

Mr. DOGGETT. Mr. Speaker, the real language problem in this country is not the one we just heard about, but it is the fact that our Republican colleagues cannot understand in any language the call of the American people to deal with the real problems that affect their lives. Instead, we have a House Republican majority that has produced one failure after another in the last 14 months.

As if that were not enough, they are proposing to chalk up yet again another failure this weekend as they head home in the face of a third Government shutdown. It is as if no matter what language you speak, they cannot hear the voice of the American people, because instead of solving these problems, they continue to bicker among themselves.

The House Republicans cannot agree with the Senate Republicans concerning how many American young people they should deny an educational opportunity to. The Senate yesterday rejected the extreme House Republican cuts in education. They have got a great battle going on between the far right, the extremists who want to cut out any Federal commitment to education, and the not-so-right that say, "Well, let's just cut a few children."

The American people, whatever the language is, want to support educational commitment and opportunity for our young people, and we ought to get about that job.

#### STOP THE CENSUS BUREAU BEFORE IT DESTROYS FAMILY FARMS

(Mr. FUNDERBURK asked and was given permission to address the House for 1 minute.)

Mr. FUNDERBURK. Mr. Speaker, the Bureau of the Census, in its infinite wisdom, has recently proposed to change the definition of a farm. This is a bad idea for America. America's most basic industry is agriculture and the family farm. In North Carolina, under the current definition of a farm, we have over 50,000 farms, but under one of the new proposed definitions, we would magically be reduced to only 25,000 farms. Mr. Speaker, changing the farm definition will affect the allocation of Federal funding since it also changes the distribution of the farm population among States. The Cooperative Extension and many other agriculture agencies use farm population to allocate funds. Small farms in my State represent a significant share of total production of commodities such as tobacco. Over 65 percent of minority farms would no longer be defined as farms. Mr. Speaker, now is the time for Congress to take action to stop this proposal before it economically destroys the small family farms in the Second District of North Carolina and throughout the Southeast.

#### GIVE THE MIDDLE CLASS A RAISE AND A DECENT EDUCATION

(Ms. MCKINNEY asked and was given permission to address the House for 1 minute.)

Ms. MCKINNEY. Mr. Speaker, in their infinite wisdom, House Republican leaders are once again pushing the Government of the United States to the brink of another Government shutdown.

The reason this time is their insistence on cuts to education and the environment. These cuts are so egregious, however, that even the Republican Senate voted 84 to 16 in favor of a Democratic amendment restoring education and job training funds.

Mr. Speaker, in this changing economy, the last thing we should be doing is cutting funds for programs that will help our children compete against highly educated workers in Germany and Japan.

This Congress, Mr. Speaker, should be concentrating on how to give the American middle class a raise and a decent education, not a Republican-sponsored wedgy.

#### WHEN WILL WASHINGTON LEARN?

(Mr. BALLENGER asked and was given permission to address the House for 1 minute.)

Mr. BALLENGER. Mr. Speaker, President Clinton, in his recent State of the Union Address proposed another Federal education program to provide merit based scholarships to the top 5 percent of high school graduates. This despite the fact that there are already 47 scholarship and fellowship programs operated by the Federal Government. In fact, President Bush's Presidential Access Scholarship Program—a merit based program—is still on the books.

This highlights an important point. The Education Committee has discovered over 760 Federal education programs spanning 39 separate agencies, departments, and commissions. Many of these programs were designed to meet the exact same goals—yet each has its own application process and regulations.

So why does President Clinton propose one more education program—program 761? Is it to improve the education of our children or merely to make us feel like we are educating our children by spending money and creating programs? This is a critical question we must answer—the education of our children is at stake.

#### REPUBLICANS DECLARE WAR ON EDUCATION FUNDING

(Mr. MENENDEZ asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MENENDEZ. Mr. Speaker, I would like to draw attention to the war that has been declared on education funding at the elementary, sec-

ondary, and postsecondary levels by the Republican majority.

If the Republican majority's continuing resolution is extended at its current level, it would mean a \$3.3 billion cut in education programs from the fiscal year 1995 level, and this would be a devastating blow to many of the educational services our children depend on. For my State of New Jersey, this would mean a cut of \$23.5 million to title I, \$2.6 million to Safe and Drug-Free Schools, \$2.2 million to goals 2000, \$3.7 million to vocational education, \$3.7 million to the professional development grant programs, \$36 million in New Jersey alone cut in our children's educational future.

The majority's war on education is coming at a time when New Jersey's unemployment rate is above the national average of 7.3 percent. It comes at a time when we ought to be preparing our children for a more globally integrated, more technologically advanced and more competitive workplace.

Shortchanging our students today means shortchanging the National tomorrow. We should not be shutting down the Government, and we should not be shutting down our children's educational future.

#### HOW DO WE JUSTIFY THE DEPARTMENT OF EDUCATION?

(Mr. MICA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MICA. Mr. Speaker, when you think you have heard it all from this administration, they never cease to amaze me. In today's Washington Times, the U.S. Education Secretary Richard Riley responded to an editorial that questioned the role of the Department of Education.

To justify the Federal Department of Education, let me read what Secretary Riley said: "Most recently, the President asked me to distribute the manual on school uniforms," and I have got a copy of it here, the manual on school uniforms.

I have not read this invaluable tool that helps justify the existence of the U.S. Department of Education. Maybe Secretary Riley suggests color coordination on uniforms. Maybe Secretary Riley suggests now mixing plaids and stripes. Or maybe, in fact, this manual justifies the employment of 4,876 Department of Education employees, of whom 3,322 are in Washington, DC, working on this manual on school uniforms.

#### REPUBLICANS HURT LOCAL EDUCATION

(Mr. HILLIARD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HILLIARD. Mr. Speaker, the Republicans have our citizens facing the