World War II, and for their contribution in creating an integrated United States Air Force.

H. Con. Res. 127. Concurrent resolution calling on the Government of the Federal Republic of Nigeria to transfer Charles Ghankay Taylor, former President of the Republic of Liberia, to the Special Court for Sierra Leone to be tried for war crimes, crimes against humanity, and other serious violations of international humanitarian law.

The message also announced that the Senate has agreed to a concurrent resolution of the following title:

S. Con. Res. 31. Concurrent resolution to correct the enrollment of H.R. 1268.

#### EDUCATION IN THE UNITED STATES

The SPEAKER pro tempore (Mr. MARCHANT). Under the Speaker's announced policy of January 4, 2005, the gentleman from Delaware (Mr. CASTLE) is recognized for 60 minutes as the designee of the majority leader.

Mr. CASTLE. Mr. Speaker, I am pleased to be here. I am pleased to follow the 30-Somethings, although I am a

little bit old for them. I think the gentleman from South Carolina (Mr. SPRATT) might be a little bit old for that as well, but I want to talk about a different subject matter, as interesting as Social Security is, and I will share time with the gentleman from Michigan (Mr. EHLERS), my distinguished friend, on this subject which is essentially dealing with education in the United States of America and the Federal role in education which is frankly largely not understood by everybody who deals in education in this country. Perhaps we can bring a little bit of light to that.

The starting point here is really the Elementary and Secondary Education Act, which is right now 40 years of age. It was 40 years ago last month that President Lyndon B. Johnson signed what we know as ESEA, the Elementary and Secondary Education Act, into law, and the core mission of that Act when he signed it into law 40 years ago and was really one of the times the Federal Government has really got involved in education was to help disadvantaged students improve academically, certainly a laudatory goal I think as far as any of us are concerned.

We have now enacted No Child Left Behind, and many people refer to that as if it is something separate and different and new. What it really is, a lot of the elements of the Elementary and Secondary Education Act with an overlay of some additional requirements as far as standards and assessments are concerned.

President Johnson, when announcing his plans for the Great Society touted the goal of an end to poverty and racial injustice. When addressing education specifically he said, The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talent.

The ESEA arguably triggered the most significant Federal role in elementary and secondary education. When he did sign that Act into law, President Johnson explained that, "By passing this bill, we bridge the gap between helplessness and hope for more than 5 million educationally deprived children."

So where are we now some 40 years later as we look at No Child Left Behind? Well, progress has been made since the enactment of the ESEA, and sometimes, it is hard to measure that, but I think by any standards, if you look at the various aspects of that Act, we can certainly claim that there has been progress. Nearly 4 decades later, however, poor and minority children still lag well behind the education curve. It obviously has been through a lot of cycles, kids going first through 12th grade in that 40 years.

In fact, a huge gap still remains when it comes to ensuring that all kids are actually learning. No Child Left Behind built upon numerous reauthorizations of the Elementary and Secondary Education Act and was driven to eradicate this problem and to ensure that every

student will not only have access but will also receive a quality education.

The Federal Government has spent more than \$300 billion on K-through-12 education since 1965, which was the date of enactment of the Elementary and Secondary Education Act. Yet that significant academic achievement gap that I referred to between disadvantaged students and their more affluent peers still exists in key subjects, such as reading and math.

According to the recent national data on this subject, by the time African-American students reach eighth grade, only 12 percent can read proficiently, and only 7 percent are proficient in math. Nationally the achievement gap between Hispanic and Caucasian fourth graders is 29 percentage points.

We have allowed ourselves to believe that some children are simply beyond our reach. No Child Left Behind is rooted in the belief, a different belief, that all students, regardless of race, background, income, geography or disability, can learn and must be given the chance to do so.

In the true spirit of President Johnson's vision, and like many other laws that passed during the Great Society, we are helping all students.

As Brent Staples recently wrote in the New York Times, No Child Left Behind happens to be the best hope of guaranteeing black and Latino children a chance at equal education. Its core requirements that States educate minority children to the same standards as white children breaks a century old tradition of educational unfairness.

I think that captures that as well as it can be captured in a short sentence or two.

For the past 3 years, the Federal Government, States, school districts, parents and especially students have been dedicated to reforms that ensure no child is limited. We are engaged as a Nation in a continuing dialogue about our public education system. Despite the often unfavorable tone, the fact remains that people outside the education community are focused on reforms established by No Child Left Behind. No Child Left Behind has its skeptics, and change is never easy.

Many have complained that the Department of Education has been inflexible with implementation. This has not, however, been the case. The U.S. Department of Education continues to not only be an important voice in helping to implement the law but an ear to some of these negative accounts.

Some of that flexibility I have put on this chart, which I have to my left, that they have undertaken, particularly in the last 2 years.

The first of these is flexibility on testing students with disabilities. It has been shown that some of these students simply are unable to stay up at a class level with other students, and some flexibility was introduced in order to address that, mainly in the percentage of children who would be exempted from the testing.

Flexibility on testing students with language barriers: Again, there are demands that the kids be able to master the English language and be able to test in that language eventually, but we are seeing the need for some slow-down there.

Flexibility for rural schools on high-quality teachers: High-quality teachers mean basically teachers who are proficient in the subject matter which they are teaching, and obviously, if you are a math teacher, you are proficient in math. You studied math or history or English or whatever it may be; you studied that particular subject. But obviously it is not always that easy, particularly in rural areas, particularly for teachers who are teaching more than one subject, that they be highly qualified in that area. So some latitude has been issued as far as that is concerned.

Flexibility of student attendance issues: Some of the attendance numbers were high, demanding some flexibility, although not much, was introduced in that particular category.

Flexibility toward raising student achievement, a new path for No Child Left Behind, and again, that is an important subject in terms of where we are going to advance as far as No Child Left Behind is concerned.

So the Department, I think, has been a lot more flexible than anyone has really given it credit for in terms of what they have done. They continue to review this, and some say, Well, what is happening in the Congress of the United States?

We, in the Congress, will look at this again, not this year or next year but the year after that in what we call reauthorization. So, in the meantime, the Department of Education is doing its job, and we are preparing to do our job as far as the reauthorization is concerned to make sure that this program works.

The bottom line is that students realize that there are standards in place now in all 50 of our States. There are assessments in the form of testing in place in all of our States, and probably, this will eventually go on as a matter of fact to high school, as well as the grades which it is in now, in a more formal sense than it does at this point.

Mr. Speaker, most recently, Secretary Spellings, who is now our Secretary of Education, by the way, and, I think, doing a splendid job, announced a set of guiding principles to help States implement No Child Left Behind while taking their unique situations into consideration.

I know my State, which is the State of Delaware, is that we have had a couple of submittals of different plans that have been accepted, and there has been a great deal of flexibility as far as the States are concerned, but these principles include ensuring students are learning, making the school system accountable, ensuring information is accessible and parental options are available and improving the quality of

teachers. To me, it is pretty hard to fight these things. To me, that makes a heck of lot of sense in terms of educating the young people of America.

If a State is meeting all of these principles, the Department will take that into account when discussing amendments to State accountability plans. This approach, if carried out fairly and in the true intent of the law, could help some issues that have been raised throughout the implementation process.

So this is being looked at. These demands are being made. In a moment, I am going to return to this and talk about the funding and talk about some of the student test scores and how they are doing better now than they were before as we understand the difficulty of the greater demands which are there but of making absolutely sure that that is translated into help for our children across the United States of America.

□ 2100

Before I do that, Mr. Speaker, I want to yield to my good friend, the gentleman from Michigan (Mr. EHLERS). I must just say this: my colleague has a scientific background. He is, I hate to use the word fanatic, but I can almost use it in this case, because when it comes to math and science, there is no person probably in the history of this Congress that has been more of an advocate for this than he has. And by an advocate, he goes out to see if there are laws he can change, speeches he can make, writings he can pursue in order to shift policies. And he has made a difference as far as that is concerned. He has been a stalwart friend of mine and a stalwart friend of, I think, everybody in education. He has been on the Committee on Education and the Workforce with me for a number of years now, and so it is always a pleasure to work with him.

So at this time I will yield to him, Mr. Speaker.

Mr. EHLERS. Mr. Speaker, I thank the gentleman for yielding to me and for the glowing introduction. I will return the compliment, and the gentleman from Delaware has done a superb job of chairing the subcommittee dealing with education. I appreciate his efforts. He deals primarily with K-12 education and is largely responsible for all the good things that we have done and that he has been talking about.

My first comment is simply one I have to get off my chest, because I heard so many falsehoods about this last year during the campaign when individuals were asserting over and over and over that we Republicans had passed No Child Left Behind, but we had not provided funding for it. That is just utter nonsense. If you look at the history of what the appropriations were from the Federal Government for K-12 education before No Child Left Behind was passed and what they have been after, it is clear that there is a huge difference.

I believe my colleague will probably discuss that later and show a graph which shows how rapidly it has increased under the Republicans. Republicans are the true friends of education and have been for years; and this is a dramatic demonstration of it, increasing 148 percent in our funding over a short number of years.

Now that I have that off my chest, I will talk about math and science education. The No Child Left Behind bill contains some provisions which were not in there before, and that is that students not only will be tested on reading but also on math and science. They are being tested on mathematics right now to find out how well they are learning and how much they are learning. In the year 2007-2008, for the first time, they will be tested on science. And States are, as we speak, drawing up requirements, standards that the students must meet, and they are developing appropriate tests for those standards.

Now, why is math and science so important? A lot of people think, well, it is great if you want to be a doctor or an engineer or a scientist, fine, take math and science. But if you do not want to be any of those, why bother? Well, I will tell you why it is important. Because the jobs of the future are simply going to require that the individuals applying for those jobs have an understanding of the basic principles of science and mathematics. It is that straightforward.

I can give a good example of that just in my personal experience. Last year, I was driving down the highway and listening to National Public Radio, and they were doing a story about grease monkeys, or what used to be called grease monkeys, mechanics who work on cars. In the course of doing the story, they interviewed a service manager of a dealership and asked, what do you look for when you hire a new mechanic? He said, first of all, they have to have had high school algebra and high school physics.

That was amazing to me, because when I graduated from high school many years ago, those who were planning to become mechanics did not take physics or algebra because they did not need it. They were planning to be mechanics, so why bother taking it. But the world has changed. The cars back then had no computers under the hood. Today, there are literally hundreds of microchips under the hood of every car. And anyone who wishes to be a mechanic had better understand how to do the diagnostics, how to read the curves and graphs the diagnostic equipment displays. And so that is just one example out of many.

My district has a lot of manufacturing, as does much of Michigan; and when I tour those factories, it is a different world today. The people who work on those machines understand math and science. And if they do not, they will not get that job. They are making good money, \$60,000 or \$70,000 a

year. But they earn it because they have studied hard to learn math and science, and they have learned it well.

Our country in the future is going to need good technicians, good mathematicians, good scientists, good engineers, but also good factory workers, because the jobs in the factories are changing. Jobs in retail are changing. Jobs in many areas of life are changing, and we have to do a better job than we have been.

How have we been doing compared to other countries? The Third International Mathematics and Science Study, which occurred a number of years ago, was very revealing. In the United States, the fourth grade was a little below average in mathematics. By eighth grade, we were way below average. By high school, our students, our high school students compared to those of other industrialized countries were second from the last.

Now, I have never regarded America as a Nation to be second from the bottom. I have never regarded our Nation to be average. We should be better than average. But our students are not performing in mathematics.

A similar test for physics was even worse. We were dead last of all industrialized nations in high school physics. More recent tests bear the same trend out. We are just not meeting the needs of the future. We are not competing with other nations. We are losing ground to them.

A lot of people say, why do kids really need it? Well, I talked about the jobs of the future, but let me outline that it is more than just that. We need scientists and engineers to provide the kind of innovation that will keep jobs here. We constantly complain about jobs going to China, to Mexico, to Thailand, and to India. Why are they going there? It is not just the different wage rate. It is the fact that they have highly trained scientists and engineers, whereas in America, engineering enrollments have gone down steadily for the past 20 years, just starting to come up the last couple of years.

In China, they went from producing far fewer engineers than we do to producing more than four times as many engineers every year as we do, and they are beginning to innovate. They are beginning to develop new products. They are developing new factories, and we are falling behind in that.

But there are other reasons to teach math and science. Consumers today need to know when they are in the marketplace, they have to know something about science to read all the labels on materials and understand what there is in these foods and what is in these products they are buying, whether they are safe or not, and how do you read the labels, the content labels and the warnings.

Also, voters have to know. Today, with referenda, particularly in California, they frequently have referenda on things such as the environment. Last election they had one on stem

cells. How are the people supposed to vote on these if they know nothing about math and science?

Math and science also produces thinkers and learners. It is a different learning process to learn math and science. I hear this a lot from people: oh, it is so hard. Do our kids really have to take it? Or, I just could not get math when I was in school. I hear this over and over. What they fail to recognize is that math and science require a different mode of thought because science uses a different mode of inquiry. I do not think it is any harder than anything else, but it is a different way of learning, something most students have not experienced before if they have not had good math and science education in the first eight grades.

I recall a case where I was teaching a student when I was a professor at the University of California at Berkeley. She came in with a total mental block. This was the most elementary physics course in the department, Physical Science 10. She said, I cannot get this stuff. I cannot get it. I cannot get it. And I worked and worked with her, and spent hours with her; and finally she saw the light and learned how to think properly. I had not heard from her for years after she left my class. When I came to Congress, I got a little note from her. She is now the director of a laboratory in Wisconsin. So even someone who felt they had no hope of passing learned how to learn, and from then on it was good.

But also we have other reasons for it. Economic security. The better jobs go to those who understand math and science. National security. The Rudman Report of a few years ago made the most striking statement I have heard, and that is that the greatest danger our Nation faces beyond nuclear war is the fact our students are not able to compete in the world market and, therefore, we are facing dramatic problems in our Nation if we do not improve.

Now, what can we do about this? Everyone always blames the teachers first. I have worked with teachers in the classroom for some 30 years. I have gone in the classrooms, I have taught myself, I have taught the teachers how to teach students, and I will not say a bad word about the teachers. Because all the teachers I worked with earnestly wanted to do a better job of teaching. The problem is they had not been taught math or science properly. They had not been taught how to teach it properly, and they just felt it was hopeless. They did not know where to start, what could they do.

So I believe our role as the Federal Government is to provide training opportunities, both preservice and inservice training for teachers, teaching them math and science, but also how to teach math and science. In addition to that, we need improved curricula that really teaches science the way it should be taught.

The way to teach science is by doing it, not by talking about it; and that we have to get across. Because the kids love science if it is taught by doing it. They love doing the experiments. They love figuring it out. But if they have to just sit and read a book and memorize all the terms of science, it is not going to appeal to them, and they will not learn what science is all about.

So we need inquiry-centered curricula. We need hands-on curricula, where kids actually use materials and work with them; but it also has to be based on the concepts of science. Too often education programs emphasize either inquiry or they emphasize the hands-on approach or they emphasize concepts, and they all argue with each other about what approach to take. To me the answer is simple: it is all of them. You combine all of those and develop curricula that really meet the needs of the kids, keep them excited and interested, and also provide the teacher training so the teachers can teach those courses.

We are facing a crisis because of this. But there is another reason: India and China. Almost 20 years ago, India made the decision that the only way they were going to compete in the world today is by developing strong backgrounds in math and science, and they had a unique way of doing it. They set up an institute of science, mathematics, theoretical physics, and all these things, similar to MIT and Harvard combined, and set that as the goal for every child in the nation to achieve. And it really worked. All the parents wanted their kids to go to that school. It was the best school in India, and arguably one of the best in the world. So the parents wanted their kids to go. They made sure they studied math and science hard.

Now, obviously, not all of them made it; but in the process of trying, many of them ended up learning enough math and science so that when they got to the university, they could study more math and science and choose one of many different careers.

In conclusion, let me just say that we live in a very competitive global economy. If we are serious about competing in this global economy, we have to make certain that we work smarter. And to do that we have to make sure that our kids are smarter; that they learn the right things in school; that they are fit for the job market of the future; that we can compete with these other nations and beat them at their own game, and that we can maintain our strong economy in the face of this global competition.

With that, Mr. Speaker, I am pleased to yield back to the gentleman from Delaware, and I thank him for accommodating me for such a lengthy discourse.

□ 2115

Mr. CASTLE. Mr. Speaker, I thank the gentleman from Michigan for his continuing and abiding interest in this

subject. I am afraid sometimes the rest of us do not take as much note of it as he does. Perhaps we had a little trouble with the math and science ourselves, I guess. But I understand how important that is. Every time I talk to companies, to people who come into Delaware looking to locate in Delaware, they make a big fuss about that. We happen to have more Ph.D.'s per capita than any other county in the country in New Castle County. As a result of that, there is a great deal of interest in research in our area. I understand the importance of this. We need to sell the message to a lot of people out there. The gentleman from Michigan is the one who really helps sell it.

Mr. EHLERS. If the gentleman will yield, I want to thank the gentleman for his comments. It just reminded me of something I often say to students when I am in high schools. I tell them, Look, you have a choice: You can either be a nerd, or you can end up working for a nerd. Which would you rather be? That is what it is likely to come down to in the future because, if you do not understand math and science, you are not going to have a really quality job.

Mr. CASTLE. I thank the gentleman for all his help in this area. He touched on something that I want to turn to now with these charts because some of the strongest criticism that we have heard concerning No Child Left Behind has been with respect to the funding, specifically the Federal Government's role in funding the Elementary and Secondary Education Act.

If we look carefully at these charts, we begin to get the true picture of what is happening in the funding. Let me go through it word by word. Education Funding, Discretionary Appropriation Increases, Fiscal Year 1996 to Fiscal Year 2005. This is what the Federal Government has done for the funding of education. Although it says the Department of Education here, this money basically flows through to our States and school districts throughout this country. Federal funding for education has more than doubled over the past 9 years. Under the final fiscal year 2005 appropriations bill, discretionary funding for the Department of Education climbed from \$23 billion in fiscal year 1996 to \$57 billion for fiscal year 2005. That is an increase of 148 percent. That is a tremendous increase. We are talking about 15 percent, and maybe the math comes in handy here, 15 percent or more on an annualized basis. Most costs of living, when you measure it in government programs, is just that; it is cost of living. Usually it is 2 or 3 percent. So the Federal Government has stepped forward and said, We are going to make a larger commitment to education, and we have done that in the course of the last 9 years. I do not have the chart here to show this, but I would be willing to put a lot of money on the fact that the States and the local school districts have not

been able to keep up with this particular pace of funding that has gone into education.

Just one more chart while we are looking at these charts, and that is funding for programs under the No Child Left Behind Act, a 40 percent increase in 5 years, showing that, in the last 5 years since No Child Left Behind, we have also had very significant increases as far as No Child Left Behind is concerned to help with those programs. These are programs, by the way, which were being put into place by most of the States and most of the school districts in this country even before No Child Left Behind came along. I am very dubious of any argument saying the Federal Government has not done its share as far as that is concerned. I am discouraged, frankly, by States and organizations that focus more on the funding levels than on what the law is supposed to ultimately be providing to students, which is a quality education and the opportunity for future success. Many even argue that it is an unfunded mandate, that it is impossible for schools to implement the law at the funding levels provided by Washington, D.C.; This is a disingenuous argument at the very best.

The nonpartisan Government Accountability Office, which you may know as GAO, released a report in May 2004 which discredits comments that No Child Left Behind is an unfunded mandate. The GAO reviewed more than 500 different statutes and regulations enacted in 2001 and 2002 and officially concluded No Child Left Behind is not an unfunded mandate. Even more clear are the significant increases in Federal funding of Elementary and Secondary Education Act programs since the enactment of No Child Left Behind as was shown by those charts. According to the U.S. Department of Education, Federal funding for programs encompassed by No Child Left Behind has increased \$17.4 billion, as I indicated, representing a 40 percent increase in just 3 years. Included in this number is title I funding for disadvantaged students and schools, which is funded at \$12.7 billion in fiscal year 2005, an increase of 45 percent since No Child Left Behind was signed into law. That is significant, because that is the money that is going to the schools that have the most low-income children in their schools.

It should also be noted that, in 1994, President Bill Clinton signed the Improving America's Schools Act, a reauthorization of the ESEA, that required States to develop standards and aligned assessments for all students. Districts were required to identify schools not making adequate yearly progress and take steps to improve them. Bill Clinton, 1994.

This makes two important points. First, States across the country should already have been implementing accountability systems similar to what is required under No Child Left Behind. The previous reauthorization included

many of the same provisions, just without the necessary teeth to ensure compliance. Second, during that time, Congress did not appropriate the same levels as were authorized in the act. Democrats funded education in the same manner when they controlled Congress and the White House.

Yes, raising the student achievement levels are difficult and expensive. The fact remains that the Congress has been funding the program. States and organizations should not be avoiding their responsibilities to students on the back of a failed funding argument.

The hard work and dedication of those implementing No Child Left Behind is clear, and we can all agree with the law's goals. We are beginning to see results. Many educators across the country have stepped up to the plate. New test results for the 2003-2004 school year show students are posting high math and reading scores on States' tests. For example, in my home State of Delaware, scores have improved in three out of four grade levels in all three subjects tested, reading, writing and math. Fifth grade reading performance in Delaware climbed to 85 percent, a seven percentage point increase from last year. In Ohio, fourth grade math scores improved from 58 percent last year to 66 percent this year. Additionally, according to the Chicago Tribune, students in every grade level posted increased scores on statewide reading and math tests in the 2003-2004 school year. Finally, according to a 2004 study by the Council of Great City Schools, the achievement gap is narrowing in both reading and math between African-American and Caucasian and Hispanic and Caucasian students in our Nation's inner city schools, and they attribute the positive change in part to No Child Left Behind.

We must also recognize that the job is not done. We must see to it that all children are receiving a quality education. No Child Left Behind is a step in this direction, and we must stay the course. Any attempts to change the system would play into the hands of those who support the status quo, effectively preserving a failed system that does not ask if children are learning.

#### CHINA

The SPEAKER pro tempore (Mr. JINDAL). Under the Speaker's announced policy of January 4, 2005, the gentleman from Ohio (Mr. RYAN) is recognized for 60 minutes.

Mr. RYAN of Ohio. Mr. Speaker, I appreciate the opportunity here to address the House on an issue that I think has become more and more pertinent to the American people and to the American economy. One issue that I hear about almost as much as I hear about the Social Security issue back home in my district, which is north-east Ohio, I hear about the issue of China. We cannot, I do not think, speak of any kind of economic recovery

in the United States of America or talk about providing middle-class people with high-wage, high-paying jobs until we figure out the issue of China. I am going to have a brief discussion here tonight and show some charts just to kind of outline what has been happening here in the United States of America.

Quite frankly, I feel like it was an issue that was not discussed enough in the last presidential election. I feel like this is an issue that the American people want the politicians that are here in Washington, D.C., in this Chamber and leaders in government to talk about, and we have not been. Hopefully, with some legislation that I have offered with the gentleman from California (Mr. HUNTER), the China Currency Manipulation Act, this issue will become and come to the forefront of American politics. I just want to share with the American people some statistics, some charts that I think help outline exactly what has been happening.

This first chart here is the State crisis. It outlines here how many manufacturing jobs have been lost in the United States from June of 1998 to February 2005. As you can see, the red States here have lost more than 20 percent of the manufacturing that they have in their States. You can see the red from Maine, mostly in the North-east-Midwest quadrant, Ohio, Michigan. Ohio lost 216,000 manufacturing jobs. Then between 15 and 20 percent of manufacturing jobs lost are in the deep blue or the deep purple, Georgia, Florida, Texas, New Mexico, Arizona, California, between 15 and 20 percent of manufacturing. These are the high-wage, high-paying jobs that have health care, that have a good retirement, that have a good pension. These are the kind of jobs that drive the middle class forward. And these are the kind of jobs and the kind of companies in Ohio and elsewhere that pay taxes, that workers pay taxes. They vote for school levies. They vote for mental health levies. They vote for library levies. They vote for all the things that are needed to help lift up local communities. What has happened because of this crisis that we have here, local communities are beginning to suffer. They are not able to pass the police and fire levy because the 216,600 workers who no longer work in a high-wage manufacturing jobs are left to go to Wal-Mart, are left to go to Super K or Kohl's and make very little money without health care benefits. If we think that we are going to maintain the kind of prestigious global power that we are today and hopefully will continue to be, there is no way we can do this by replacing General Motors with Wal-Mart or replacing Wal-Mart for General Electric. That is not going to be a great America in the 21st century. This graph, this billboard here, illustrates that point.

And so the issue of China inevitably comes up, and how are we going to deal