Wise	Wynn	Zeliff
Wolf	Young (AK)	Zimmer

NAYS—133

Abercrombie	Gejdenson	Morella
Ackerman	Gephardt	Murtha
Andrews	Green (TX)	Nadler
Baldacci	Greenwood	Neal
Barrett (WI)	Gunderson	Oberstar
Becerra	Gutierrez	Obey
Beilenson	Harman	Olver
Berman	Hastings (FL)	Owens
Blumenauer	Hilliard	Pallone
Bonior	Hinchey	Pastor
Borski	Hobson	Payne (NJ)
Brown (CA)	Horn	Pelosi
Brown (FL)	Hoyer	Rangel
Brown (OH)	Jackson (IL)	Reed
Bryant (TX)	Jackson-Lee (TX)	Richardson
Cardin	Jefferson	Rivers
Chenoweth	Johnson (CT)	Rose
Clay	Johnson (SD)	Roybal-Allard
Clayton	Johnson, E. B.	Rush
Clyburn	Johnston	Sabo
Coleman	Kanjorski	Sanders
Collins (IL)	Kennedy (MA)	Sawyer
Collins (MI)	Kennedy (RI)	Schroeder
Conyers	Kennelly	Scott
Costello	Klink	Serrano
Coyne	Kolbe	Skaggs
Cummings	Lantos	Slaughter
DeFazio	Lewis (GA)	Stark
DeLauro	Lofgren	Stokes
Dellums	Lowey	Studds
Deutsch	Maloney	Thompson
Dicks	Markey	Thurman
Dixon	Martinez	Torkildsen
Dooley	Matsui	Torres
Durbin	McDermott	Torricelli
Engel	McKinney	Towns
Eshoo	Meehan	Velazquez
Farr	Meek	Vento
Fattah	Millender-McDonald	Visclosky
Fazio	Miller (CA)	Waters
Filner	Mink	Watt (NC)
Flake	Moakley	Waxman
Foglietta	Moran	Williams
Frank (MA)		Woolsey
Furse		Yates

NOT VOTING—10

Dunn	Longley	Thornton
Gibbons	McDade	Young (FL)
Hall (OH)	Peterson (FL)	
Lincoln	Riggs	

□ 1212

Messrs. GEJDENSON, GUNDERSON, GENE GREEN of Texas, and HORN changed their vote from ''yea'' to ''nay.''

Mr. SCHUMER and Ms. KAPTUR changed their vote from ''nay'' to ''yea.''

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

PERSONAL EXPLANATION

Mr. RIGGS. Mr. Speaker, on rollcall No. 300, on House Resolution 474 providing for the consideration of H.R. 3396, the Defense of Marriage Act, was unavoidably detained on other business and unable to be physically present for the vote. Had I been present, I would have voted ''yea.''

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 1997

The SPEAKER pro tempore (Mr. LAHOOD). Pursuant to House Resolution 472 and rule XXIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the further consideration of the bill, H.R. 3755.

□ 1214

IN THE COMMITTEE OF THE WHOLE

Accordingly the House resolved itself into the Committee of the Whole House on the State of the Union for the further consideration of the bill (H.R. 3755) making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies, for the fiscal year ending September 30, 1997, and for other purposes, with Mr. WALKER in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. When the Committee of the Whole rose on Wednesday, July 10, 1996, a request for a recorded vote on the amendment by the gentlewoman from California [Ms. PELOSI] had been postponed and the bill had been read through page 22, line 16.

The Clerk will read.

The Clerk read as follows:

HEALTH RESOURCES AND SERVICES ADMINISTRATION

HEALTH RESOURCES AND SERVICES

For carrying out titles II, III, VII, X, XIX, and XXVI of the Public Health Service Act, section 427(a) of the Federal Coal Mine Health and Safety Act, title V of the Social Security Act, and the Health Care Quality Improvement Act of 1986, as amended, $3,080,190,000, of which $297,000 shall remain available until expended for interest subsidies on loan guarantees made prior to fiscal year 1981 under part B of title VII of the Public Health Service Act: *Provided,* That the Division of Federal Occupational Health may utilize personal services contracting to employ professional management/administrative and occupational health professionals: *Provided further,* That of the funds made available under this heading, $2,828,000 shall be available until expended for facilities renovations at the Gillis W. Long Hansen's Disease Center: *Provided further,* That in addition to fees authorized by section 427(b) of the Health Care Quality Improvement Act of 1986, fees shall be collected for the full disclosure of information under the Act sufficient to recover the full costs of operating the National Practitioner Data Bank, and shall remain available until expended to carry out that Act: *Provided further,* That no more than $5,000,000 is available for carrying out the provisions of Public Law 104–73: *Provided further,* That of the funds made available under this heading, $192,592,000 shall be for the program under title X of the Public Health Service Act to provide for voluntary family planning projects: *Provided further,* That amounts provided to said projects under such title shall not be expended for abortions, that all pregnancy counseling shall be nondirective, and that such amounts shall not be expended for any activity (including the publication of distribution of literature) that in any way tends to promote public support or opposition to any legislative proposal or candidate for public office: *Provided further,* That $75,000,000 shall be for State AIDS Drug Assistance Programs authorized by section 2616 of the Public Health Service Act and shall be distributed to States as authorized by section 2618(b)(2) of such Act.

AMENDMENT OFFERED BY MRS. LOWEY

Mrs. LOWEY. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment offered by Mrs. LOWEY: Page 22, line 22, after the dollar amount, insert the following: ''(reduced by $2,600,000)''.

Page 26, line 1, after the first dollar amount, insert the following: ''(increased by $2,600,000)''.

Mr. PORTER. Mr. Chairman, I ask unanimous consent that all debate on this amendment and all amendments thereto be limited to 40 minutes and that the time be divided, 20 minutes to the gentlewoman from New York [Mrs. LOWEY], 10 minutes to the gentleman from Wisconsin [Mr. OBEY], and 10 minutes to myself.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

Mrs. LOWEY. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, this amendment that the gentleman from Delaware [Mr. CASTLE] and I are introducing with the gentleman from New York [Mr. SCHUMER] restores funding to the CDC National Center for Injury Prevention and Control. Our amendment simply overturns the Dickey amendment passed by the full committee which reduced the bill's appropriation for the CDC injury prevention and control program by $2.6 million and increased the appropriation for the area health education centers by a like amount.

This amendment will restore the injury prevention and control program to its fiscal year 1996 level of $43 million, which is the level approved by the subcommittee. My colleagues who support the area health education centers program, as I do, please note that under our amendment, the area health education center will receive an increase of $2.9 million, or over 12 percent, compared to last year.

Why must we restore funding for the CDC injury control program? Because the injury prevention and control program helps to prevent thousands of needless and tragic accidents and injuries each year.

The injury prevention and control program is one of the leading Federal agencies working to prevent domestic violence. Injury control funds are also being used to prevent drownings at Federal recreation facilities, reduce violence in public housing projects, cut down on driving accidents by the elderly, improve emergency medical services in order to decrease the number of traumatic brain and spinal cord injuries, reduce deaths caused by fires in the home and many, many other lifesaving activities.

Unless our amendment passes, all of these vital activities could be affected. So why were funds for the injury prevention program cut? Let me be very blunt to my colleagues. The NRA dislikes the fact that the injury control center collects statistics and does research on gun violence. Even though the injury control program spends only 5 percent, or 2.6 million, of its budget

on gun violence related research, it is despised by the NRA. But frankly, my colleagues, I do not understand this. Is not the purpose of the NRA to promote the responsible use of guns? Is not the NRA interested in keeping guns out of the hands of criminals and teenagers who are not using guns for sport but to kill? It seems to me that the CDC and the NRA really should be working together to ensure that guns are used safely and responsibly.

We will hear charges that the CDC research is biased and duplicative, but the program passed three rigorous reviews by the GAO, the National Academy of Science and the HHS office of the inspector general.

After reviewing Federal violence prevention efforts, conservative columnist George Will concluded in 1992:

> Clearly the criminal justice community is inadequate to the task of turning the tide of violence; so as a sound investment in improving the quality of American life, no Federal funds are spent better than those that fund the CDC's research.

While the Justice Department focuses on the incarceration of offenders after the shootings occur, the CDC focuses on the prevention of gun injuries before they occur. CDC injury control research is examining how trauma surgeons can help to intervene in the cycle of youth violence and prevent youth from returning to trauma centers at a rate of 44 percent.

CDC research is looking at why some inner-city youths commit violence with guns and others do not. CDC research is helping State departments of health around the country better monitor gun related injuries so that they can most effectively target their prevention activities.

The NRA's attack of the CDC puzzles me put it also outrages me. Gun violence in America is a public health emergency. According to Dr. George Lundberg, an editor of the Journal of the American Medical Association, ''There is no question now that violence is a public health issue. Research to end this epidemic of violence is absolutely vital and it must continue.''

Over 37,000 Americans die each year from wounds inflicted by guns. Almost 6,000 children and teens are shot every year by guns; 100,000 other Americans are injured in shootings each year. This explosion of violence is placing an enormous burden on our health care system. The medical cost of gun violence is $4.5 billion a year.

The cost of treating a patient with a gunshot wound averages over $14,000. As a result, more than 60 urban trauma centers have been forced to close over the past 10 years alone. If current trends continue, Mr. Speaker, gunshots will surpass car accidents as the leading cause of death in United States.

To combat this horrifying trend, the National Center for Injury Prevention and Control has conducted groundbreaking peer reviewed research on the types and costs of injuries caused by firearms. It has worked to prevent suicide among teens, taught conflict resolution techniques. Let me be very clear, the center conducts research, gathers facts. It is not an advocacy organization nor does it make policy. In fact, our amendment preserves language in the bill which prohibits the CDC from advocating or promoting gun control.

Let me state this a second time so that my colleagues are clear. This amendment preserves language in the bill which prohibits the CDC from advocating or promoting gun control. The NRA opposes the CDC injury control research because it wants to suppress the awful truth about gun violence. The NRA simply does not want the facts set getting out. It is no more than censorship. It must be stopped.

There are many groups that support this amendment: The College of Emergency Physicians, AMA, ABA, American Public Health Association, the American Nurses Association, the Association of State Health Officials, and on and on. I urge my colleagues to support this amendment to preserve the vital work of the injury control center.

Mr. Chairman, I reserve the balance of my time.

Mr. PORTER. Mr. Chairman, because of my position on this amendment, I believe that the time that has been allocated to me should be allocated instead to the gentleman from Arkansas [Mr. DICKEY] who is an opponent of the amendment. So I ask unanimous consent that the 10 minutes allocated to me be allocated to the gentleman from Arkansas [Mr. DICKEY], and that he control that time.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

□ 1230

Mr. DICKEY. Mr. Chairman, I yield myself 2½ minutes.

Mr. Chairman, this is an issue of federally funded political advocacy. We have here an attempt by the CDC through the NCIPC, a disease control agency of the Federal Government, to bring about gun control advocacy all over the United States through seminars, through the staff members and through the funding of different efforts all over the country just on this one issue, to raise emotional sympathy for those people who are for gun control. It is a blatant attempt on the part of government to federally fund lobbying and political advocacy. Rather than calling violence a disease and guns as a germ, these people should be looking at the other root causes of crime: Poverty, drug trade, gangs, and children growing up without parental support, and the cruel trap of welfare dependency. Those things have more to do with crime control than trying to come at it from a disease definition.

Ownership of guns by itself is what this particular amount of money is going to. It is not a public health threat. In fact, the violence related to guns has been found to be going down to the extent of two-thirds, where we actually have a 173 percent increase in the number of guns in the United States. So it is obviously not a public health threat, because we are doing this through education and training and not through a discredited study program by the CDC through the NCIPC.

Some quotes that exist from one of the officials that we pay Federal money to, what we need to try to do is to find a socially acceptable form of gun control. Experts from Harvard and Columbia medical schools have reviewed the work on firearms that this agency has done with Federal money and have stated that it displays an emotional antigun agenda and are so biased and contains so many errors of fact, logic and procedure that we cannot regard them as having a legitimate claim to be treated as scholarly or scientific literature. So this is discredited by authorities. It is not something we should be doing.

Mr. Chairman, I reserve the balance of my time.

Mr. OBEY. Mr. Chairman, I yield myself 6 minutes.

Mr. Chairman, I rise in opposition to the Lowey amendment, but I do so in despair of our ability to discuss this on substance rather than on symbolic grounds.

This controversy started when the gentleman from Arkansas [Mr. DICKEY] offered an amendment in subcommittee which purported to eliminate the ability of CDC to engage in research on gun control and which purported to prevent that agency from engaging in unbiased research. I voted against that amendment in subcommittee because I have always resisted the idea of telling anybody in this Government what kind of research they can conduct in the health field. I just do not think that lay people know enough to do that. I think health research issues ought to be decided by scientists, not by politicians.

But the gentleman from Louisiana [Mr. LIVINGSTON] and I jointly cosponsored an amendment to the bill which reads as follows, and it was adopted. On page 26 of the bill it says: ''None of the funds made available for injury prevention and control at the Centers for Disease Control and Prevention may be used to advocate or promote gun control.'' We then added this paragraph to the report on page 49: ''The bill contains a limitation to prohibit the National Center for Injury Prevention and Control at the Center for Disease Control from engaging in any activities to advocate or promote gun control. The CDC may need to collect data on the incidents of gun-related violence, but the committee does not believe that it is the role of the CDC to advocate or promote policies to advance gun control initiatives or to discourage responsible private gun ownership. The committee expects research in this area to be objective and grants to be awarded

through an impartial peer review process.''

What the gentleman and I tried to do was to make certain that CDC, in fact, did not engage in biased research, and that is the language that we adopted. When we got to the full committee, the gentleman from Arkansas [Mr. DICKEY] then did not offer the report language to which we objected and merely offered an amendment which moved money from CDC to the area health education centers, and I supported that amendment because it was essentially a judgment about where we thought the money would do the most good. Would it do the most good in this controversial program at CDC, or would it do the most good in the area of health education centers?

I come down on the side of the education centers primarily because I represent rural areas, and I know that they are medically underserved communities. The area in which this money was put simply enables us to support training of medical residents and students for medicine, nursing, allied health, pharmacy and related fields.

I would point out that in my State, for instance, these agencies are administered by a partnership between Wisconsin's two medical schools, the Medical College of Wisconsin and the University of Wisconsin Medical School.

So basically what I would suggest to my colleagues is that this amendment, while it is being debated in terms of gun control, the effect of the Lowey amendment will not be to enhance gun control any more than the effect of the Dickey amendment was to diminish gun control. The only direct effect on CDC's ability to get involved in the gun control issue is determined by the language which we already have in the bill and have in the report by virtue of the amendment sponsored jointly by the gentleman from Louisiana [Mr. LIVINGSTON] and myself.

So I would say the House simply has a choice to make. If they think that the money ought to be put in CDC where the gentlewoman from New York [Mrs. LOWEY] puts it, then vote with her. If they think the money ought to stay in the area of health education centers where I believe it ought to be and where the gentleman from Arkansas [Mr. DICKEY] put it, then vote against the Lowey amendment. I would urge that my colleagues vote against the Lowey amendment because I think that the dollars have been placed in a preferable place by the effect of the Dickey amendment offered in full committee.

As I say, I despair of this issue ever being discussed in anything but symbolic terms. I know that at the presidential level we have Mr. Dole, in my view, trying to exploit the gun issue one way and the White House trying to exploit it dealing with it the other way. I am not interested in that phony debate. What I am interested in doing is making rational choices as a policymaker about where scarce dollars ought to go, and I frankly think that it has become so controversial at CDC that the money is much more rationally spent where the committee wound up putting the money.

So this may seem a very quaint position on my part, but my trouble is that I read the amendments, I do not just read the titles. So it seems to me that Members ought to focus on what the real effect of this amendment really is. It simply moves dollars. It is only indirectly related to the gun issue, and I wish we could address it in that fashion because we are qualified to decide where research dollars ought to go. We are not qualified to pretend that we are doing something that we are not doing.

Mrs. LOWEY. Mr. Chairman, I yield such time as she may consume to the gentlewoman from New York [Mrs. MALONEY].

(Mrs. MALONEY asked and was given permission to revise and extend her remarks.)

Mrs. MALONEY. Mr. Chairman, I rise in support of the Lowey-Castle amendment.

Two years ago, the NRA waged a campaign against the President's crime bill, saying programs like shelters for battered women and rehab for drug addicts were nothing more than "pork."

Now, the NRA has set its sights at the Centers for Disease Control [CDC]. They have succeeded in pushing an amendment to cut the National Center for Injury Prevention and Control [NCIPC] from the CDC's budget. This office does research on injuries, including those caused by guns, and links it to health outcomes.

But the NRA says that this office engages in "recklessly biased research and blatant political advocacy."

I disagree.

This office does vital studies to improve how law enforcement, the judicial system, and our health care system can prevent and improve assistance to victims of domestic violence.

Now the NRA wants us to stop looking at the problem so they can pretend it does not exist.

They can't further their extremist goals if we engage in studies and discussion of gun violence as a public health issue.

In this case, the NRA and the radical right are saying, if you fear it, kill it, and in doing so, they are blocking progress in ending violence against women and their families.

Vote to end family violence; support the Lowey-Castle amendment.

Mrs. LOWEY. Mr. Chairman, I yield 3 minutes to the gentleman from Delaware [Mr. CASTLE], my colleague and cosponsor of the amendment.

Mr. CASTLE. Mr. Chairman, I thank the gentlewoman from New York [Mrs. LOWEY] for yielding this time to me.

I obviously rise in support of the Lowey-Castle amendment, and I listened carefully to the always articulate comments of the gentleman from Wisconsin [Mr. OBEY] about this, and I would just note that right now the National Center For Injury prevention and Control, which is getting a reduction in this, is actually getting a reduction to less than 6 percent of their budget from last year, whereas the health education center he talked about is going up to 23 percent, and if we are able to succeed in this amendment, that would still go up 12.8 percent, and this particular agency that we are dealing with here would go down by some 5 percent. So no matter how we look at this, the very cause that he is talking about is being well treated.

This is a modest amendment. I would simply, as we know, restore the funding for the National Center for Injury Prevention and Control. But this is very important, and what they do is important, and I do not think they should be involved in gun control, and the gentleman from Wisconsin [Mr. OBEY] pointed out very carefully it is very specific in this piece of legislation right now that they cannot be involved in any advocacy with respect to gun control.

I do not have a problem with that. I absolutely concede that. They should not be, and in fact I think one can even make an argument that they have not been in the past. They rejected studies that try to do that. But the bottom line is that it is important because injuries kill over 85 children and young adults in the United States every day and cost our country more than $224 billion in the last decade in terms of direct medical care and rehabilitation costs as well as lost wages of the individual and productivity losses to the Nation.

This agency, the NCIPC, collects and analyzes data about a wide range of injuries including motor vehicle crash, fires, drowning, falls, poisonings, suicide and homicide. They have saved lives. They have prevented injuries from happening in this country. The centers research has led to a number of important recommendations in a variety of areas, from wearing helmets while riding a bicycle to storing firearms in the home separately from bullets to installing fire detectors in homes. These are major safety changes. They probably had as much influence on saving lives as any agency in this country, and I think to reduce their funding would be a tremendous mistake.

It does also collect and analyze data about firearm injuries because they are the second leading cause of injuries of Americans between the ages of 10 and 24. Firearms are the cause of approximately 37,900 deaths in this country as well as all manner of other problems, including 3 times as many serious injuries. Ten States and the District of Columbia now have more people dying because of firearms than they do in automobile accidents. By the year 2000 there are going to be more people dying because of firearms and automobile accidents in the United States of America. The cost of gun shot violence in the United States amounts to $20 billion, a fifth of which is medical expenses. That is $200 per family that we are paying for these injuries to people

and deaths to people because of the use of guns in the United States.

They have done many things. My short time does not allow me to go into all the things which they have done. They are not advocacy, they are changes which they have made, and I would encourage each and every one of us to support this amendment. I think it is absolutely the right thing to do. It is not a gun issue. It is a safety issue in this country.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentleman from Indiana [Mr. HOSTETTLER].

(Mr. HOSTETTLER asked and was given permission to revise and extend his remarks.)

Mr. HOSTETTLER. Mr. Chairman, I thank the gentleman from Wisconsin [Mr. OBEY] for yielding this time to me.

Mr. Chairman, I rise in opposition to the Castle-Lowey amendment.

One of the principal efforts of the CDC's National Center for Injury Prevention and Control was to study American firearms—guns—in regard to injuries involving firearms.

Let me save the American taxpayer $2.6 million dollars with some free information:

Guns can be dangerous, especially if loaded, pointed at someone and the trigger is pulled.

Now, that was simple; was it not?

Given this knowledge, one has to question why taxpayer funds were even wasted on this issue in the first place. I think I know the answer.

The bottom line is that it is bothersome to some Members of this body that many Americans own firearms.

Therefore, anything that can shed a negative inference on firearms, like the fact that they are dangerous, becomes worthy of taxpayer support research and political exploitation.

As interesting as pursuing these issues further might be, they are in the end irrelevant.

The second amendment to the United States Constitution reads: ''A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.''

I urge a ''no'' vote on this amendment.

□ 1245

Mrs. LOWEY. Mr. Chairman, I yield such time as he may consume to the gentlemen from New York [Mr. SCHUMER].

(Mr. SCHUMER asked and was given permission to revise and extend his remarks.)

Mr. SCHUMER. Mr. Chairman, I rise in support of the amendment.

What is the NRA so afraid of? Perhaps it is the truth.

Once again, the NRA is making its annual assault on scientific efforts to make guns more safe for families.

Last year, 38,000 Americans died of gunshot wounds compared to 41,000 who died from automobile accidents. Yet we would never dream of opposing Government research efforts to make automobiles safer. If the automobile lobby was as irresponsible as the NRA, we would not have the seat belt.

Today, we are seeing a proliferation of cheaply made guns that are blowing up in people's hands, misfiring when jostled or dropped, and killing or wounding people accidentally.

So while motor vehicle deaths are dropping year by year, we have seen no progress on the number of those dying accidentally from gunshot wounds.

Shame on the NRA for spreading its paranoic world view to stop legitimate scientific research from making guns just a little bit more safe.

Mrs. LOWEY. Mr. Chairman, I yield 2 minutes to the gentleman from Kansas [Mr. PORTER], chairman of the Subcommittee on Labor, Health and Human Services, and Education of the Committee on Appropriations.

The NRA arguments that the Centers of Disease Control research is ''junk science'' is, of course, specious. Does the NRA know more about science than the New England Journal of Medicine?

The NRA protestations that the research is duplicated elsewhere is spurious. Even the GAO disagrees.

So what is the NRA afraid of? They are afraid that legitimate science will conclude that having a gun in the home is dangerous. They are afraid that consumers will learn that a gun in the home increases the chances of suicide and accidental deaths—particularly among children.

Last year, I joined with my Republican friend STEVE HORN in a bipartisan letter to restore these important CDC funds. I hope that this amendment will have similar bipartisan support.

We need to prove to the American people that when the NRA says jump, Congress doesn't put on its gym shorts.

Everyone—everyone except the extremists at the NRA—understands that this CDC research is necessary and objective. Let's show that we can rise above the paranoid rantings of the NRA to do something to make gun ownership a little bit more safe.

Support this amendment.

Mr. PORTER. Mr. Chairman, 145,000 people die each year from injuries in our society, including those sustained in motor vehicle crashes, fires, drownings, falls, poisonings, suicide, and homicide. Injury is the leading cause of death and disability for our Nation's children and young adults. Those injuries cost our country more than $224 billion a year in direct medical care and rehabilitation as well as lost wages and productivity. That is an increase of 42 percent in the last decade alone.

Is injury a proper subject for our Centers for Disease Control and Prevention? Of course it is. Only $2.6 million of $46.3 million goes to gun-related research. It also goes for car crashes. What do they examine when they look at car crashes? They look at how the cars are equipped, how the cars are used, how the drivers are trained. Should we not also look at the same injury result regarding guns? Of course we should do that. Of course, we should study how we can make society safer and how we can reduce injuries.

The CDC work on firearms injuries is not duplicated anywhere else in the Government. Unlike other agencies, CDC uses the same public health model to prevent firearms injury that it does with other public health problems. It identifies the problem, examines the risk factors, develops interventions, and evaluates what works. This is an area we should be addressing. CDC has done it.

The gentlewoman from New York [Mrs. LOWEY] and the gentleman from Louisiana [Mr. LIVINGSTON] have made absolutely certain that the information cannot be used to advocate gun control in any way. I believe this amendment is a very, very proper amendment. To take away the $2.6 million makes no sense at all. We are making good progress here. It is not being misused. This is simply an attempt by the NRA to remove guns, which cause a great deal of injury and death in our society, from a list of other instruments that do. There is no rational reason for doing that. They should be examined as well.

Mr. DICKEY. Mr. Chairman, I yield 3 minutes to the gentleman from Georgia [Mr. BARR].

Mr. BARR of Georgia. Mr. Chairman, I thank my distinguished colleague from Arkansas for yielding time to me.

Mr. Chairman, Centers for Disease Control, Centers for Disease Control. The words are not real long, only a couple of syllables. Look up the word ''disease'' in the dictionary, at least any legitimate dictionary. I have done it. There is no reference in any dictionary that I can find that says that accidents or handgun injuries or murders are a disease. There is a reason why they are not found within a definition of disease. They are not diseases.

Let us talk about honestry and truth in government. The Centers for Disease Control, all of us ought to agree, and but for the political agenda on the other side here most Members do agree, that the Centers for Diesease Control have not eradicated disease. In other words, they have work left to do, very important work they could be doing. Yet they are devoting scarce resources for a political agenda that is, pure and simple, a political agenda.

If my colleagues from New York and other States want to do away with handguns, that is fine, from their standpoint. Or if people on my side of the aisle do not like handguns and want to outlaw them, do it, but do it honestly. Propose legislation to outlaw them. Propose an amendment to the Constitution doing away with the second amendment. But do not take an institution that has done so much good work and cause it to lose credibility further, as it has already done, by engaging in a political agenda. This is a political agenda.

The political agenda is well-documented. You can look at publications such as the Injury Prevention Network, which is funded in part by CDC, and which engages, by the very terms of its publication, in illegal lobbying activity. It recommends picketing. It recommends lobbying. As a matter of fact, the kind of work these organizations engage in with Federal funds is so bad that even when I wrote to the director of CDC, Dr. Satcher, he had to agree with it, and said it is improper what they are advocating here.

There is a political agenda at work here that ought to be of concern to all of us on both sides of the aisle. It is called politics. Politics should not be injected into the CDC. One does not also have to look beyond simply the organizations themselves that the National Century for Injury Prevention and Control or whatever is engaged in. They are very clearly, very explicitly, antigun lobbies.

Again, if colleagues on either side of the aisle support those organizations, support what they do, then come up front and say so, and say we need to do something to get handguns off the streets of America. But do not do it through an organization dedicated explicitly to disease control.

Mrs. LOWEY. Mr. Chairman, I am pleased to yield 1 minute to the gentleman from Ohio [Mr. STOKES], a distinguished member of the committee.

Mr. STOKES. Mr. Chairman, I thank the distinguished gentlewoman from New York for yielding time to me.

Mr. Chairman, I rise in strong support of the Castle-Lowey amendment.

Defunding critical injury prevention and control research and outreach is a dangerous precedent. Over the years, this lifesaving research has enjoyed bipartisan support. We must not let politics cloud the need to fund meritorious science in this area. We did not allow such to interfere with the conduct of research on cancer, AIDS, and other areas which threaten the lives of hundreds of thousands of Americans. And, we must not prevent critical research in the area of firearm and other injuries as well.

While CDC conducts research on the prevention and control of injuries from fires, drownings, and poisonings as well, the concern appears to be with respect to firearm injuries. CDC is not working the area of firearms injury prevention and safety for political reasons. It is working in the area because of the tremendous number of Americans injured or killed with firearms. According to the American Academy of Pediatrics, firearms injuries are in fact the fourth leading cause of years of potential life lost, and is the second leading cause of injury fatality in the United States. Firearms are the leading cause of death for African American youth ages 15 to 24, and is the second leading cause of death among white youth in this same age group. Like cancer, AIDS, and heart disease, this is a major public health problem that must be addressed.

Applications for the CDC's injury control research grants are peer reviewed by the scientific community prior to funding. In fact, its peer review process is modeled after that used by the National Institutes of Health which we strongly support.

For over three decades now, firearms fatalities have steadily increased in the United States. It is projected that if current trends continue, by the year 2000, they will be the leading cause of injury death. the World Health Organization has in fact issued a resolution declaring that violence is a leading worldwide public health problem, and designating the prevention of violence as a public health priority. Let's do what's right. Let's continue to protect children and families across this country. Support the restoration of $2.6 million to the CDC's Injury Prevention and Control Program.

I strongly urge my colleagues to vote ''yes'' to this critical lifesaving amendment.

Mr. DICKEY. Mr. Chairman, I yield 2 minutes to the gentleman from Texas [Mr. BONILLA].

(Mr. BONILLA asked and was given permission to revise and extend his remarks.)

Mr. BONILLA. Mr. Chairman, what we are talking about here is a simple debate between spending money on health care needs of people in low-income and rural areas and spending money on a politically correct study that some of our colleagues in some parts of the country think is very important.

My colleague, the gentleman from Georgia, Mr. BARR, made the point very well earlier: What is the Centers for Disease Control doing studying a politically correct idea that some few people in this country think is important? This is a classic idea of a Federal agency that has grown appendages over the years that have nothing to do with the original mandate that Congress set up in the first place.

If our friends from New York or other States in the country or other cities believe that this study is important, why do they not go to their local citizens in their cities, why do they not go to their States, and ask them to pay more tax money to fund a politically correct study like this? Why do they not tell them it is a great idea and raise new tax money for something like this? Why do they think the Federal Government ought to be studying such an issue?

There is not a one of us in this Congress who believes that kids should have guns, that people should be using firearms for any reasons aside from sport. The law-abiding citizens of this country use firearms. We are for that, but we are not for firearm abuse or misuse in any way. So we would encourage everyone here to think about that.

We are not talking about a vital function for the Centers for Disease Control. We need to look after the needs of our people and our communities, but we cannot stand here and say it is more important to fund something like this, as opposed to giving people in need health care that they need in low-income and rural areas. If Members love this idea, they should go back and ask their local citizens to raise tax money locally to fund a crazy idea like this.

Mrs. LOWEY. Mr. Chairman, I am pleased to yield 1 minute to the gentlewoman from Maryland [Mrs. MORELLA].

(Mrs. MORELLA asked and was given permission to revise and extend her remarks.)

Mrs. MORELLA. Mr. Chairman, I rise in strong support of the Lowey-Castle amendment. This amendment will restore $2.6 million in funding for the National Center for Injury Prevention and Control.

This funding was cut in committee in a misguided attempt to stop the NCIPC's research into the prevention of firearms injuries, based on the allegation that such research masquerades as Government-funded gun control advocacy. The cut also represents a profound misunderstanding of the important work of the NCIPC.

The NCIPC is tasked with undertaking medical and scientific studies of issues affecting the public health. Such work is validated by a number of improvements in public health in recent decades, particularly as it relates to automobiles. Scientific research into car accidents has led to improvements in car design, road engineering, driver education, and drunk-driving prevention.

Mr. Chairman, regardless of our views on gun control, there seems to be general agreement in this body that our Nation is suffering an epidemic of gun violence. Firearms are the second-leading cause of death for children and young adults; in 10 States they are the leading cause. Shootings are the leading cause of death for black teenagers, and the second-leading cause of death for white teenagers.

NCIPC's research on firearms violence may bring improvements in gun design, training, and methods of storage. Moreover, the committee cut in NCIPC funding will not end the center's firearms research. Instead, the center is likely to reallocate funds from other important violence prevention programs, such as combating violence against women. Furthermore, gun control opponents who persist in their belief that NCIPC has been advocating gun control can take heart from the provision already in the bill which prohibits the CDC from using injury prevention and control funds to advocate or promote gun control.

I urge my colleagues to join me in support of the Lowey-Castle amendment.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the distinguished gentlewoman from California [Ms. PELOSI].

Ms. PELOSI. I thank the gentlewoman for yielding time to me, Mr.

Chairman, and for her leadership in bringing this important amendment to the floor. I urge my colleagues to support it. The National Center for Injury Prevention and Control provides the Nation with information that is crucial, reliable, and well-respected among experts about the incidence of and extent to which injuries, including those which result from automobile accidents, fires, domestic violence, bicycle accidents, and guns affect our lives, and identify strategies for reducing these injuries, many of which are fatal.

The Lowey amendment addresses the problem the committee created in symbolic action that will have real effects on America's children and families when it eliminated funds. The gun injury crisis facing our Nation, especially our children, must not be ignored and cannot be hidden. Firearms violence from homicides, suicide, or, and this is important, accidental shootings, killed 5,751 children aged 1 to 19 in 1993. Child deaths from guns in a year are the equivalent of more than the deaths of 205 classrooms of children. We need CDC research and expertise to help inform the Nation, to help gun owners have safety. I urge my colleagues to support the amendment of the gentlewoman from New York [Mrs. LOWEY].

Mr. DICKEY. Mr. Chairman, I yield 1 minute to the gentleman from Michigan [Mr. BARCIA].

Mr. BARCIA. Mr. Chairman, I would just like to take a moment to point out that violence and firearms-related research will not be undermined by a transfer of $2.6 million from the CDC's NCIPC to area health education centers, because firearms violence is studied already by a number of agencies within the Department of Justice, including the National Institutes of Justice and the Bureau of Justice Statistics as well as the Bureau of Justice Assistance and other programs.

In fact, Dr. Arthur Kellermann, an NCIPC grantee recipient who has received millions of taxpayer dollars to study firearms, recently received a grant from the Department of Justice to study firearms violence, a clear indication of the duplicative nature of NCIPC's work in this area. I want to point out that a number of studies are currently involved, studying the cause and effect of injuries caused by firearms, and I see this transfer as not a threat to that research, but merely cutting one area of the funding.

Mrs. LOWEY. Mr. Chairman, I am pleased to yield 1 minute to my colleague, the gentlewoman from Connecticut [Mrs. KENNELLY].

Mrs. KENNELLY. Mr. Chairman, I rise in strong support of the Lowey-Castle amendment to restore funding for the National Center for Injury Prevention and Control. This research at the CDC not only increases our understanding of the effects of firearms on our society but may also aid us in finding ways to prevent firearm deaths and injuries.

Opponents of this research maintain that it is used to further a political agenda. But acknowledging the 37,000 firearm deaths each year is not political posturing; it is recognizing that firearms pose a major threat to the health and well-being of our society.

Those who oppose this research should speak with the police officers who risk a face-off with a deadly weapon each time they put on their uniform. They should go to the emergency rooms in my district and across the Nation where doctors and nurses deal with wreckage left by gun violence day and night.

They should see the skyrocketing costs of health care to those who have been affected by this.

They should visit the children who have seen close friends and neighbors taken away by firearms—or talk, as I have, with the family of a 6-year-old accidentally killed in a gang shooting.

They would learn then that this research is not about advancing an agenda, but about combating a growing epidemic of violence.

Already this Congress has tried to repeal the ban on assault weapons enacted in the 1994 crime bill. A majority of Americans oppose making it easier to get deadly weapons. Let's not deprive them of the one weapon they can use in response—knowledge.

I urge a ''yes'' vote on the Lowey-Castle amendment.

□ 1300

Mr. OBEY. Mr. Chairman, I yield 1 minute to the distinguished gentleman from Texas [Mr. STENHOLM].

(Mr. STENHOLM asked and was given permission to revise and extend his remarks.)

Mr. STENHOLM. Mr. Chairman, I rise in opposition to this amendment, primarily because the funding for the amendment comes from the Area Health Education Centers Program. Establishing priorities is always difficult for each of us but my support for the AHEC Program specifically stems from the fact that rural America still is in desperate need of health care providers.

While there is talk of physician gluts in some parts of the country, rural America faces exactly the opposite with regard to its needs for physicians. In Texas several AHEC Programs have a direct impact on the supply and support of rural providers in my district and all over the State. The AHEC Program has a proven track record of successfully improving the supply and support of health practitioners. To me, keeping the funds in this program is a much higher priority for dollars spent than what this amendment proposes. Therefore, I urge a ''no'' vote on the Lowey-Castle amendment.

Mr. DICKEY. Mr. Chairman, I yield such time as he may consume to the gentleman from Oklahoma [Mr. ISTOOK].

(Mr. ISTOOK asked and was given permission to revise and extend his remarks.)

Mr. ISTOOK. Mr. Chairman, I rise to express my opposition to the amendment that is being offered and express my support for the committee position in the bill and ask that Members vote accordingly.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the gentleman from New York [Mr. NADLER].

Mr. NADLER. Mr. Chairman, I rise in support of this amendment to restore $2.6 million to support vital research into injury reduction and violence prevention.

Forty thousand Americans, almost 6,000 children, are killed by firearms every year. In communities across this Nation, parents must put their children to bed at night fearing that they might be shot in their sleep by a stray bullet. The National Center for Injury Prevention and Control has taken a scientific approach to studying this problem. That is why their work has passed muster with the New England Journal of Medicine's peer review process and with the American Medical Association. But apparently the NRA is fearful that the facts may move concerned Americans to want to do something about the problem. I think the fact that thousands of Americans are shot every year is a real problem. I think the lives of our children are so important that maybe, just maybe, this Congress should for once say ''no'' to the NRA and do something about our children being shot.

All the authors of this amendment ask is that we not be afraid to gather the facts about gun-related violence in America so we may know better how to deal with this problem and how to prevent it. Vote for this amendment.

The CHAIRMAN. The gentleman from Arkansas [Mr. DICKEY] has the right to close. It is the Chair's understanding that the gentleman from Wisconsin [Mr. OBEY] has only one remaining speaker and he has 2 minutes remaining, the gentleman from Arkansas has 2 minutes remaining, and the gentlewoman from New York [Mrs. LOWEY] has 3½ minutes remaining.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the gentlewoman from Connecticut [Ms. DELAURO].

Ms. DELAURO. Mr. Chairman, I rise in strong support of the Lowey-Castle amendment to restore $2.6 million in funding for the National Center for Injury Prevention and Control.

The Center is the only Government entity that addresses the issue of injury in a comprehensive manner.

But don't take my word for it. Let me read a passage from a letter I received from Dr. Linda Degutis, assistant professor at Yale School of Medicine and the codirector of the New Haven Regional Injury Prevention program:

> I have seen the increasing level of gun violence in New Haven and the surrounding areas. I have seen children die and adolescents face permanent disability due to spinal cord injuries and head injuries. Not all of these victims are victims of interpersonal violence. Many have attempted suicide. In the case of children, several have been unintentionally shot by other children, or caught in

the crossfire between adults with guns. It is disturbing to see this on a daily basis, but viewing the effects of violence has served to strengthen my resolve to do something about it on a personal and professional level.

Continued support for the injury prevention program would allow scientists in the field of injury control, like Dr. Degutis, to continue their work. Vote for the Lowey-Castle amendment.

Mr. Chairman, I rise in strong support of the Lowey-Castle amendment to restore $2 million in funding for the National Center for Injury Prevention and Control.

The Center is the only Government entity that addresses the issue of injury in a comprehensive manner and encourages an interdisciplinary approach to decreasing the burden that injuries place on society—140,000 people in the United States die of injuries each year, and many thousands more suffer permanently disabling injuries. These deaths and disabilities lead to loss of productive years of life, as injuries are primarily a disease of the young and the leading killer of persons under age 44. Many injuries can be prevented, at a much lower cost than treating them. In addition, the severity and long-term effect of injuries that do occur can be minimized through effective treatment and early rehabilitation.

But don't take my word for it. Let me read a passage from a letter I received from Dr. Linda Degutis, assistant professor at Yale School of Medicine and the codirector of the New Haven Regional Injury Prevention Program.

Dr. Degutis states:

I have seen the increasing level of gun violence in New Haven and the surrounding areas. I have seen children die and adolescents face permanent disability due to spinal cord injuries and head injuries. Not all of these victims are victims of interpersonal violence. Many have attempted suicide. In the case of children, several have been unintentionally shot by other children, or caught in the cross fire between adults with guns. It is disturbing to see this on a daily basis, but viewing the effects of violence has served to strengthen my resolve to do something about it on a personal and professional level.

Continued support for the Injury Prevention Program would allow scientists in the field of injury control, like Dr. Degutis in New Haven, continue their work in preventing a disease that has its greatest impact on young people. Projects funded through the Injury Prevention Program have already had an impact in decreasing injury morbidity and mortality from recreational activities, fires, bicycle crashes, falls, domestic violence and other injury events. Restoring the funds for the center in New Haven will provide the opportunity for areas of research that have been ignored and developing interventions to decrease the toll that injury takes on our citizens.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the gentleman from Delaware [Mr. CASTLE].

Mr. CASTLE. Mr. Chairman, page 26, line 9 has very binding language as far as the CDC funding is concerned.

It says as follows: Those funds may not be used to advocate or promote gun control. They will not be used for that purpose.

As far as the rural health care argument is concerned, that particular budget, before this amendment which would add $2.6 million, before the change in appropriations, is going to go up 12.8 percent. With the additional money, it would go up 23 percent. All we are trying to do is to have the CDC budget stay the same.

As to politically correct study aspects, the CDC has been dealing in these issues for a long time: Motor vehicle crashes, fires, drownings, falls, poisonings, suicide, and homicide. The Center's research has led to all manner of recommendations in this country with respect to helmets, with respect to storing guns and bullets separately, in dealing with all of the problems of injuries in this country. More people are dying by injuries every year in this country. We simply need to do something about it. There is a place for CDC to do this. There is a place to look at what we can do to prevent injuries and deaths from guns. It is not gun control. Please vote for the amendment.

The CHAIRMAN. It is the understanding of the Chair that each of the three participants with time now is down to one speaker, so the Chair recognizes the gentleman from Wisconsin [Mr. OBEY] for 2 minutes.

Mr. OBEY. Mr. Chairman, again trying to separate symbol from substance, the bill language already clearly says that none of the funds made available for injury prevention may be used to advocate or promote gun control, courtesy of the Livingston-Obey amendment. So that problem is taken care of.

The report language makes clear that CDC may continue to engage in all legitimate research and analysis. All it says is that the committee expects research in this area to be objective and grants to be awarded through an impartial peer review process. It says, ''The committee does not believe it is the role of the CDC to advocate or promote policies to advance gun control initiatives or to discourage responsible private gun ownership.''

We have already been told by supporters of the Lowey amendment that they no longer have any objection to that language. That means we simply have a choice about where the dollars ought to go.

One can have a legitimate difference of opinion on that. All I would say is that I think the dollars are best spent if they remain where the committee put them in the Area Health Education Centers account. That has been a very tiny account. It is only $23 million.

If you think $23 million is enough to spread around to all of the underserved rural areas of the country and the underserved urban areas of the country, you are looking at a different country than I am. Those underserved areas badly need those added resources. That is where the committee puts them. I would urge Members to make a choice on that basis and oppose the Lowey amendment.

The CHAIRMAN. The gentlewoman from New York [Mrs. LOWEY] is recognized for 1½ minutes.

Mrs. LOWEY. Mr. Chairman, I would like to respond to some of the points that were brought out in this debate, because again I invite my colleagues who support the NRA, who believe that the individual citizen has the right to carry a gun, to join us in support of this amendment.

I do that for the following reasons: First, I would like to clarify that the CDC's mission is to promote health, quality of life, by preventing and controlling disease, injury, and disability.

We have heard from doctors like Dr. Lundberg that violence is a public health emergency. We are not talking about taking away anyone's gun. This is not an advocacy amendment. We are talking about preventing violence. This is not duplicative. We have seen from studies that CDC does not duplicate the work of any other Federal agency or department in its work on firearm injuries. It focuses on the prevention of firearm injuries before they occur. The Department of Justice focuses on incarceration of offenders after the shootings occur. So we are not talking about taking away guns, Mr. Chairman. We are talking about preventing violence. That is why this agency has done such important work on conflict resolution, helping to prevent violence, working in our communities, working to prevent domestic violence. That is what this is all about.

Mr. Chairman, I urge my colleagues to support this amendment. I urge Members to work with me to stop the violence that pervades our communities and our country.

The CHAIRMAN. The Chair recognizes the gentleman from Arkansas [Mr. DICKEY] for 2 minutes.

Mr. DICKEY. Mr. Chairman, the Centers for Disease Control was given $75 million more than last year in this particular budget. But that is for disease control. It is not for political advocacy.

So that the people here who are going to vote will know what the attitude of the Senate is, I have a letter here addressed to the chairman of the subcommittee in the Senate from 10 Senators, including TRENT LOTT, DON NICKLES, and LARRY CRAIG, who are part of the leadership. In that letter it states here,

One of the most egregious of these is contained in a publication called the Injury Prevention Network newsletter which was funded by a grant from the NCIPC. This newsletter contained purely political statements and appears to be dissuading individuals from voting for certain political party members.

That is nothing but a lobbying group.

I have another letter from the Help Network which is sponsored by NCIPC. In refusing to allow someone to come to one of the seminars that was provided by the Center, it stated: ''Your organization clearly does not share these beliefs and therefore does not meet the criteria for attendance at the meeting.''

What are those beliefs? It is intended to be a meeting of like-minded individuals who represent organizations that believe handgun violence is a public

health crisis. They excluded someone, a doctor, a medical doctor who wanted to come to a meeting, and this was funded federally by this particular agency.

We have had a decline in gun accidents. I want to be more specific on that. From 1967 to 1986 there was a rise in the number of handguns owned by 173 percent. The number of violent accidents that happened was reduced by two-thirds during that same period of time.

The NRA has nothing to do with this bill whatsoever. It has not testified. I ask Members to vote against this amendment.

Mrs. SCHROEDER. Mr. Chairman, in 1993, the Denver Post began its editorial supporting my legislation calling for objective scientific information about gun deaths the following way:

The often overly emotional debate surrounding gun violence in America disguises a curious lack of solid statistical information about firearms and death. America needs better, more objective information if it is to formulate rational public policy.

The debate on guns has been guided for too many years by glands. Let's give our brains a chance to figure out how we reduce the number of lives cut short by gun violence.

The Lowey-Castle amendment restores the Injury Prevention and Control Program to its fiscal year 1996 level of $43.19 million. This is what the subcommittee approved for the program before the NRA exerted its influence.

The Lowey-Castle amendment gives us a chance to rationally talk about gun and gun violence in a way where we are dealing with untainted science, rather than politicized rhetoric.

Unbiased facts on guns and death would improve public policy. The Lowey-Castle amendment will allow the American people to get those objective facts.

CDC's approach to violence prevention is based on science—good science. To ensure this level of credibility, the research on firearm injury prevention passes through two tough peer-review processes.

This science can yield answers to questions being asked in communities around the country: How can we curb the number of unintentional deaths and injuries from firearms? Can we do anything to prevent violence in the streets, violence in the home, and violence in the schools?

In 1992 alone, firearms were responsible for approximately 1,500 unintentional deaths and an undetermined number of suicide attempts and non-fatal injuries. Are we not to try to figure out why and see how these unintentional injuries could be prevented? When Americans were dying by the hundreds due to automobile accidents, we turned to science to help us figure out how to prevent these deaths. The result? Seatbelts and child restraints. Perhaps if we take a scientific approach to firearms, we can find a similar solution.

Let's give our brains a chance to treat violence as a major public health problem that can be solved. Vote for the Lowey-Castle amendment.

Mr. TOWNS. Mr. Chairman, I rise today to urge my colleagues to support the amendment offered by my colleagues from New York and Delaware. This amendment calls for the reinstatement of $2.6 million for the Centers for Disease Control. Specifically, these funds would go to the National Center for Injury Prevention and Control [NCIPC]. The NCIPC has produced studies relating to a multitude of issues addressing violence in America. For example, because of the work of this national center, we now know the effects of abuse on women and the preventive measures that will help to provide better intervention programs for batterers. The NCIPC also provided a study on the effects gun violence has on our health care system.

I want to say to my colleagues that this is a serious public health issue that we cannot ignore. During hearings that my subcommittee held last Congress on ''Violence as a Public Health Issue,'' witness after witness discussed how violence in this society is having an increasingly negative impact on the public health sector. For example, the Centers for Disease Control reported that firearms have accounted for more than 90 percent of the upturn in homicides in young Americans since the mid-1980's. A recent Washington Post article reported guns kill more teenagers than cancer, heart disease, AIDS, and other diseases combined. In 1990, 57 percent of African-American teenagers who died, died because of a bullet. This issue is not only about lives lost, but also an issue of bad economics. In New York City hospitals, nearly 10 percent of all emergency room visits, that were the direct result of violence, are without coverage. This does not include followup visits. Simply stated, the cost to hospitals is enormous.

Let us make no mistake: The Injury Prevention and Control Center is not promoting gun control; it is promoting new approaches to controlling violence and reducing injuries. The fact that most traumatic injuries are due to gun violence is not a rationale for eliminating funding for this important center's work. In this day and age doesn't it seem only reasonable that we should help promote any Federal program dedicated to the prevention of violence? I, therefore, urge the adoption of this amendment.

Mrs. MALONEY. Mr. Chairman, I rise in support of the Lowey-Castle amendment.

Two years ago, the NRA waged a campaign against the President's crime bill, arguing that crime prevention efforts—like shelters for battered women and rehab for drug addicts—were nothing more than ''pork.'' Now, the NRA and members of the new majority, have aimed their assault weapons at the Centers for Disease Control [CDC]. The NRA succeeded in pushing an amendment to cut $2.6 million—the exact amount budgeted for the National Center for Injury Prevention and Control [NCIPC]—from the CDC's budget.

The NCIPC does research on injuries and links it to health outcomes. They have found that there are 56,000 violence-related fatalities a year, which includes 37,000 deaths from firearm injuries. They also estimate that there are approximately 100,000 nonfatal shootings each year—and that the resulting injuries burden an already over-extended health care system.

Other projects have included: Examining the effectiveness of methods like interventions with batterers, preventative education, and better enforcement of protective laws by the police and court system; and helping states to collect data on violence against women and services available to these women while evaluating training programs for health care providers in order to identify, treat, and refer victims of violence.

It's clear to me that these studies don't fit the NRA's accusations that the NCIPC engages in ''recklessly biased research and blatant political advocacy.'' But, it should come as no surprise that the NRA, and members of the radical right want to kill this program—because it's the year of an all-out assault on American women and children.

The NCIPC's research is vital in our efforts to learn what causes gun violence, violence against women, and what we can do to prevent it. That the NRA squeals that programs like these are ''pork'' shows their desperation—they can't further their extremist goals if we engage in studies and discussion of gun violence as a public health issue. The NRA has fought to kill NCIPC funding for one reason, they know they can't really argue against studies that will protect our children, and reduce deaths due to domestic violence. In this case, the NRA and the radical right are saying, if you fear it, kill it—and in doing so, they are blocking progress in ending violence against women and their families.

Vote to end family violence, support the Lowey-Castle amendment.

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from New York [Mrs. LOWEY].

The question was taken; and the Chairman announced that the noes appeared to have it.

Mrs. LOWEY. Mr. Chairman, I demand a recorded vote.

The CHAIRMAN. Pursuant to House Resolution 472, further proceedings on the amendment offered by the gentlewoman from New York [Mrs. LOWEY] will be postponed.

Are there further amendments at this point?

AMENDMENT OFFERED BY MR. NEY

Mr. NEY. Mr. Chairman, I offered an amendment.

The Clerk read as follows:

Amendment offered by Mr. NEY: On page 22, line 22, strike ''$3,080,190,000'' and insert ''$3,082,190,000'' and on page 57 after line 13, insert:

SEC. 215. Amounts available in this title for Congressional and legislative affairs, public affairs, and intergovernmental affairs activities are hereby reduced by $2,000,000.

Mr. NEY. Mr. Chairman, in 1969 Congress passed the Black Lung Benefits Act upon realizing that specialized pulmonary medical services were needed in the Nation's coal fields. They also realized that Federal support would be needed to develop these services.

The main goal of the Black Lung Clinics Program has always been to keep respiratory patients out of the hospital by utilizing preventive medicine in the fields. Mr. Chairman, these patients are extremely expensive to treat. The Black Lung Clinics Program also guarantees that respiratory disease patients will have the medical care they need even if they cannot afford it.

However, this year the Black Lung Clinics Program is funded at the level of $1.9 million which is the same level requested by the President in his fiscal year 1997 budget proposal. Unfortunately this would represent about a 50-percent reduction from the fiscal year

1996 funding level of $3.8 million. It should also be noted that in fiscal year 1996 the Black Lung Clinics Program received a funding reduction of about 8 percent. My amendment merely restores funding for Black Lung Clinics to the original level.

It has been recently brought to my attention, and I hope my colleagues listen closely to this point, that some confusion has arisen between the Black Lung Clinics Program and the Black Lung Benefits Program. as you know, the Black Lung Benefits Program pays disability and medical benefits only to those coal miners that are found to have black lung disease. On the other hand, the Black Lung Clinics Program currently has 40 black lung clinic sites and 27 mobile units throughout the United States, providing preventive health care to over 165,000 coal miners in our country.

□ 1315

Mr. Chairman, coal miners have helped to build this great Nation, and they made it what it is today. Through no fault of their own, many miners are now constricted by a variety of respiratory illnesses contracted through occupational hazards, and that is associated with the mining of coal.

I ask my colleagues for their support in restoring funding for the Black Lung Clinics Program. I can assure my colleagues that this money will be spent wisely on hard-working Americans whose industries have been decimated by previous acts and rules and regulations around 1990.

Mr. Chairman, I also would be remiss if I did not thank the gentleman from Illinois, Chairman PORTER, and his staff for their efforts, also the gentleman from Wisconsin, Mr. OBEY, and his staff for their efforts on this, and the diligent work of the gentleman from Illinois, Mr. POSHARD, who worked with this to help make this amendment come about. Also the support of the gentleman from Ohio [Mr. CREMEANS], the gentleman from Kentucky [Mr. WHITFIELD], the gentleman from Illinois [Mr. WELLER], and the gentleman from Kentucky [Mr. ROGERS].

I again urge your support of a very important amendment.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. NEY. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, we believe very strongly that the gentleman from Ohio [Mr. NEY] has targeted a very, very serious problem. Black lung is a pernicious disease. We support the amendment, commend him for his leadership and urge its adoption.

Mr. OBEY. Mr. Chairman, I move to strike the last word.

Mr. Chairman, on this side, let me say I have mixed feelings about the gentleman's amendment because I do agree with his effort to add funding for the Black Lung Clinic's Program. I am dubious about the fairness of taking the funding from the area the gentleman takes it from, but with the clear understanding that the source of this will have to be fixed and rearranged in conference, I, at this point, would have no objection to the gentleman's amendment and would accept it on this side.

Mr. POSHARD, Mr. Chairman, I rise today in very strong support of the Ney amendment. I represent a district in southeastern Illinois that once was home to a large and prosperous coal mining industry—one that employed thousands of miners and provided a strong economy for our region. Unfortunately, many of these miners, who have since lost their jobs, now suffer from black lung disease.

Withut a strong Black Lung Clinic Program, many of the coal miners in my district and across the Nation suffering from this disease will no longer have access to needed health care services. I am afraid that because of a weakened economy and high unemployment, many of the miners in my district will be forced to seek more costly services.

The fact is decreasing funding for the Black Lung Clinic Program will only increase the cost of health care for all Americans and the burden on Federal and State governments. Those currently seeking the services of black lung clinics do not want to be forced onto public aid and into welfare simply because they can no longer afford and have access to these services.

For these reasons, I urge my colleagues to support the Ney amendment to restore level funding to the Black Lung Clinic Program, and to be champions of cost-effective health care services in America.

The CHAIRMAN. The question is on the amendment of the gentleman from Ohio [Mr. NEY].

The amendment was agreed to.

The CHAIRMAN. The Clerk will read.

The Clerk read as follows:

MEDICAL FACILITIES GUARANTEE AND LOAN FUND FEDERAL INTEREST SUBSIDIES FOR MEDICAL FACILITIES

For carrying out subsections (d) and (e) of section 1602 of the Public Health Service Act, $7,000,000, together with any amounts received by the Secretary in connection with loans and loan guarantees under title VI of the Public Health Service Act, to be available without fiscal year limitation for the payment of interest subsidies. During the fiscal year, no commitments for direct loans or loan guarantees shall be made.

HEALTH EDUCATION ASSISTANCE LOANS PROGRAM

For the cost of guaranteed loans, such sums as may be necessary to carry out the purpose of the program, as authorized by title VII of the Public Health Service Act, as amended: *Provided*, That such costs, including the cost of modifying such loans, shall be as defined in section 502 of the Congressional Budget Act of 1974: *Provided further*, That these funds are available to subsidize gross obligations for the total loan principal any part of which is to be guaranteed at not to exceed $140,000,000. In addition, for administrative expenses to carry out the guaranteed loan program, $2,688,000.

VACCINE INJURY COMPENSATION PROGRAM TRUST FUND

For payments from the Vaccine Injury Compensation Program Trust Fund, such sums as may be necessary for claims associated with vaccine-related injury or death with respect to vaccines administered after September 30, 1988, pursuant to subtitle 2 of title XXI of the Public Health Service Act, to remain available until expended: *Provided*, That for necessary administrative expenses, not to exceed $3,000,000 shall be available from the Trust Fund to the Secretary of Health and Human Services.

VACCINE INJURY COMPENSATION

For payment of claims resolved by the United States Court of Federal Claims related to the administration of vaccines before October 1, 1988, $110,000,000, to remain available until expended.

CENTERS FOR DISEASE CONTROL AND PREVENTION

DISEASE CONTROL, RESEARCH, AND TRAINING

To carry out titles II, III, VII, XI, XV, XVII, and XIX of the Public Health Service Act, sections 101, 102, 103, 201, 202, and 203 of the Federal Mine Safety and Health Act of 1977, and sections 20, 21 and 22 of the Occupational Safety and Health Act of 1970; including insurance of official motor vehicles in foreign countries; and hire, maintenance, and operation of aircraft, $2,153,376,000, of which $8,353,000 shall remain available until expended for equipment and construction and renovation of facilities, and in addition, such sums as may be derived from authorized user fees, which shall be credited to this account: *Provided*, That in addition to amounts provided herein, up to $48,400,000 shall be available from amounts available under section 241 of the Public Health Service Act, to carry out the National Center for Health Statistics surveys: *Provided further*, That none of the funds made available for injury prevention and control at the Centers for Disease Control and Prevention may be used to advocate or promote gun control.

Mr. OBEY. Mr. Chairman, I would ask the Chair whether or not it would be in order, if the gentleman from Illinois concurs, to ask unanimous consent to take out of order the Condit amendment and dispose of it. I understand that after a colloquy the gentleman has agreed to withdraw the amendment.

Mr. PORTER. Mr. Chairman, if the gentleman will yield, how much time will it take?

Mr. OBEY. I think less than 5 minutes.

Mr. PORTER. Mr. Chairman, we have no objection.

The CHAIRMAN. The Chair would respond to the gentleman that by unanimous consent that can certainly be done. Is the gentleman from Wisconsin asking unanimous consent?

Mr. OBEY. Mr. Chairman, I ask unanimous consent to take the Condit amendment out of order at this point.

The CHAIRMAN. Is there objection to the request of the gentleman from Wisconsin?

There was no objection.

The CHAIRMAN. The gentleman from California [Mr. CONDIT] is recognized for purposes of offering an amendment out of order.

AMENDMENT OFFERED BY MR. CONDIT

Mr. CONDIT. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment offered by Mr. CONDIT: Page 87, after line 14, insert the following new section:

SEC. 515. The amount provided in this Act for ''DEPARTMENT OF HEALTH AND HUMAN SERVICES—Administration for Children and Families—Refugee and entrant assistance'' is increased, and each other amount provided in this Act that is not required to be provided by a provision of law is reduced, by $487,000,000 and 0.9 percent, respectively.

(Mr. CONDIT asked and was given permission to revise and extend his remarks.)

Mr. CONDIT. Mr. Chairman, by the end of the fiscal year, nearly 150 Hmong refugees will be reunited with their families in the 18th Congressional District of California. It is morally right for us to allow these families to be reunified after decades of separation. However, it is morally imperative that the Federal Government assure the communities of the resettlement that their new residents will not place undue strain on already scarce local resources. Unfortunately in the past, this commitment has never been fully met.

The underlying law, which establishes cash and medical assistance to refugees, provides such assistance to continue for 36 months. The appropriations bill before us today provides assistance for only 8 months. For many refugees unfamiliar with life in the United States, 8 months of assistance is simply not enough. The 8 months ends, but the need remains for much longer. Invariably, it is the State and local communities which are left to fill the void. This is unacceptable.

The amendment which I offer today would increase refugee cash and medical assistance levels to the point at which they would reach their 36-month threshold authorized in law. In reality, the need is much greater, even than that, even than my amendment today, Mr. Chairman, proposes. Many refugees require aid as long as they live here. The number in my amendments are the best estimates of those who administer th program based on the broad numbers assumptions, but the fact is clear, the money in the appropriation bill on the floor today does not even begin to cover the cost of the refugees and assimilate the refugees into their new communities.

The burden they are placing on social services is breaking the back of communities like my home community of Merced County. In Merced County, CA, in my district, the unemployment rate is over 20 percent, and almost half of the population is in some sort of public assistance program. Clearly, communities such as Merced need to be compensated, and this needs to be thoroughly thought out, and they need help under these very difficult circumstances in assimilating additional refugees into the community.

We must begin to increase our sensitivity to this issue. Granted, many of these problems transcend finances. It is undisputed that structural changes are necessary in the way we resettle refugees, and I have been working with the gentleman from Wisconsin [Mr. OBEY] and the chairman of the committee on legislation to achieve this much-needed change. But in the meantime, the issue of money is not trivial. It is extremely important.

I am pleased that this year the office of refugee resettlement received a comparably generous level of funding in this lean budgetary time. Yet the amount is still pale in comparison to what local communities need and to the funding level originally intended by Congress. I am hopeful that the committee in the future will impart the greatness, at least discuss the importance of the Federal responsibility in this area, and would ask the chairman and the ranking member if they would just for a moment engage me in a colloquy on this matter.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. CONDIT. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I am pleased to engage my colleague from California in a colloquy. I understand that this is an issue of Federal accountability, and I share the gentleman's concern for local areas strapped by the demands of refugee resettlement. While there may be more to be done, I believe that the increase in funding for the office of refugee settlement over the administration's request represents our real commitment to these programs.

However, I would be pleased to work with the gentleman in the future to assure that this issue continues to receive the committee's full attention. I will be happy to work with the gentleman from California [Mr. CONDIT] and the gentleman from Wisconsin [Mr. OBEY] during the conference on this matter.

Mr. CONDIT. Reclaiming my timing, I thank the gentleman from Illinois for entering into this colloquy. I also want to thank the chairman for all his hard work on this legislation. I realize the difficult balancing act which it represents, and so I greatly appreciate the gentleman's effort to protect the current funding for refugee assistance. It also goes without saying any additional funding which may emerge in conference with the Senate would be most helpful.

Mr. OBEY. Mr. Chairman, will the gentleman yield?

Mr. CONDIT. I yield to the gentleman from Wisconsin. I commend him for his successful effort in assuring a more substantive level of funding for refugees and his assistance in the bill which is before us today.

Mr. OBEY. Mr. Chairman, I thank the gentleman for helping us to raise this issue because it is important for Members to understand what is happening. I happen to share the problem that the gentleman has in his district.

The CHAIRMAN. The time of the gentleman from California [Mr. CONDIT] has expired.

(On request of Mr. OBEY, and by unanimous consent, Mr. CONDIT was allowed to proceed for 3 additional minutes.)

Mr. CONDIT. I yield to the gentleman from Wisconsin.

Mr. OBEY. The gentleman referred to Hmong refugees. For those people who do not understand who they are, during the Vietnam war, the Hmong did our CIA's dirty work in Laos. They took a lot of guff. They suffered a lot of casualties. When the war effort collapsed, a lot of them came to this country. More are now coming. If we did not want to incur more obligation to the Hmong, then we should not have asked for their help undercover during the Vietnam war. It is just that simple.

They performed a service for this country and that is the reason that they are now here, because their country has collapsed. The problem, however, is that when the Federal Government made a foreign policy decision to allow them into this country, it did not follow up that decision with the provision to deliver adequate support to the local districts so that education costs, welfare costs, and other costs would not have to be borne by local taxpayers who never made that foreign policy decision.

That is why, during the immigration bill, I tried to offer an amendment which would correct the problem, because I think that there is a bigger problem than just the absence of money. I think the current system is broken. The problem is that refugees are abandoned at the doorstep of the local welfare office. This condemns those refugees to the welfare treadmill and it condemns local communities to having to pay large amounts of their support.

Mr. Chairman, that is why I tried on the immigration bill last year to require private voluntary organizations to actually assume their obligations and become true sponsors of refugees through an intensive case management approach of job skills and that our proposal would have barred able-bodied refugees from any cash assistance during their first year in the United States.

This approach was tried on a pilot basis by Catholic Charities in Chicago and San Diego. They reduced welfare levels to a very low level. It was also tried by the Cuban American National Foundation in Florida. Both the Bush administration and the Clinton administration tried to adopt this approach but they were prevented in court from doing so, and I am extremely unhappy that the Committee on Rules prevented us from attacking this problem on the immigration bill.

But I want to assure the gentleman that my interest remains and I know the gentleman has already joined in sponsoring that legislation with me. But I would invite other Members who are aware of the problem to join us, as well, because it is a serious problem. Local taxpayers should not be left holding the bag for a foreign policy decision, and I congratulate the gentleman for helping us to once again bring this to the attention of the House

and look forwarding to the opportunity to work with him.

The CHAIRMAN. The time of the gentleman from California [Mr. CONDIT] has expired.

(By unanimous consent, Mr. CONDIT was allowed to proceed for 1 additional minute.)

Mr. CONDIT. Mr. Chairman, I simply want to thank the chairman, Mr. PORTER, and the ranking member, Mr. OBEY, for their willingness to discuss this matter. This is an important matter to, I think, a lot of people in my district, as well as the district of the gentleman from Wisconsin [Mr. OBEY], and probably other people throughout the country.

We are not opposed to the people coming to our district, I want to underline that. We are not opposed to that. We just simply think it is unfair to bring them there and not give them the wherewithal to assimilate them into the community. It is unfair to them. It is unfair to the citizens around them. It puts an undue burden on the social structure, social services in the community. We welcome them there, we want them there, but we want them to be able to be constructive, important components of the community.

So with that, I want to thank the chairman and I want to thank the ranking member, and I look forward to working with both of them.

Mr. Chairman, I ask unanimous consent to withdraw the amendment.

Is there objection to the request of the gentleman from California?

There was no objection.

The CHAIRMAN. The Clerk will read.

The Clerk read as follows:

In addition, $33,642,000, to be derived from the Violent Crime Reduction Trust Fund, for carrying out sections 40151 and 40261 of Public Law 103–322.

NATIONAL INSTITUTES OF HEALTH

NATIONAL CANCER INSTITUTE

For carrying out section 301 and title IV of the Public Health Service Act with respect to cancer, $2,385,741,000.

AMENDMENT OFFERED BY MR. GOODLING

Mr. GOODLING. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment offered by Mr. GOODLING: Under the heading ''DEPARTMENT OF HEALTH AND HUMAN SERVICES—NATIONAL INSTITUTES OF HEALTH''—

(1) in the item relating to ''NATIONAL CANCER INSTITUTE'', after the dollar amount, insert the following: ''(reduced by $48,902,000)'';

(2) in the item relating to ''NATIONAL HEART, LUNG, AND BLOOD INSTITUTE'', after the dollar amount, insert the following: ''(reduced by $29,581,000)'';

(3) in the item relating to ''NATIONAL INSTITUTE OF DENTAL RESEARCH'', after the dollar amount, insert the following: ''(reduced by $4,499,000)'';

(4) in the item relating to ''NATIONAL INSTITUTE OF DIABETES AND DIGESTIVE AND KIDNEY DISEASES'', after the dollar amount, insert the following: ''(reduced by $17,270,000)'';

(5) in the item relating to ''NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS AND STROKE'', after the dollar amount, insert the following: ''(reduced by $15,826,000)'';

(6) in the item relating to ''NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES'', after the dollar amount, insert the following: ''(reduced by $31,124,000)'';

(7) in the item relating to ''NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES'', after the dollar amount, insert the following: ''(reduced by $20,175,000)'';

(8) in the item relating to ''NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT'', after the dollar amount, insert the following: ''(reduced by $13,293,000)'';

(9) in the item relating to ''NATIONAL EYE INSTITUTE'', after the dollar amount, insert the following: ''(reduced by $6,816,000)'';

(10) in the item relating to ''NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES'', after the dollar amount, insert the following: ''(reduced by $7,058,000)'';

(11) in the item relating to ''NATIONAL INSTITUTE OF AGING'', after the dollar amount, insert the following: ''(reduced by $10,947,000)'';

(12) in the item relating to ''NATIONAL INSTITUTE OF ARTHRITIS AND MUSCULOSKELETAL AND SKIN DISEASES'', after the dollar amount, insert the following: ''(reduced by $5,319,000)'';

(13) in the item relating to ''NATIONAL INSTITUTE OF DEAFNESS AND OTHER COMMUNICATION DISORDERS'', after the dollar amount, insert the following: ''(reduced by $4,566,000)'';

(14) in the item relating to ''NATIONAL INSTITUTE OF NURSING RESEARCH'', after the dollar amount, insert the following: ''(reduced by $1,385,000)'';

(15) in the item relating to ''NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM'', after the dollar amount, insert the following: ''(reduced by $4,857,000)'';

(16) in the item relating to ''NATIONAL INSTITUTE ON DRUG ABUSE'', after the dollar amount, insert the following: ''(reduced by $10,377,000)'';

(17) in the item relating to ''NATIONAL INSTITUTE OF MENTAL HEALTH'', after the dollar amount, insert the following: ''(reduced by $14,462,000)'';

(18) in the item relating to ''NATIONAL CENTER FOR RESEARCH RESOURCES'', after the dollar amount, insert the following: ''(reduced by $9,311,000)'';

(19) in the item relating to ''NATIONAL CENTER FOR HUMAN GENOME RESEARCH'', after the dollar amount, insert the following: ''(reduced by $6,923,000)'';

(20) in the item relating to ''JOHN E. FOGARTY INTERNATIONAL CENTER'', after the dollar amount, insert the following: ''(reduced by $490,000)'';

(21) in the item relating to ''NATIONAL LIBRARY OF MEDICINE'', after the first dollar amount, insert the following: ''(reduced by $3,251,000)'';

(22) in the item relating to ''OFFICE OF THE DIRECTOR'', after the dollar amount, insert the following: ''(reduced by $5,450,000)''; and

(23) in the item relating to ''BUILDINGS AND FACILITIES'', after the first dollar amount, insert the following: ''(reduced by $19,118,000)''.

In the item relating to ''DEPARTMENT OF EDUCATION—SPECIAL EDUCATION'', after each of the two dollar amounts, insert the following: ''(increased by $291,000,000)''.

□ 1330

Mr. PORTER. Mr. Chairman, I ask unanimous consent that all debate on this amendment and all amendments thereto close in 20 minutes and that 10 minutes be allocated to the gentleman from Pennsylvania [Mr. GOODLING] and 10 minutes to myself.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

(Mr. GOODLING asked and was given permission to revise and extend his remarks.)

Mr. GOODLING. Mr. Chairman, to put it very bluntly, my amendment would increase the Federal appropriation for the Individuals with Disabilities Education Act [IDEA]. IDEA is the Federal law supporting our Nation's special education system. It was originally passed 21 years ago. It was supposed to be a partnership between the Federal Government, States, and local government, but that partnership has disintegrated. But before that I would say that last month we passed by voice vote a comprehensive reform of IDEA. In that bill the central partnership of IDEA remained unchanged. But let me tell my colleagues what the partnership was all about 21 years ago.

Twenty-one years ago this Congress said we have a partnership with State and local governments. We will tell you exactly what you will do, how you will do it, when you will do it; we will mandate everything, but as partners, we are going to give you 40 percent of the money for all of our mandates.

Anybody have any idea how much they got last year? Less than 7 percent; 21 years later our partnership has provided less than 7 percent of the 40 percent we promised.

We should have been promising 100 percent if we were going to mandate 100 percent. The greatest problem facing local school districts at the present time is this tremendously unfunded mandate from the Federal Government, IDEA. It costs almost 2.5 times more to educate an IDEA student than it does to educate any other student. And without Federal support, the only place the local districts have to get that money is to take it from the rest of the students because of a Federal mandate.

Now, for 20 years, as a minority member, I tried to get the then Democrat majority to live up to the obligation that we said we were going to carry out when we passed the legislation. In fact, in a bipartisan effort on the Committee on the Budget, the gentleman from Michigan, Congressman KILDEE, and I worked out a plan where we would get close to the 40 percent over a 5-year period simply by increasing by 5 percent per year. But look what has happened. We promised 40 percent and we should get there.

In fact, Mr. Perkins, when he was the chairman and when IDEA was originally on the floor in 1975, said,

Members should understand that while the legislation will place the Federal Government in a more active role of financing the education of handicapped children, it does so in gradual fashion and in a manner which can only be described as fiscally responsible.

Senator Randolph said,

This measure will provide for a gradually increasing Federal fiscal role for the education of handicapped children. . . . Beginning in fiscal year 1978 a new formula will target Federal monies for handicapped children by paying a specified percentage of the

average per pupil expenditure multiplied by the number of handicapped children receiving special education and related services in a State.

This percentage will increase gradually from 5 percent of the average per pupil expenditure in 1978 to 40 percent in 1982.

Not 1996; 1982. Our support is going down, folks. And what is happening to local school districts? The cost of special education has skyrocketed. It has skyrocketed for many reasons; first of all, a number of children are born to drug-addicted mothers. Second, it has skyrocketed because of expenses that local districts must pay defending themselves when they get into a conflict with a parent. And there are many other reasons.

But what happens all the time, and particularly from my side of the aisle, they will say, boy, the cost of education today is skyrocketing and yet education is not any better. Never does anyone say, however, that much of that escalated cost comes from Federal Government mandates, and this is the biggest one.

We do not mandate chapter 1; we do not mandate early childhood education programs; we do mandate IDEA, but we do not pay for it. The local district is caught having to pay for that.

So I merely ask that we take $291 million, not from NIH but from an increase for NIH. Under this bill, that increase is 6.8 percent. This amendment would make it only a 4.4-percent increase, which is a 10.5-percent increase over the last 2 years.

Let me point out, by the time this bill is finished in conference, no matter how much we may decrease NIH at this particular time, I guarantee Members that it will be more than the 6.8 percent that the House has in the bill now. And how can I say that? Because just last week I was with the senior citizen from Pennsylvania. Excuse me, I am the senior citizen from Pennsylvania; he is the senior Senator from Pennsylvania. As we traveled through a disaster area in Gettysburg, he said, ''GOODLING, you can tell PORTER that I already told NIH that there is no way PORTER can outbid me, that I will make sure they get more from me than he can possibly promise them.''

It was suggested to me that this can be taken care of in conference, and we can get this measly 1 percent increase. Take $291 million from a $283 billion appropriations bill? Well, I would like to believe that we could get that, but we went through this last year, and I assumed that we would get an increase last year. Now, the negotiations were taken out of the hands of the people that normally negotiate, but in the end, we did not get a penny, not one penny.

Mr. WILLIAMS. Mr. Chairman, will the gentleman yield?

Mr. GOODLING. I would be happy to yield to the gentleman from Montana.

Mr. WILLIAMS. Mr. Chairman, I encourage my colleagues on both sides, and particularly on this side, to heed the wisdom of the gentleman from Pennsylvania, the chairman of the committee, and I would ask my colleagues this: Have you not heard from your school districts, your school boards, and your local mill levy taxpayers about the cost of your schools? Well, the gentleman in the well, the gentleman from Pennsylvania, is taking a fairly good step to try to solve that problem of local school costs.

One of the reasons, as the gentleman has noted, that local school costs are climbing like they are is because the Federal share, the promised, guaranteed but reneged on Federal share of educating America's disabled students is on the decrease. The gentleman is trying to stop that hemorrhage, and I urge my colleagues on behalf of their local taxpayers to support the gentleman's amendment.

Mr. GOODLING. Mr. Chairman, reclaiming my time, I thank the gentleman for his comments.

Let me again indicate that contrary to what a lady from Hanover, in my district, called this morning to say, I am not taking money from her sick family.

How could anything be more wrong than a statement like that? I am trying to get a little bit of the increase to NIH moved to IDEA. I cannot emphasize enough how much we mandated everything in that law. We promised them 40 percent. Last year they got somewhere between 6 and 7 percent, and this year they do not get a penny more.

So I would encourage all to keep in mind that we made a great promise 21 years ago. We called it a partnership, but the partnership turned out to be ''we will dictate from Washington everything you will do, and you will pay for it, because we said you will pay for it.''

Mr. Chairman, I reserve the balance of my time.

Mr. PORTER. Mr. Chairman, I yield 2 minutes to the gentleman from Florida [Mr. MILLER], a member of our subcommittee.

Mr. MILLER of Florida. Mr. Chairman, I rise today to oppose the amendment from the gentleman from Pennsylvania, and I do that reluctantly because first of all, I have a great respect for him, I served on the committee for 2 years with him, and also because I agree with most of what he said concerning the IDEA program and the problems about mandates.

My opposition to it is not about the IDEA program or the question of mandates; my opposition is the cuts in NIH funding. The National Institutes of Health is really one of the crown jewels of the Federal Government, something we can all be proud of. This is the area where dozens and dozens of Nobel Prize winners come out of.

The National Institutes of Health is where the National Cancer Institute is located, the National Heart, Lung and Blood Institute. This is where AIDS research is done.

Now, it is not all done at the National Institutes of Health; 78 percent of the money for the National Institutes of Health is given in extramural grants to universities and research centers all over the United States. In fact, over 1,700 institutions in the United States receive grants from the NIH. Some 78 percent of the money goes all over the United States, and that is what is funding AIDS research, heart disease research, cancer research.

We have to make such touch choices when we are on Appropriations and Budget, and really this gives a great illustration of the touch choices we are faced with. I am a very strong believer in basic biomedical research, and we have to continue to provide that kind of support.

I urge my colleagues, we have made the choices, we have made the decision, let me see if we can find more money from the IDEA program, but let us not cut the National Institutes of Health. I urge opposition to the amendment.

Mr. PORTER. Mr. Chairman, I yield 3 minutes to the gentleman from Wisconsin [Mr. OBEY], the ranking member of the full committee and the subcommittee.

Mr. OBEY. Mr. Chairman, I cannot disagree with a single word uttered by the distinguished chairman of the Education and Labor Committee, or whatever the new title is now. The gentleman from Pennsylvania [Mr. GOODLING] has had a long commitment to education for the handicapped, and I respect it and I share it.

I would simply say that the problem with the amendment is not where he wants to put the money; it is what has to be cut in order to fund it. The basic problem we have is that this problem cannot be fixed under the allocation process given to us by the Speaker and by the leadership of the Republican Party in the House.

Any time that this House decides it is going to add $11 billion above the President's request for the Pentagon, then we have to expect that that money is going to come out of somewhere. And that means that we have less available to put in this bill, less available to put in housing, less available to put in environmental protection.

That is the nub of the problem. That is why on this side of the aisle we fiercely oppose the allocation that led this subcommittee into this hole. At this point Mr. GOODLING has no choice but to try to find a source within this bill to fund this amendment, and the problem is the source he has selected means that we would reduce the number of competing research grants at NIH by 282 new researchers, we would slow research development from the committee bill for Alzheimer's disease, for developmental diagnostics of breast and prostate cancer, cancer genetic studies, et cetera, et cetera.

I do not think Members want to do that. I do not think Members want to vote against the Goodling amendment either. So what I would suggest be done, Mr. Chairman, is that for every

Member in this House, no matter which party they belong to, who would like to do what the gentleman from Pennsylvania is asking that we do, I would suggest that you go to your leadership, explain that the allocation process which they have supported has shortsheeted this committee and that this subcommittee needs more resources, and we ought not be increasing the Pentagon budget by $11 billion in the process.

□ 1345

These decisions are not the fault of the gentleman from Illinois [Mr. PORTER]; they are the fault of the allocation process which in my view has been severely warped, which causes all of the reductions that lead us to oppose this bill in general.

Mr. PORTER. Mr. Chairman, could the Chair advise us about the allocation of the remaining time?

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] has 6 minutes remaining, and the gentleman from Pennsylvania [Mr. GOODLING] has 1 minute remaining.

Mr. PORTER. Mr. Chairman, I yield 2 minutes to the gentleman from Pennsylvania [Mr. GEKAS], the chair of the Biomedical Research Caucus.

Mr. GEKAS. Mr. Chairman, I thank the gentleman from Illinois for yielding.

Mr. Chairman, just as the other Members have expressed the pain that they are sustaining at having to disagree with the gentleman from Pennsylvania [Mr. GOODLING], my colleague, I must say that it is doubly painful for me because we are neighbors in spirit, neighbors in geography, neighbors in congressional districts, and I believe until now good friends. We will see, following this presentation of mine, whether we remain, but I think we will be on equanimity when I terminate.

Mr. Chairman, the biomedical research that is conducted by the National Institutes of Health has for years shown a steady progress in the prevention of disease and fight against disease. That goes without saying.

The programs that the gentleman from Pennsylvania wants to support also show the necessity for this society to do something about a special problem, namely with special education.

The problem that we had in determining how to vote on this bill is, which is an orange, which is an apple, which one will we put in our own fruit basket?

For now it seems that we have to stick with the NIH, the orange of this combination, because in the long run it also helps disabled students. The NIH, if it completes its work, and, of course, it will never complete its work, will some day bring us a startling discovery that will prevent a whole generation perhaps of disabled students, the very students which the gentleman from Pennsylvania wants to help by transferring this fund.

We have made a commitment to NIH because it is a national problem of discipline in the research and bringing about of remedies for disease. The disabled children will be helped by that.

Mr. PORTER. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, let me say that I have the utmost respect for the gentleman from Pennsylvania [Mr. GOODLING], the chairman of the authorizing committee. We work well together. We have attempted to reflect his priorities in our appropriations, and have done the very best that we can with limited resources to do that.

Mr. Chairman, the gentleman correctly puts his finger on an area of funding that is a very high priority for our country. Special education for handicapped children certainly is very high on our priority list, and he correctly points out that it is an unfunded mandate that the Federal Government promised to meet and has fallen far short of meeting.

I might say to the gentleman, however, that the bill, this bill alone, this one bill, provides about $10 billion of assistance to children with disabilities. It is provided in different ways, not just through the education system, but through Medicaid and through SSI, where kids are helped. That, of course, does not help the budgets of the school districts involved, I realize. But it is not as if this country and this Congress and this side of the aisle is not making a very strong commitment to kids with disabilities. We are.

I might repeat a point that the gentleman from Pennsylvania [Mr. GEKAS] just made, and I want to make it more forcefully even than he did. That is, if we can invest money in biomedical research, we can over time prevent the very disabilities that end up with kids having to have special education in our schools.

So it is the primary investment that I want to support, to make certain that we do not have a growing population of kids with disabilities but a reducing population, and hopefully at some point in time, absolutely none; every kid able to be in school without special education funding and the need for special education treatment.

HIH is a priority for our country. NIH is perhaps the best money we spend. The entire cost of biomedical research has been saved in America by one discovery. All the costs of NIH through its entire history have been paid for through one discovery, and there have been tens of thousands of discoveries. It is a tremendously efficient investment for our country. We lead the world in biomedical research. We improve the lives of people not only in our country but everywhere on earth through the discoveries made. There are tough choices to be made.

Mr. Chairman, I will tell the gentleman from Pennsylvania in closing that I will do everything possible in conference and in negotiations with the White House, if I am permitted to be a part of those negotiations, to bring up funding for this very high priority. Special education for disabled kids is a priority for our country, and I think the gentleman puts his finger upon a problem that we must address and correct.

Mr. Chairman, I yield the balance of my time to the gentlewoman from Maryland [Mrs. MORELLA].

Mrs. MORELLA. Mr. Chairman, I thank the gentleman for yielding the time, and I thank him for the leadership that he has shown for biomedical research.

Mr. Chairman, the National Institutes of Health, as has been stated by my colleagues, has done phenomenal work in terms of seeking remedies through research, from the time a child is born through the elderly, with women's health. This is now the midpoint in the decade of the brain. Some incredible research has yielded some fantastic results which it comes to juvenile diabetes, Alzheimer's, coming to grips with some of the major problems we have had.

We know that the work that is being done, as one small example, that if we arrest Alzheimer's for 5 years we save $40 billion. This is the kind of research, as has been stated, that is going to allow these young people who have taken advantage of the IDEA Act to find that they have the cures.

So, Mr. Chairman, IDEA is a very good program. We can work it out in conference. It has been funded as it was last year. Let us keep this money in NIH. It will make a difference in health care.

Mr. GOODLING. Mr. Chairman, I yield myself the balance of my time.

Mr. Chairamn, in closing I want to say that, number one, I am not taking any money that NIH presently has. They will still have a 10.5 percent increase in this Congress. But all of our biomedical research is not going to do anything to stop the number of youngsters that will be coming into IDEA because of mothers and fathers who are drug addicted, and mothers who are smoking and drinking during pregnancy. All of those things are going to continue to bring more and more young people into IDEA.

IDEA is a mandate from the Federal Government, one of the few in this entire bill when you get beyond Medicaid and Medicare. Yet what do we do about it? We just give lip service. In fact, even worse than that, as the chart shows, we decrease the amount, not increase, the amount that we promised 21 years ago and just last month. We are down to less than 7 percent, and who knows where we will be by the time conference is over?

Mr. Chairman, I can only hope that the leadership that I pleaded with for 6 months to do something about this issue will do something for someone who plays on the team, rather than what I see in this bill, with all sorts of increases for those who give the leadership fits on many issues. Maybe that is the way Members get something around here, and if that is the way it

is, I will have to change my sweet disposition and become a miserable cuss.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Pennsylvania [Mr. GOODLING].

The amendment was rejected.

Mr. MOAKLEY. Mr. Chairman, I move to strike the last word.

Mr. Chairman, first I would like to compliment the gentleman from Illinois [Mr. PORTER] for his excellent leadership in developing a very good bill under very difficult circumstances. The subcommittee faced a very restricted 602(b) which made difficult choices necessary.

I want to compliment the gentleman particularly for providing important increases for the National Institutes of Health. These increases total $819.6 million over last year and $340.9 million over the President's request.

But, as the chairman knows, liver disease affects 25 million people and there has been a recent 11 percent surge in the number of people affected by hepatitis C. Dr. Tony Fauci recently talked about the need for ''a strong commitment to basic and clinical research'' to address new emerging and reemerging infectious diseases. Dr. Fauci specifically mentioned liver disease due to the hepatitis C virus as one of those emerging diseases.

Does the gentleman from Illinois agree with me that liver disease due to hepatitis C virus is a very serious public health problem to which the National Institutes of Health should give priority?

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. MOAKLEY. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I certainly agree, and would encourage NIH to sue all of the mechanisms at its disposal to create a balanced interdisciplinary program of basic, applied, and clinical research to learn more about the ways to treat, cure, and prevent hepatitis C.

Mr. MOAKLEY. Mr. Chairman, I thank the gentleman for his response.

My second question relates to the Centers for Disease Control and Prevention. I understand from the private organizations which are trying to respond to the public's need for information about liver disease that they have experienced a fourfold increase in public inquiries about liver disease from patients, family members and physicians. Does the gentleman believe that the CDC has a role to play in meeting this public demand for information on liver disease?

Mr. PORTER. Mr. Chairman, if the gentleman will continue to yield, yes, I certainly believe it is within the mission of the Centers for Disease Control and Prevention to inform the public about this serious risk, and the prevention and treatment of infectious diseases such as hepatitis. I would encourage the agency to work collaboratively with national voluntary health organizations, which include professional societies and community-based patient groups, to help meet this need.

Mr. MOAKLEY. Mr. Chairman, I thank the gentleman from Illinois for his response. I feel strongly that the CDC should actively pursue a public information campaign to meet the rapid growth in public inquiries about liver disease.

Mr. GREENWOOD. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I rise to engage the gentleman from Illinois [Mr. PORTER] in a colloquy regarding traumatic brain injury. As the gentleman is aware, I have been working for 3 years for enactment of a comprehensive bill to address the needs of those affected with traumatic brain injury.

H.R. 248, of course, the Traumatic Brain Injury Act, passed the House earlier this week and is expected to pass the Senate before the week is out. We believe it will be this evening. The bill authorizes a number of activities that are essential to those with serious brain injuries: Prevention projects, enhanced NIH research, demonstration projects to improve access to health services, and epidemiological data collection.

We had hoped this bill would be signed into law by the time the House considered the Labor-HHS appropriation so that we could take the next step to fund these important new activities. I realize that that will not be possible under the rules of the House, but I would ask the chairman if he would consider supporting these activities in later action on the bill once they are authorized.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. GREENWOOD. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I am pleased to respond to the gentleman from Pennsylvania, and want to applaud his diligent efforts to enact legislation to address this important health problem.

As you point out, we cannot fund programs that have not yet been authorized, but if H.R. 248 is enacted in a timely way, it is my hope that the Senate and eventually the conferees will support its activities.

□ 1400

I am sure my colleagues on the committee recognize how devastating traumatic brain injury is to our country and its citizens, and we will do everything to be of help in this regard.

Mr. GREENWOOD. Mr. Chairman, I thank the gentleman.

The CHAIRMAN pro tempore (Mr. EVERETT). The Clerk will read.

The Clerk read as follows:

NATIONAL HEART, LUNG, AND BLOOD INSTITUTE

For carrying out section 301 and title IV of the Public Health Service Act with respect to cardiovascular, lung, and blood diseases, and blood and blood products, $1,438,265,000.

NATIONAL INSTITUTE OF DENTAL RESEARCH

For carrying out section 301 and title IV of the Public Health Service Act with respect to dental disease, $195,596,000.

NATIONAL INSTITUTE OF DIABETES AND DIGESTIVE AND KIDNEY DISEASES

For carrying out section 301 and title IV of the Public Health Service Act with respect to diabetes and digestive and kidney diseases, $819,224,000.

NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS AND STROKE

For carrying out section 301 and title IV of the Public Health Service Act with respect to neurological disorders and stroke, $725,478,000.

NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES

For carrying out section 301 and title IV of the Public Health Service Act with respect to allergy and infectious diseases, $1,256,149,000.

NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES

For carrying out section 301 and title IV of the Public Health Service Act with respect to general medical sciences, $1,003,722,000.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

For carrying out section 301 and title IV of the Public Health Service Act with respect to child health and human development, $631,989,000.

NATIONAL EYE INSTITUTE

For carrying out section 301 and title IV of the Public Health Service Act with respect to eye diseases and visual disorders, $333,131,000.

NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES

For carrying out sections 301 and 311 and title IV of the Public Health Service Act with respect to environmental health sciences, $308,258,000.

NATIONAL INSTITUTE ON AGING

For carrying out section 301 and title IV of the Public Health Service Act with respect to aging, $484,375,000.

NATIONAL INSTITUTE OF ARTHRITIS AND MUSCULOSKELETAL AND SKIN DISEASES

For carrying out section 301 and title IV of the Public Health Service Act with respect to arthritis and musculoskeletal and skin diseases, $257,637,000.

NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS

For carrying out section 301 and title IV of the Public Health Service Act with respect to deafness and other communication disorders, $189,243,000.

NATIONAL INSTITUTE OF NURSING RESEARCH

For carrying out section 301 and title IV of the Public Health Service Act with respect to nursing research, $59,715,000.

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM

For carrying out section 301 and title IV of the Public Health Service Act with respect to alcohol abuse and alcoholism, $212,079,000.

NATIONAL INSTITUTE ON DRUG ABUSE

For carrying out section 301 and title IV of the Public Health Service Act with respect to drug abuse, $487,341,000.

NATIONAL INSTITUTE OF MENTAL HEALTH

For carrying out section 301 and title IV of the Public Health Service Act with respect to mental health, $701,247,000.

NATIONAL CENTER FOR RESEARCH RESOURCES

For carrying out section 301 and title IV of the Public Health Service Act with respect to research resources and general research support grants, $416,523,000: *Provided*, That none of these funds shall be used to pay recipients of the general research support

grants program any amount for indirect expenses in connection with such grants: *Provided further*, That $37,000,000 shall be for extramural facilities construction grants.

NATIONAL CENTER FOR HUMAN GENOME RESEARCH

For carrying out section 301 and title IV of the Public Health Service Act with respect to human genome research, $189,267,000.

JOHN E. FOGARTY INTERNATIONAL CENTER

For carrying out the activities at the John E. Fogarty International Center, $26,707,000.

NATIONAL LIBRARY OF MEDICINE

For carrying out section 301 and title IV of the Public Health Service Act with respect to health information communications, $150,093,000, of which $4,000,000 shall be available until expended for improvement of information systems: *Provided*, That in fiscal year 1997, the Library may enter into personal services contracts for the provision of services in facilities owned, operated, or constructed under the jurisdiction of the National Institutes of Health.

OFFICE OF THE DIRECTOR

(INCLUDING TRANSFER OF FUNDS)

For carrying out the responsibilities of the Office of the Director, National Institutes of Health, $275,423,000: *Provided*, That funding shall be available for the purchase of not to exceed five passenger motor vehicles for replacement only: *Provided further*, That the Director may direct up to 1 percent of the total amount made available in this Act to all National Institutes of Health appropriations to activities the Director may so designate: *Provided further*, That no such appropriation shall be increased or decreased by more than 1 percent by any such transfers and that the Congress is promptly notified of the transfer: *Provided further*, That NIH is authorized to collect third party payments for the cost of clinical services that are incurred in National Institutes of Health research facilities and that such payments shall be credited to the National Institutes of Health Management Fund: *Provided further*, That all funds credited to the NIH Management Fund shall remain available for one fiscal year after the fiscal year in which they are deposited.

BUILDINGS AND FACILITIES

For the study of, construction of, and acquisition of equipment for, facilities of or used by the National Institutes of Health, including the acquisition of real property, $200,000,000, to remain available until expended, of which $90,000,000 shall be for the clinical research center: *Provided*, That, notwithstanding any other provision of law, a single contract or related contracts for the development and construction of the clinical research center may be employed which collectively include the full scope of the project: *Provided further*, That the solicitation and contract shall contain the clause ''availability of funds'' found at 48 CFR 52.232–18.

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES

For carrying out titles V and XIX of the Public Health Service Act with respect to substance abuse and mental health services, the Protection and Advocacy for Mentally Ill Individuals Act of 1986, and section 301 of the Public Health Service Act with respect to program management, $1,849,235,000.

RETIREMENT PAY AND MEDICAL BENEFITS FOR COMMISSIONED OFFICERS

For retirement pay and medical benefits of Public Health Service Commissioned Officers as authorized by law, and for payments under the Retired Serviceman's Family Protection Plan and Survivor Benefit Plan and for medical care of dependents and retired personnel under the Dependents' Medical Care Act (10 U.S.C. ch. 55), and for payments pursuant to section 229(b) of the Social Security Act (42 U.S.C. 429(b)), such amounts as may be required during the current fiscal year.

AGENCY FOR HEALTH CARE POLICY AND RESEARCH

HEALTH CARE POLICY AND RESEARCH

For carrying out titles III and IX of the Public Health Service Act, and part A of title XI of the Social Security Act, $90,469,000; in addition, amounts received from Freedom of Information Act fees, reimbursable and interagency agreements, and the sale of data tapes shall be credited to this appropriation and shall remain available until expended: *Provided*, That the amount made available pursuant to section 926(b) of the Public Health Service Act shall not exceed $34,700,000.

HEALTH CARE FINANCING ADMINISTRATION

GRANTS TO STATES FOR MEDICAID

For carrying out, except as otherwise provided, titles XI and XIX of the Social Security Act, $75,056,618,000, to remain available until expended.

For making, after May 31, 1997, payments to States under title XIX of the Social Security Act for the last quarter of fiscal year 1997 for unanticipated costs, incurred for the current fiscal year, such sums as may be necessary.

For making payments to States under title XIX of the Social Security Act for the first quarter of fiscal year 1998, $27,988,993,000, to remain available until expended.

Payment under title XIX may be made for any quarter with respect to a State plan or plan amendment in effect during such quarter, if submitted in or prior to such quarter and approved in that or any subsequent quarter.

PAYMENTS TO HEALTH CARE TRUST FUNDS

For payment to the Federal Hospital Insurance and the Federal Supplementary Medical Insurance Trust Funds, as provided under sections 217(g) and 1844 of the Social Security Act, sections 103(c) and 111(d) of the Social Security Amendments of 1965, section 278(d) of Public Law 97–248, and for administrative expenses incurred pursuant to section 201(g) of the Social Security Act, $60,079,000,000.

PROGRAM MANAGEMENT

For carrying out, except as otherwise provided, titles XI, XVIII, and XIX of the Social Security Act, title XIII of the Public Health Service Act, and the Clinical Laboratory Improvement Amendments of 1988, not to exceed $1,733,125,000, to be transferred from the Federal Hospital Insurance and the Federal Supplementary Medical Insurance Trust Funds, as authorized by section 201(g) of the Social Security Act; together with all funds collected in accordance with section 353 of the Public Health Service Act, the latter funds to remain available until expended, together with such sums as may be collected from authorized user fees and the sale of data, which shall remain available until expended: *Provided*, That all funds derived in accordance with 31 U.S.C. 9701 from organizations established under title XIII of the Public Health Service Act are to be credited to and available for carrying out the purposes of this appropriation.

HEALTH MAINTENANCE ORGANIZATION LOAN AND LOAN GUARANTEE FUND

For carrying out subsections (d) and (e) of section 1308 of the Public Health Service Act, any amounts received by the Secretary in connection with loans and loan guarantees under title XIII of the Public Health Service Act, to be available without fiscal year limitation for the payment of outstanding obligations. During fiscal year 1997, no commitments for direct loans or loan guarantees shall be made.

ADMINISTRATION FOR CHILDREN AND FAMILIES

FAMILY SUPPORT PAYMENTS TO STATES

For making payments to States or other non-Federal entities, except as otherwise provided, under titles I, IV–A (other than section 402(g)(6)) and D, X, XI, XIV, and XVI of the Social Security Act, and the Act of July 5, 1960 (24 U.S.C. ch. 9), $13,301,000,000, to remain available until expended.

For making, after May 31 of the current fiscal year, payments to States or other non-Federal entities under titles I, IV–A and D, X, XI, XIV, and XVI of the Social Security Act, for the last three months of the current year for unanticipated costs, incurred for the current fiscal year, such sums as may be necessary.

For making payments to States or other non-Federal entities under titles I, IV-A (other than section 402(g)(6)) and D, X, XI, XIV, and XVI of the Social Security Act and the Act of July 5, 1960 (24 U.S.C. ch. 9) for the first quarter of fiscal year 1998, $4,700,000,000, to remain available until expended.

JOB OPPORTUNITIES AND BASIC SKILLS

For carrying out aid to families with dependent children work programs, as authorized by part F of title IV of the Social Security Act, $1,000,000,000.

LOW INCOME HOME ENERGY ASSISTANCE

For making payments under title XXVI of the Omnibus Budget Reconciliation Act of 1981, $900,000,000.

REFUGEE AND ENTRANT ASSISTANCE

For making payments for refugee and entrant assistance activities authorized by title IV of the Immigration and Nationality Act and section 501 of the Refugee Education Assistance Act of 1980 (Public Law 96–422), $412,076,000: *Provided*, That funds appropriated pursuant to section 414(a) of the Immigration and Nationality Act under Public Law 103–333 for fiscal year 1995 shall be available for the costs of assistance provided and other activities conducted in such year and in fiscal years 1996 and 1997.

CHILD CARE AND DEVELOPMENT BLOCK GRANT

For carrying out sections 658A through 658R of the Omnibus Budget Reconciliation Act of 1981 (The Child Care and Development Block Grant Act of 1990), $950,000,000, which shall be available for obligation under the same statutory terms and conditions applicable in the prior fiscal year: *Provided*, That $13,000,000 shall become available for obligation on October 1, 1996.

SOCIAL SERVICES BLOCK GRANT

For making grants to States pursuant to section 2002 of the Social Security Act, $2,480,000,000: *Provided*, That notwithstanding section 2003(c) of such Act, the amount specified for allocation under such section for fiscal year 1997 shall be $2,480,000,000.

CHILDREN AND FAMILIES SERVICES PROGRAMS

For carrying out, except as otherwise provided, the Runaway and Homeless Youth Act, the Developmental Disabilities Assistance and Bill of Rights Act, the Head Start Act, the Child Abuse Prevention and Treatment Act, the Family Violence Prevention and Services Act, the Native American Programs Act of 1974, title II of Public Law 95–266 (adoption opportunities), the Abandoned Infants Assistance Act of 1988, and part B(1) of title IV of the Social Security Act; for making payments under the Community Services Block Grant Act; and for necessary

administrative expenses to carry out said Acts and titles I, IV, X, XI, XIV, XVI, and XX of the Social Security Act, the Act of July 5, 1960 (24 U.S.C. ch. 9), the Omnibus Budget Reconciliation Act of 1981, title IV of the Immigration and Nationality Act, section 501 of the Refugee Education Assistance Act of 1980, and section 126 and titles IV and V of Public Law 100–485, $4,854,036,000, of which $531,941,000 shall be for making payments under the Community Services Block Grant Act: *Provided*, That to the extent Community Services Block Grant funds are distributed as grant funds by a State to an eligible entity as provided under the Act, and have not been expended by such entity, they shall remain with such entity for carryover into the next fiscal year for expenditure by such entity consistent with program purposes.

In addition, $27,358,000, to be derived from the Violent Crime Reduction Trust Fund, for carrying out sections 40155, 40211 and 40241 of Public Law 103–322.

FAMILY PRESERVATION AND SUPPORT

For carrying out section 430 of the Social Security Act, $240,000,000.

PAYMENTS TO STATES FOR FOSTER CARE AND ADOPTION ASSISTANCE

For making payments to States or other non-Federal entities, under title IV–E of the Social Security Act, $4,445,031,000.

For making payments to States or other non-Federal entities, under title IV–E of the Social Security Act, for the first quarter of fiscal year 1998, $1,111,000,000.

ADMINISTRATION ON AGING

AGING SERVICES PROGRAMS

For carrying out, to the extent not otherwise provided, the Older Americans Act of 1965, as amended, $810,545,000.

OFFICE OF THE SECRETARY

GENERAL DEPARTMENTAL MANAGEMENT

For necessary expenses, not otherwise provided, for general departmental management, including hire of six sedans, and for carrying out titles III, XVII, and XX of the Public Health Service Act, $148,999,000, together with $5,851,000, to be transferred and expended as authorized by section 201(g)(1) of the Social Security Act from the Hospital Insurance Trust Fund and the Supplemental Medical Insurance Trust Fund: *Provided*, That of the funds made available under this heading for carrying out title XVII of the Public Health Service Act, $11,500,000 shall be available until expended for extramural construction.

OFFICE OF INSPECTOR GENERAL

For expenses necessary for the Office of Inspector General in carrying out the provisions of the Inspector General Act of 1978, as amended, $29,399,000, together with any funds, to remain available until expended, that represent the equitable share from the forfeiture of property in investigations in which the Office of Inspector General participated, and which are transferred to the Office of the Inspector General by the Department of Justice, the Department of the Treasury, or the United States Postal Service.

OFFICE FOR CIVIL RIGHTS

For expenses necessary for the Office for Civil Rights, $16,066,000, together with not to exceed $3,314,000, to be transferred and expended as authorized by section 201(g)(1) of the Social Security Act from the Hospital Insurance Trust Fund and the Supplemental Medical Insurance Trust Fund.

POLICY RESEARCH

For carrying out, to the extent not otherwise provided, research studies under section 1110 of the Social Security Act, $9,000,000.

GENERAL PROVISIONS

SEC. 201. Funds appropriated in this title shall be available for not to exceed $37,000 for official reception and representation expenses when specifically approved by the Secretary.

SEC. 202. The Secretary shall make available through assignment not more than 60 employees of the Public Health Service to assist in child survival activities and to work in AIDS programs through and with funds provided by the Agency for International Development, the United Nations International Children's Emergency Fund or the World Health Organization.

SEC. 203. None of the funds appropriated under this Act may be used to implement section 399L(b) of the Public Health Service Act or section 1503 of the National Institutes of Health Revitalization Act of 1993, Public Law 103–43.

SEC. 204. None of the funds made available by this Act may be used to withhold payment to any State under the Child Abuse Prevention and Treatment Act by reason of a determination that the State is not in compliance with section 1340.2(d)(2)(ii) of title 45 of the Code of Federal Regulations. This provision expires upon the date of enactment of the reauthorization of the Child Abuse Prevention and Treatment Act.

SEC. 205. None of the funds appropriated in this Act for the National Institutes of Health and the Substance Abuse and Mental Health Services Administration shall be used to pay the salary of an individual, through a grant or other extramural mechanism, at a rate in excess of $125,000 per year.

SEC. 206. None of the funds appropriated in this Act may be expended pursuant to section 241 of the Public Health Service Act, except for funds specifically provided for in this Act, or for other taps and assessments made by any office located in the Department of Health and Human Services, prior to the Secretary's preparation and submission of a report to the Committee on Appropriations of the Senate and of the House detailing the planned uses of such funds.

(TRANSFER OF FUNDS)

SEC. 207. Of the funds appropriated or otherwise made available for the Department of Health and Human Services, General Departmental Management, for fiscal year 1997, the Secretary of Health and Human Services shall transfer to the Office of the Inspector General such sums as may be necessary for any expenses with respect to the provision of security protection for the Secretary of Health and Human Services.

SEC. 208. None of the funds appropriated in this Act may be obligated or expended for the Federal Council on Aging under the Older Americans Act or the Advisory Board on Child Abuse and Neglect under the Child Abuse Prevention and Treatment Act.

(TRANSFER OF FUNDS)

SEC. 209. Not to exceed 1 percent of any discretionary funds (pursuant to the Balanced Budget and Emergency Deficit Control Act, as amended) which are appropriated for the current fiscal year for the Department of Health and Human Services in this Act may be transferred between appropriations, but no such appropriation shall be increased by more than 3 percent by any such transfer: *Provided*, That the Appropriations Committees of both Houses of Congress are notified at least fifteen days in advance of any transfer.

(TRANSFER OF FUNDS)

SEC. 210. The Director of the National Institutes of Health, jointly with the Director of the Office of AIDS Research, may transfer up to 3 percent among institutes, centers, and divisions from the total amounts identified by these two Directors as funding for research pertaining to the human immunodeficiency virus: *Provided*, That the Congress is promptly notified of the transfer.

SEC. 211. None of the funds made available in this Act may be used by the National Institutes of Health to provide grants or cooperative agreements under the SBIR program under section 9(f) of Public Law 85–536 for research proposals when it is made known to the Federal official having authority to obligate or expend such funds that (in the process of technical and scientific peer review under section 492 of the Public Health Service Act) the median of the evaluation scores for the proposals in the review cycle involved is higher than the median of the evaluation scores in such review cycle for RO1 proposals.

AMENDMENT OFFERED BY MR. KENNEDY OF MASSACHUSETTS

Mr. KENNEDY of Massachusetts. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment offered by Mr. KENNEDY of Massachusetts: Beginning on page 43, strike line 23 and all that follows through page 44, line 7.

Mr. PORTER. Mr. Chairman, I ask unanimous consent that all debate on this amendment and all amendments thereto be limited to 20 minutes, with the time divided equally between myself and the gentleman from Massachusetts [Mr. KENNEDY].

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] and the gentleman from Massachusetts [Mr. KENNEDY] will each control 10 minutes.

The Chair recognizes the gentleman from Massachusetts [Mr. KENNEDY].

Mr. KENNEDY of Massachusetts. Mr. Chairman, I yield myself such time as I may consume.

I rise today to object to a particular provision that was contained in this bill. I think anyone that recognized that this is basically writing legislation in an appropriations bill would recognize very quickly that, if you look at the specifics that are contained in this provision, that there is a major change in U.S. law, which is for the first time going to be backing off the standard for the SBIR Program.

People in the Chamber and listening on C–SPAN ought to understand that the SBIR Program is one of the most innovative and creative and successful programs that has been created in the Government of the United States. It sets aside just about 2 or 2.5 percent of all the funding that goes into every funding bill that comes through the Congress of the United States and makes certain that there is a small business component to how our funding is set.

I have fought very, very strongly and successfully to increase NIH funding. In this legislation, there is a funding increase of over 6.5 percent. Yet what we find is hidden in the appropriations

language a very devious and, I think, harmful piece of wording which essentially limits the small business component from what should be 2.5 percent of total funding down to 2 percent of total funding.

Now, there are those within NIH that would say that small businesses have not been able to come up with the kind of quality applications for funding that have been provided by universities. Universities receive 98 percent of the funding that comes out of NIH.

The truth of the matter is universities do something very, very well. They do basic research very, very well. The kind of research that we see in the SBIR Program is not basic research. It is applied research. It is specifically designed to create jobs for the people of our country and to create a competitive environment for the people of our country so that we can actually take the basic research which our universities and others do and use it to actually create real wealth for the American people.

Now, what is bizarre is that we use the standards for basic research to determine whether or not the applications that come in under the applied research portion of the bill which goes into the small business component as the standard for determining whether or not the small businesses are meeting the quality criteria that is required of the universities.

If we simply assessed what, in fact, was basic research versus that, in fact, was applied research, there would be more than enough quality applications submitted under the SBIR Program to attain the 2.5 percent level which was part of this bill and a part of this legislation before there was language submitted into the legislation which has been protected under the rule which no longer allows us to knock out the provisions that essentially provide authorization within an appropriations bill.

I wish we could knock this out on a point of order. The truth of the matter is that what we really see here is a devious and, I think, unfair attempt by the major universities and academic institutions of the country to come in and knock out just a 2.5 percent set-aside for the small businesses of this country.

We fund, as I said, 97.5 percent. Today 98 percent of all the money that comes into NIH, which we have fought very hard to increase when every other account of the Government goes down, we have actually increased the NIH funding by 6.5 percent. But that is not good enough. My district, in Cambridge and all the rest of it up in Massachusetts, receives more money from NIH perhaps than any other district in the country, a fact which I am very proud of. But I am not proud of the fact that those same universities are going out through the back door of cutting and gutting the provisions that set aside funds for the SBIR Program.

I would hope that the Congress of the United States would take action today; if we are not successful today, that we will take action between now and the time that we actually mark up where we go to conference to make certain that the full assessment is done to determine whether or not it is in fact fair, justified or even good public policy to have the small business standard assessed by virtue of the academic standards that are met for basic research by the universities.

I would ask my friend, the chairman of the committee, the gentleman from Illinois [Mr. PORTER], if he would entertain a colloquy with me over the idea of perhaps meeting with those various interests, including people from NIH, from GAO, from the National Science Foundation, as well as those people in the biotech industry and people in the small businesses of this country and determine whether or not we in fact have achieved the best public policy by virtue of the legislation that was contained in today's action on the House floor.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. KENNEDY of Massachusetts. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, let me say to the gentleman that our concern with the SBIRs is not that there is a set-a-side for biomedical research. That is fine. Our concern is with the quality of research that is offered.

I think there are some very, very legitimate unresolved questions as to how you evaluate that quality. I think the gentleman has put his finger on an issue that has to be resolved in some sensible and good way. I would say that his suggestion that we bring together all of the concerned parties, including NIH itself, and sit down and work through this, I think people of good will can resolve this very easily. I would definitely support the gentleman in that conference and be willing to sit in on it and see if we cannot work this out. I am sure that we can.

□ 1415

Mr. KENNEDY of Massachusetts. Mr. Chairman, I appreciate the gentleman, who is perhaps one of the reasonable and, I think, an individual who has pursued, ever since I have served with him in the Congress, nothing but good public policy in all of the actions that he has taken, and it is a pleasure to serve with the gentleman from Illinois [Mr. PORTER]. And having said that, I think it is unfortunate that we in this legislation actually knock down what should have been a 2.5-percent funding level to a 2-percent funding level.

I think that if the review would indicate that there is not, in fact, good quality research that is coming in by the small businesses, then obviously we do not want to be funding it. But I think that it is unfortunate that we took action to actually knock down the funding level for the small businesses before the full assessment in terms of the basic research versus applied research differentials were taken into account.

But I think that if the gentleman is willing to try to take into account those differences at a meeting between now and the time we get to the conference, I would be happy to withdraw my amendment and look forward to meeting with the gentleman unless—I know that there were some other speakers, but they probably do not know we are even doing this.

So I would be happy to withdraw with that proviso that we do, in fact, have that meeting.

Mr. Chairman, I ask unanimous consent to withdraw my amendment.

The CHAIRMAN. Is there objection to the request of the gentleman from Massachusetts?

There was no objection.

The CHAIRMAN. The amendment offered by the gentleman from Massachusetts [Mr. KENNEDY] is withdrawn.

The Clerk will read.

The Clerk read as follows:

SEC. 212. EXTENSION OF MORATORIUM.—Section 6408(a)(3) of the Omnibus Budget Reconciliation Act of 1989, as amended by section 13642 of the Omnibus Budget Reconciliation Act of 1993, is amended by striking ''December 31, 1995'' and inserting ''December 31, 2000, or the first day of the first quarter on which the Medigrant plan for the State of Michigan is effective under title XIX of such Act.''.

SEC. 213. (a) The Secretary of Health and Human Services may in accordance with this section provide for the relocation of the Federal facility known as the Gillis W. Long Hansen's Disease Center (located in the vicinity of Carville, in the State of Louisiana), including the relocation of the patients of the Center.

(b)(1) Subject to entering into a contract in accordance with subsection (c), in relocating the Center the Secretary may on behalf of the United States transfer to the State of Louisiana, without charge, title to the real property and improvements that (as of the date of the enactment of this Act) constitute the Center. Such real property is a parcel consisting of approximately 330 acres. The exact acreage and legal description used for purposes of the transfer shall be in accordance with a survey satisfactory to the Secretary.

(2) Any conveyance under paragraph (1) is not effective unless the conveyance specifies that, if the State of Louisiana engages in a material breach of the contract under subsection (c), title to the real property and improvements involved reverts to the United States at the election of the Secretary.

(c) The transfer described in subsection (b) may be made only if, before the transfer is made, the Secretary and the State enter into a contract whose provisions are in accordance with the following:

(1) During the 30-year period beginning on the date on which the transfer is made, the real property and improvements referred to in subsection (b) (referred to in this subsection as the ''transferred property'') will be used exclusively for purposes that promote the health or education of the public, with such incidental exceptions as the Secretary may approve, and consistent with the memorandum of understanding signed June 11, 1996 by the Chancellors of Louisiana State University and Southern University.

Mr. CHABOT. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I ask my colleague from Illinois [Mr. PORTER] if he would please engage me in a brief colloquy.

I also want to thank the gentleman from Illinois for his tremendous leadership in crafting this bill. I am most grateful for the gentleman's continued strong support for medical research.

Two weeks ago, I introduced a bipartisan bill that would authorize expenditures for research into an extremely rare and deadly disease known as lymphangioleiomyomatosis, or ''LAM.'' LAM is especially cruel because it strikes only women, most of whom are of childbearing age. LAM victims develop painful cysts on their lungs and gradually lose their capacity to breathe. Because doctors know so little about LAM, they often misdiagnose it. Tragically, LAM patients die within 10 short years of their diagnosis. The intent of the LAM Disease Research Act is to build upon the excellent work undertaken by the National Heart, Lung, and Blood Institute; work encouraged by the gentleman and his subcommittee in its fiscal year 1996 report.

Were the rules different, I would have offered the LAM Disease Research Act as an amendment to the Labor-HHS appropriation. I understand, however, that such an amendment would be subject to a point of order. Therefore, I cannot offer my amendment.

It is my understanding, however, Mr. Chairman, that money appropriated under this bill may be used by the National Heart, Lung, and Blood Institute to study LAM and work toward a cure. I ask the gentleman if I am correct in that understanding, and I know that he joins me in being greatly concerned about the deadly LAM disease.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. CHABOT. Yes, Mr. Chairman, I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I thank the gentleman for his remarks. I might say to the gentleman that testimony was given before our subcommittee on this very deadly disease. I did manage to pronounce its name, as the gentleman from Ohio [Mr. CHABOT] did so successfully a moment ago. I am not going to try it again.

But let me say that he is correct that under this bill the money may be spent to research LAM along with other deadly diseases. In fact the Heart, Lung and Blood Institute has begun research into LAM, and I fully expect that effort to go forward.

Mr. CHABOT. I thank the gentleman from Illinois. I want to commend him for his efforts in this area. I and many, many people afflicted with this disease really do appreciate his efforts.

Mr. SOUDER. Mr. Chairman, I ask unanimous consent that I be allowed to offer my amendment. I missed by a few minutes the earlier time and would like to offer the amendment at this time.

The CHAIRMAN. Is there objection to the request of the gentleman from Indiana?

Mr. PORTER. Reserving the right to object, Mr. Chairman, I would like to say to the gentleman from Indiana [Mr. SOUDER] under my reservation that we have so many amendments offered to the bill, that since he was not here at the time this portion of the bill was read I find great difficulty in going back now to pick up these amendments.

I think the gentleman perhaps, from Wisconsin, would also object to this, and while we would like to accommodate the gentleman from Indiana and would have accommodated him had he been here, I do not know that we can do it with so many amendments pending. I think we are going to have objection on the other side as well.

The CHAIRMAN. Is there objection to the request of the gentleman from Indiana?

Mr. PORTER. I would object, yes, Mr. Chairman.

The CHAIRMAN. Objection is heard.

Mr. GUNDERSON. Mr. Chairman, I offer an amendment.

The CHAIRMAN. Does the gentleman from Wisconsin ask unanimous consent to return to that portion of the bill?

Mr. GUNDERSON. If necessary, Mr. Chairman. I thought we were on that portion of the bill.

The CHAIRMAN. The gentleman's amendment goes to a section of the bill that we have already passed in reading by paragraph, so the gentleman would have to ask unanimous consent in order to take up the amendment at this time.

Does the gentleman from Wisconsin [Mr. GUNDERSON] ask unanimous consent?

Mr. GUNDERSON. I do. I ask unanimous consent to offer my amendment.

Mr. PORTER. Mr. Chairman, reserving the right to object, I would say to the gentleman again it is the same problem, but I understand that the gentleman intends merely to make comments and then withdraw this amendment.

Mr. GUNDERSON. That is correct.

Mr. PORTER. On that condition, I would not object if he simply wants to strike the last word and present his arguments.

Mr. GUNDERSON. Mr. Chairman, I withdraw my unanimous-consent request and move to strike the last word.

(Mr. GUNDERSON asked and was given permission to revise and extend his remarks.)

Mr. GUNDERSON. Mr. Chairman, it was our intent on behalf of the Rural Health Care Caucus, and I apologize for the confusion on timing here to offer an amendment which would do two things. The amendment would increase spending for rural outreach grants and for rural transition grants by $10 million each. It was our intent personally, not by everybody, but at least by this Member, that we would take that money out of the $2.4 billion available for the social services block grant.

Why do I say that? I say that because if my colleagues will look at the committee report, the committee report intended that these programs would be funded out of that social services block grant.

Now, the reality is, in all due respect, that our rural counties do not get that much money under the social services block grant, that that money is truly available in this area.

Second, I think it absolutely essential that we understand the importance of these two particular programs, that perhaps all of the rural programs, these are the two programs most essential in guaranteeing access to health care in rural areas. The transition grants are the basis by which we make changes in rural hospitals in order to keep those health care access facilities alive, and they have been a very key program.

Yes, they should be changed from a demonstration project to a permanent project or permanent program, but what we have done on behalf of the Rural Health Care Caucus is we have introduced legislation that will consolidate these various programs into a rural health care program. Unfortunately, that was originally a part of the balanced budget reconciliation for last year. As my colleagues all know, that bill was vetoed by the President, through no fault of us, and so that has not been accomplished.

We have in the last week, on a bipartisan basis, introduced a Comprehensive Rural Health Care Improvement Act that includes these changes. It is our intent to get this done, if at all possible, before the appropriation process is complete, and at that point we would hope that we can then get the necessary funding for these programs.

Mr. Chairman, I yield such time as he may consume to the gentleman from Kansas [Mr. ROBERTS], my colleague and leader from the Committee on Agriculture.

Mr. ROBERTS. Mr. Chairman, I thank the gentleman for yielding this time to me.

The distinguished gentleman from Wisconsin is the cochairman of the Rural Health Care Coalition. I had the privilege only a session ago, and I was going to rise in support of his amendment; I do, and it simply has been described by the gentleman very well.

The problem is this bill includes only $4 billion for the rural health outreach grants. This is $27.3 million below the level of last year. As the gentleman has indicated, in the committee report we were supposed to get the full funding. This funding will provide support only for the continuation of grants that were funded before this year. As to the transition grants, and as the gentleman has indicated, both of these programs are vital to the rural health care delivery system, this bill simply zeros out all of the transition grant funding.

Now, what the gentleman was trying to do and what I certainly was going to support him doing is that we are increasing the social services block grant $99 million. We were simply going to ask for an additional $20 million of restoring that funding that would be under last year's level.

And so I guess I would ask the distinguished chairman of the full committee whether or not it is his intent when we go to conference, since I think, obviously, he is going to object when we offer this amendment, but could I have the assurance of the distinguished gentleman and the chairman, who I know has worked very hard, so that at least in conference we could restore these funds and we could restore a vital part of the rural health care delivery system?

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. GUNDERSON. I yield to the gentleman from Illinois.

Mr. PORTER. Let me explain what my feelings are about the program the way it is written. We talked, if I can say to the gentleman from Kansas and the gentleman from Wisconsin, earlier we talked about a program called Healthy Start, a demonstration program started under President Bush by Secretary Louis Sullivan at HHS, a very, very good program. I said in respect to this program and in respect to the State students incentive grants program, one that the President himself zeroed out in this budget and that we zeroed out and have steadfastly maintained it ought to be zeroed out, these are programs that have never been specifically authorized. They have operated under a demonstration authority just like this one has, the rural outreach grants, since fiscal year 1991, and in respect to rural outreach the current cycle of grants will end for the most part in fiscal year 1996.

The bill's funding level of $4 million would permit the few remaining grantees to continue operating through fiscal year 1997. But after $146 million of total funding this demonstration should be evaluated, the lessons learned from it and the resources provided, incorporated into existing programs that provide similar services or new legislation should be written to reflect that, and one of the great difficulties we have in Congress is that we start a demonstration project. SSIG is a prime example; 24 years of demonstration, and we kept funding it year after year after year.

And so I would say to the gentleman I would try to do my best to work out his concerns because I think there is undoubtedly a lot to be learned and a lot of good derived from this program, but if the gentleman, both from Kansas and from Wisconsin, and he is on the authorizing committee, if we could get this thing moved into legislation that applies broadly and not continue with those demonstrations year after year after year, we would make a lot of progress in getting our budget under control.

The CHAIRMAN. The time of the gentleman from Wisconsin [GUNDERSON] has expired.

(By unanimous consent, Mr. GUNDERSON was allowed to proceed for 2 additional minutes.)

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Mr. ROBERTS. Mr. Chairman, will the gentleman yield?

Mr. GUNDERSON. I yield to the gentleman from Kansas.

Mr. ROBERTS. Mr. Chairman, as the gentleman from Wisconsin has indicated, we are striving to do just that in regard to authorizing language. We have a rural health care bill that is supported in a bipartisan effort on behalf of the Rural Health Care Coalition; 146 Members now support this effort, so we can get the authorizing language.

What I want to demonstrate to the distinguished chairman of the subcommittee is this. Last year, 309 hospitals all throughout our rural areas have applied for these grants. Sixty-five new grants were awarded. With the funding we have for these programs now, that is going to end. When we have Medicare reimbursement problems, when we have miles to go in regards to servicing our area, when we have major health care reform and managed care reform, this is the way we are going to transition.

These are good programs. We need the funding if we possibly can. We simply ask for $20 million, when it was cut by $26 million. It is very evident to me that with 309 hospitals applying for these grants almost on an emergency basis, I have small communities in my district who have no primary health care, a community of 8,000, which, with a grant, then had the primary care for 3,000 of these residents. We will simply have no health care in many, many areas.

So I would plead with the chairman that once we do our job in regard to the Rural Health Care Coalition, we can have at least adequate funding under the severe budget restrictions that we have. I thank the chairman for listening.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. GUNDERSON. I yield to the gentleman from Illinois.

Mr. PORTER. If the gentleman would further yield, nothing would make me happier to see that by the time we go to conference on this bill we have authorizing legislation and we can fund that directly.

Mr. GUNDERSON. We are working toward that goal. I appreciate the support of both gentlemen.

Ms. WATERS. Mr. Chairman, I move to strike the last word. Mr. Chairman, I rise to engage the chairman of the subcommittee in a colloquy.

Mr. Chairman, first, I would like to thank the gentleman for his leadership in increasing NIH by over $800 million and the National Heart, Lung, and Blood Institute by some $83 million.

I rise to have this colloquy with the chairman of the subcommittee because I am very concerned about problems of women as it relates to cardiovascular diseases. It is not well understood or known, but heart disease is the No. 1 killer of women. However, women are not represented in research. For many years women and minorities were either absent or underrepresented in clinical trials. Most of the treatment and equipment are based on studies that have been limited basically to men.

Unfortunately, and surprisingly, many of the doctors in this country remain unaware of women's more subtle symptoms, such as shortness of breath, dizziness, and arm pain. They do not recognize these as symptoms of cardiovascular disease, and oftentimes when women go in complaining of these symptoms they are mistreated, misdiagnosed, or not treated at all. Of the women who die suddenly from heart attack, 63 percent of them had no evidence of previous heart disease. They did not know, there had been no other signs. But the fact of the matter is they have these symptoms that are unrecognized by doctors. Four out of 5 women are not aware that heart disease is the leading killer of women in this country.

I know that oftentimes we hear a lot about cancer, we hear a lot about other diseases. Most people think that cancer may be the No. 1 killer of women, but Mr. Chairman, I want Members to know that heart disease is the leading killer of women in this country. One in 5 females has some form of cardiovascular disease. Half a million females die from cardiovascular diseases each year. This is almost double the number of deaths of all cancers combined.

Mr. Chairman, appreciating the work of the chairman of the subcommittee with NIH and the way that he has worked to fund them, and I know he understands these problems, as we continue with this year's appropriations process, I would like to know if we can work together to ensure that NIH, in particular the Heart, Lung, and Blood Institute, focus a fair portion of their increased budget resources on research, prevention, and education programs for women, and at-risk women, including African-American women.

Mr. PORTER. Mr. Chairman, will the gentlewomen yield?

Ms. WATERS. I yield to the gentleman from Illinois.

Mr. PORTER. We would be very happy to work with the gentlewoman in this regard, Mr. Chairman, I think she puts her finger on a very serious problem, and to work also with NIH to ensure that they move in that direction.

Ms. WATERS. I appreciate that, Mr. Chairman. I think if we can work together to ensure the research, management, and support account for education programs of the National Heart, Lung, and Blood Institute, that we will eliminate the slippage that we see in funding levels. The chairman is aware that that account has been as high as $6 million, but it could fall to as low as $3 million this year.

We know that education can work. Education is the first line of preventing these diseases, and it is particularly important for women's heart disease. If we can work together through this process, we can ensure that the education budget shares in the increase provided to NHBLI.

Mr. Chairman, I hate to push this issue. I know that with all the work the gentleman is doing and all the attempts the gentleman is making, he is trying to focus attention on so many things, but I have gotten focused now on cardiovascular diseases of women, and I am very moved by the fact that many of my friends now who are my age are literally dying, women in their fifties who are dying from cardiovascular diseases.

I think we need not wait much longer until we have a higher number of women dying. We can in fact, with a little attention, focus some education so we can eliminate this as a major problem in our society.

Mr. PORTER. If the gentlewoman will continue to yield, Mr. Chairman, I would agree that NHLBI's public education activities are tremendously important, and I would be happy to work with the gentlewoman to ensure that they are well supported in the final product.

Ms. WATERS. I thank the gentleman very much, Mr. Chairman.

Mrs. LOWEY. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I would like to enter into a colloquy with the chairman of the subcommittee, the gentleman from Illinois [Mr. PORTER]. I would say to the chairman, over the years he has been a strong supporter of the efforts to end domestic violence in this Nation. His commitment in the issue is reflected in his support of the Violence Against Women Act programs in the bill. He has committed all of the funds allocated to this subcommittee from the violent crime reduction trust fund to these crucial programs. Unfortunately, despite these efforts, these programs are not yet fully funded because the current 602(b) allocation falls short of the necessary funding levels.

As we know, the Violence Against Women Act was passed unanimously by this House in 1994. This Act was Congress' statement that we would not stand idly by while American women were injured by their husbands, boyfriends, or family members. It symbolizes our commitment to end the epidemic of domestic violence in our Nation.

Mr. Chairman, I was pleased to work with the chairman of the subcommittee on the provisions in the bill that funds the domestic violence programs. Currently this bill takes a large step forward in fulfilling our commitment to the women of this country. Working together, we have provided funding for battered women's shelters, victims of sexual assault, and local community programs to end domestic violence. In addition, we have also included full funding for the National Domestic Violence Hotline. The hotline, which opened in February received over 15,000 calls in its first 4 weeks alone. It is helping women all over the country receive the services that they desperately need.

Mr. Chairman, I know the chairman of the subcommittee did everything he could to fund these programs under the 602(b) allocation from the crime trust fund for this subcommittee. However, despite his commitment to these programs, we are still approximately $16 million short of full funding. Can we find a way to get these programs the funding they so desperately need?

Mr. PORTER. Mr. Chairman, will the gentlewoman yield?

Mrs. LOWEY. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I would like to thank the gentlewoman from New York for bringing this to our attention. I would also like to commend her for the wonderful work she has done on the subcommittee on behalf of the victims of violence. No one has been a stronger advocate, and she has kept our focus on these very, very important issues.

Like the gentlewoman, I believe that the Violence Against Women Act programs provide much needed services to victims of domestic violence throughout our country. I was glad to provide as much funding to these vital programs as I could under the current allocation to our subcommittee. I was particularly pleased to provide over $57 million to the battered women's shelters. This money is critical because it goes directly to the victims of domestic violence and helps them to escape the violence and begin their lives anew.

As pleased as I was to provide $61 million to the Violence Against Women Act programs, I believe these crucial programs should be fully funded. It is my understanding that the Senate subcommittee for Labor-HHS appropriations has a 602(b) allocation that will allow it to fully fund these programs.

In addition, it is my understanding that Chairman SPECTER currently intends to fully fund VAWA programs. In light of this, at conference I would plan to seek an adjustment of our 602(b) allocation to allow us to match senate funding levels. I am committed to doing everything I can to ensure that Violence Against Women Act programs are in fact fully funded.

Mrs. LOWEY. Mr. Chairman, I would like to thank the chairman for his dedication to eradicate domestic violence, and his commitment to fully fund these programs. Under his leadership we will have a program that truly assures that victims of domestic violence will receive the services they desperately need.

Mr. PORTER. Mr. Chairman, I ask unanimous consent that the remainder of title II be considered as read, printed in the RECORD, and open to amendment at any point.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

The text of the remainder of title II is as follows:

(2) For purposes of monitoring the extent to which the transferred property is being used in accordance with paragraph (1), the Secretary will have access to such documents as the Secretary determines to be necessary, and the Secretary may require the advance approval of the Secretary for such contracts, conveyances of real or personal property, or other transactions as the Secretary determines to be necessary.

(3) The relocation of patients from the transferred property will be completed not later than 3 years after the date on the transfer is made, except to the extent the Secretary determines that relocating particular patients is not feasible. During the period of relocation, the Secretary will have unrestricted access to the transferred property, and after such period will have such access as may be necessary with respect to the patients who pursuant to the preceding sentence are not relocated.

(4) The Secretary will provide for the continuation at the transferred property of the projects (underway as of the date of the enactment of this Act) to make repairs and to make energy-related improvements, subject to the availability of appropriations to carry out the projects.

(5) The contract disposes of issues regarding access to the cemetery located on the transferred property, and the establishment of a museum regarding memorabilia relating to the use of the property to care for patients with Hansen's disease.

(6) In the case of each individual who as of the date of the enactment of this Act is a Federal employee at the transferred property with management, engineering, or dietary duties:

(A) The State will provide the individual with the right of first refusal to an employment position with the State with substantially the same type of duties as the individual performed in his or her most recent position at the transferred property.

(B) If the individual becomes an employee of the State pursuant to subparagraph (A), the State will make payments in accordance with subsection (d)(3)(B) (relating to disability), as applicable with respect to the individual.

(7) The contract contains such additional provisions as the Secretary determines to be necessary to protect the interests of the United States, and the Secretary shall have final approval over the terms of the contract.

(d)(1) This subsection applies if the transfer under subsection (b) is made.

(2) In the case of each individual who as of the date of the enactment of this Act is a Federal employee with a position at the Center and is, for duty at the Center, receiving the pay differential under section 5545(d) of title 5, United States Code:

(A) If as of the date of the transfer under subsection (b) the individual is eligible for an annuity under section 8336 or 8412 of title 5, United States Code, then once the individual separates from the service and thereby becomes entitled to receive the annuity, the pay differential shall be excluded from the computation of the annuity unless the individual separated from the service not later than 30 days after the date on which the transfer was made.

(B) If the individual is not eligible for such an annuity as of the date of the transfer under subsection (b) but subsequently does become eligible, then once the individual

separates from the service and thereby becomes entitled to receive the annuity, the pay differential shall be excluded from the computation of the annuity unless the individual separated from the service not later than 30 days after the date on which the individual first became eligible for the annuity.

(C) For purposes of this paragraph, the individual is eligible for the annuity if the individual meets all conditions under such section 8336 or 8412 to be entitled to the annuity, except the condition that the individual be separated from the service.

(3) In the case of each individual who as of the date of the enactment of this Act is a Federal employee at the Center with management, engineering, or dietary duties, and who becomes an employee of the State pursuant to subsection (c)(6)(A):

(A) The provisions of subchapter III of chapter 83 of title 5, United States Code, or of chapter 84 of such title, whichever is applicable, that relate to disability shall be considered to remain in effect with respect to the individual (subject to subparagraph (C)) until the earlier of—

(i) the expiration of the 2-year period beginning on the date on which the transfer under subsection (b) is made; or

(ii) the date on which the individual first meets all conditions for coverage under a State program for payments during retirement by reason of disability.

(B) The payments to be made by a State pursuant to subsection (c)(6)(B) with respect to the individual are payments to the Civil Service Retirement and Disability Fund, if the individual is receiving Federal disability coverage pursuant to subparagraph (A). Such payments are to be made in a total amount equal to that portion of the normal-cost percentage (determined through the use of dynamic assumptions) of the basic pay of the individual that is allocable to such coverage and is paid for service performed during the period for which such coverage is in effect. Such amount is to be determined in accordance with chapter 84 of such title 5, is to be paid at such time and in such manner as mutually agreed by the State and the Office of Personnel Management, and is in lieu of individual or agency contributions otherwise required.

(C) In the determination pursuant to subparagraph (A) of whether the individual is eligible for Federal disability coverage (during the applicable period of time under such subparagraph), service as an employee of the State after the date of the transfer under subsection (b) shall be counted toward the service requirement specified in the first sentence of section 8337(a) or 8451(a)(1)(A) of such title 5 (whichever is applicable).

(e) The following provisions apply if under subsection (a) the Secretary makes the decision to relocate the Center:

(1) The site to which the Center is relocated shall be in the vicinity of Baton Rouge, in the State of Louisiana.

(2) The facility involved shall continue to be designated as the Gillis W. Long Hansens's Disease Center.

(3) The Secretary shall make reasonable efforts to inform the patients of the Center with respect to the planning and carrying out of the relocation.

(4) In the case of each individual who as of October 1, 1996, is a patient of the Center and is receiving long-term care (referred to in this subsection as an ''eligible patient''), the Secretary shall continue to provide for the long-term care of the eligible patient, without charge, for the remainder of the life of the patient. Of the amounts appropriated for a fiscal year for the Public Health Service, the Secretary shall make available such amounts as may be necessary to carry out the preceding sentence.

(5) Except in the case of an eligible patient for whom it is not feasible to relocate for purposes of subsection (c)(3), each eligible patient may make an irrevocable choice of one of the following long-term care options:

(A) For the remainder of his or her life, the patient may reside at the Center.

(B) For the remainder of his or her life, the patient may elect to receive payments each year in an annual amount of $33,000 (adjusted for fiscal year 1998 and each subsequent fiscal year to the extent necessary to offset inflation occurring after October 1, 1996), which payments are in complete discharge of the obligation of the Federal Government under paragraph (4). If the individual makes the election under the preceding sentence, the Federal Government does not under such paragraph have any responsibilities regarding the daily life of the patient, other than making such payments.

(6) The Secretary shall provide to each eligible patient such information and time as may be necessary for the patient to make an informed decision regarding the options under paragraph (5).

(f) For purposes of this section:

(1) The term ''Center'' means the Gillis W. Long Hansen's Disease Center.

(2) The term ''Secretary'' means the Secretary of Health and Human Services.

(3) The term ''State'' means the State of Louisiana.

(g) Section 320 of the Public Health Service Act (42 U.S.C. 247e) is amended by striking the section designation and all that follows and inserting the following:

''SEC. 320. (a)(1) At the Gillis W. Long Hansen's Disease Center (located in the State of Louisiana), the Secretary shall without charge provide short-term care and treatment, including outpatient care, for Hansen's disease and related complications to any person determined by the Secretary to be in need of such care and treatment.

''(2) The Center referred to in paragraph (1) shall conduct training in the diagnosis and management of Hansen's disease and conduct and promote the coordination of research, investigations, demonstrations, and studies relating to the causes, diagnosis, treatment, control, and prevention of Hansen's disease and the complications of such disease.

''(3) Paragraph (1) is subject to section 213 of the Department of Health and Human Services Appropriations Act, 1997.

''(b) In addition to the Center referred to in subsection (a), the Secretary may establish sites regarding persons with Hansen's disease. Each such site shall provide for the outpatient care and treatment for Hansen's disease to any person determined by the Secretary to be in need of such care and treatment.

''(c) The Secretary shall make payments to the Board of Health of the State of Hawaii for the care and treatment (including outpatient care) in its facilities of persons suffering from Hansen's disease at a rate determined by the Secretary. The rate shall be approximately equal to the operating cost per patient of such facilities, except that the rate may not exceed the comparable costs per patient with Hansen's disease for care and treatment provided by the Center referred to in subsection (a). Payments under this subsection are subject to the availability of appropriations for such purpose.''.

SEC. 214. (a) None of the funds made available in this Act or any other Act may be used to make any award of a grant or contract under section 1001 of title X of the Public Health Service Act for fiscal year 1997 or any subsequent fiscal year unless the applicant for the award agrees that, in operating the voluntary family planning project involved, the applicant will comply with the following conditions:

(1) Priority will be given in the project to the provision of services to individuals from low-income families.

(2) An individual will not be charged for services in the project if the family of the individual has a total annual income that is at or below 100 percent of the Federal poverty line, except to the extent that payment will be made by a third party (including a government agency) that is authorized, or is under a legal obligation, to pay the charge.

(3) If the family of the individual has a total annual income that exceeds 100 percent of such poverty line but does not exceed 250 percent of the line, the project will impose a charge according to the ability to pay.

(4) If the family of the individual has a total annual income that exceeds 250 percent of such poverty line, the project will impose the full charge for the services involved.

(5) Subject to paragraphs (1) through (4), the policies of the applicant will ensure that economic status is not a deterrent to participation in the project.

(b) None of the funds made available in this Act may be expended for the program under section 1001 of title X of the Public Health Service Act after the expiration of the 180-day period beginning on the date of the enactment of this Act unless the Secretary of Health and Human Services submits to the Congress, not later than such date of expiration, a report providing, to the extent that the information is available to the Secretary, the following information for the most recent fiscal year for which the information is available:

(1) The number of individuals who receive family planning services through voluntary family planning projects under such section 1001, and the demographic characteristics of the individuals.

(2) The types of family planning services chosen by recipients of services from such projects.

(3) The number of individuals served by such projects who are—

(A) at risk of unintended pregnancy; and

(B) from a family with a total annual income not exceeding 250 percent.

(4) The extent to which the availability of family planning services from such projects has, among individuals served by the projects, reduced the number of unintended pregnancies, reduced the number of abortions, and reduced the number of cases of sexually transmitted diseases.

(5) The extent to which the availability of family planning services from such projects has reduced Federal and State expenditures for—

(A) the program under title XIX of the Social Security Act (commonly known as the Medicaid program); and

(B) the programs under title IV of such Act (commonly referred to as welfare programs).

This title may be cited as the ''Department of Health and Human Services Appropriations Act, 1997''.

The CHAIRMAN. Are there amendments to the balance of title II?

If not, the Clerk will read.

The Clerk read as follows:

TITLE III—DEPARTMENT OF EDUCATION

SEQUENTIAL VOTES POSTPONED IN COMMITTEE OF THE WHOLE

The CHAIRMAN. Pursuant to House Resolution 472, proceedings will now resume on those amendments on which further proceedings were postponed in the following order: the amendment offered by the gentlewoman from California [Ms. PELOSI], and amendment No. 4 offered by the gentlewoman from New York [Mrs. LOWEY].

The Chair will reduce to 5 minutes the time for any electronic vote after the first vote in this series.

Mr. CLAY. Mr. Chairman, I move to strike the last word.

I rise in support of the Pelosi amendment, to strike the ergonomics rider from this legislation.

I had thought the radical House Republicans had learned their lesson last year, when their extremist agenda of adding legislative riders to appropriations bills led to two Government shutdowns. Unfortunately, as this bill shows, it is hard to teach old dogs new tricks.

The ergonomics rider is a clear demonstration of the Republican Party's utter disregard for both worker safety and science. The bill forbids the Department of Labor from issuing any rules, or even proposed rules, or even voluntary guidelines, to protect workers from ergonomics injuries. This despite the fact that ergonomic injuries represent the fastest growing workplace health problem, resulting in estimated annual workers compensation costs of $20 billion annually. But the bill goes even further.

Despite the pious claims of Republicans that they merely want regulators to use good data when they regulate, this provision adopts a ''hear no evil, see no evil, speak no evil'' attitude toward workplace safety. This bill actually forbids the Department of Labor from even collecting data about ergonomic injuries.

The Republican view is that what OSHA does not know OSHA does not have to regulate. Unfortunately, with respect to workplace safety, what you don't know can cripple you.

Make no mistake, this rider is not about ensuring that the Department of Labor regulates in a rational manner. This rider is about suppressing data, suppressing science and suppressing the truth. And American workers will suffer.

Let's strike this extreme rider from the bill. Let's help prevent another Government shutdown. Support the Pelosi amendment.

AMENDMENT OFFERED BY MS. PELOSI

The CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from California [Ms. PELOSI] on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will designate the amendment.

The Clerk designated the amendment.

The text of the amendment is as follows:

Amendment offered by Ms. PELOSI: Page 19, strike lines 8 through 15.

RECORDED VOTE

The CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 216, noes 205, not voting 12, as follows:

[Roll No. 301]

AYES—216

Abercrombie
Ackerman
Andrews
Baesler
Baldacci
Barcia
Barrett (WI)
Beilenson
Bentsen
Berman
Bevill
Bishop
Blumenauer
Blute
Boehlert
Bonior
Borski
Boucher
Browder
Brown (CA)
Brown (FL)
Brown (OH)
Bryant (TX)
Campbell
Cardin
Chapman
Clay
Clement
Clyburn
Coleman
Collins (IL)
Collins (MI)
Condit
Conyers
Costello
Coyne
Cramer
Cummings
Danner
de la Garza
DeFazio
DeLauro
Dellums
Deutsch
Diaz-Balart
Dicks
Dingell
Dixon
Doggett
Doyle
Durbin
Edwards
Ehlers
Engel
English
Eshoo
Evans
Farr
Fazio
Fields (LA)
Filner
Flake
Foglietta
Forbes
Ford
Fox
Frank (MA)
Franks (NJ)
Frisa
Frost
Furse
Gejdenson
Gephardt
Gilman
Gonzalez
Gordon
Green (TX)
Gutierrez
Hamilton
Harman
Hastings (FL)
Hefner
Hilliard
Hinchey
Holden
Horn
Hoyer
Jackson (IL)
Jackson-Lee (TX)
Jacobs
Jefferson
Johnson (CT)
Johnson (SD)
Johnson, E. B.
Johnston
Kanjorski
Kaptur
Kennedy (MA)
Kennedy (RI)
Kennelly
Kildee
King
Kleczka
Klink
Klug
LaFalce
LaHood
Lantos
Lazio
Leach
Levin
Lewis (GA)
Lipinski
LoBiondo
Lofgren
Lowey
Luther
Maloney
Manton
Markey
Martinez
Martini
Mascara
Matsui
McCarthy
McDermott
McHale
McHugh
McKinney
McNulty
Meehan
Meek
Menendez
Metcalf
Millender-McDonald
Miller (CA)
Minge
Mink
Moakley
Mollohan
Moran
Morella
Murtha
Nadler
Neal
Obey
Olver
Ortiz
Orton
Owens
Pallone
Pastor
Payne (NJ)
Payne (VA)
Pelosi
Peterson (FL)
Peterson (MN)
Petri
Pomeroy
Poshard
Quinn
Rahall
Rangel
Reed
Richardson
Rivers
Roemer
Ros-Lehtinen
Rose
Roukema
Roybal-Allard
Rush
Sabo
Sanders
Sawyer
Schroeder
Schumer
Scott
Serrano
Shays
Skaggs
Skelton
Slaughter
Smith (NJ)
Solomon
Spratt
Stark
Stokes
Studds
Stupak
Tanner
Thompson
Thornton
Thurman
Torkildsen
Torres
Torricelli
Towns
Traficant
Velazquez
Visclosky
Volkmer
Ward
Waters
Watt (NC)
Waxman
Weldon (PA)
Weller
Williams
Wilson
Wise
Wolf
Woolsey
Wynn
Yates
Young (AK)

NOES—205

Allard
Archer
Armey
Bachus
Baker (CA)
Baker (LA)
Ballenger
Barr
Barrett (NE)
Bartlett
Barton
Bass
Bateman
Bereuter
Bilbray
Bilirakis
Bliley
Boehner
Bonilla
Bono
Brewster
Brownback
Bryant (TN)
Bunn
Bunning
Burr
Burton
Buyer
Callahan
Calvert
Camp
Canady
Castle
Chabot
Chambliss
Chenoweth
Christensen
Chrysler
Clinger
Coble
Coburn
Collins (GA)
Combest
Cooley
Cox
Crane
Crapo
Cremeans
Cubin
Cunningham
Davis
Deal
DeLay
Dickey
Dooley
Doolittle
Dornan
Dreier
Duncan
Ehrlich
Ensign
Everett
Ewing
Fawell
Fields (TX)
Flanagan
Foley
Fowler
Franks (CT)
Frelinghuysen
Funderburk
Gallegly
Ganske
Gekas
Geren
Gilchrest
Gillmor
Goodlatte
Goodling
Goss
Graham
Greene (UT)
Greenwood
Gunderson
Gutknecht
Hall (TX)
Hancock
Hansen
Hastert
Hastings (WA)
Hayes
Hayworth
Hefley
Heineman
Herger
Hilleary
Hobson
Hoekstra
Hoke
Hostettler
Houghton
Hunter
Hutchinson
Hyde
Inglis
Istook
Johnson, Sam
Jones
Kasich
Kelly
Kim
Kingston
Knollenberg
Kolbe
Largent
Latham
LaTourette
Laughlin
Lewis (CA)
Lewis (KY)
Lightfoot
Linder
Livingston
Lucas
Manzullo
McCollum
McCrery
McInnis
McIntosh
McKeon
Meyers
Mica
Miller (FL)
Molinari
Montgomery
Moorhead
Myers
Myrick
Nethercutt
Neumann
Ney
Norwood
Nussle
Oxley
Packard
Parker
Paxon
Pickett
Pombo
Porter
Portman
Pryce
Quillen
Radanovich
Ramstad
Regula
Riggs
Roberts
Rogers
Rohrabacher
Roth
Royce
Salmon
Sanford
Saxton
Scarborough
Schaefer
Schiff
Seastrand
Sensenbrenner
Shadegg
Shaw
Shuster
Sisisky
Skeen
Smith (MI)
Smith (TX)
Smith (WA)
Souder
Spence
Stearns
Stenholm
Stockman
Stump
Talent
Tate
Tauzin
Taylor (MS)
Taylor (NC)
Tejeda
Thomas
Thornberry
Tiahrt
Upton
Vucanovich
Walker
Walsh
Wamp
Watts (OK)
Weldon (FL)
White
Whitfield
Wicker
Zeliff
Zimmer

NOT VOTING—12

Becerra
Clayton
Dunn
Fattah
Gibbons
Hall (OH)
Lincoln
Longley
McDade
Oberstar
Vento
Young (FL)

□ 1501

The Clerk announced the following pair:

On this vote:

Mrs. Clayton for, with Mr. Longley against.

Mr. BILIRAKIS changed his vote from ''aye'' to ''no.''

Ms. MCKINNEY, Ms. MCCARTHY, and Mr. KLUG changed their vote from ''no'' to ''aye.''

So the amendment was agreed to.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MRS. LOWEY

The CHAIRMAN. The pending business is the demand for a recorded vote on the amendment offered by the gentlewoman from New York [Mrs. LOWEY] on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 158, noes 263, not voting 12, as follows:

[Roll No. 302]

AYES—158

Ackerman
Andrews
Baldacci
Barrett (WI)
Beilenson
Bentsen
Berman
Blumenauer
Blute
Boehlert
Bonior
Borski
Brown (CA)
Brown (FL)
Brown (OH)
Bryant (TX)
Campbell
Cardin
Castle
Clay
Clayton

Clement
Collins (IL)
Collins (MI)
Conyers
Coyne
Cummings
Davis
DeLauro
Dellums
Deutsch
Dicks
Dixon
Doggett
Durbin
Engel
Eshoo
Evans
Farr
Fawell
Fazio
Fields (LA)
Filner
Flake
Foglietta
Ford
Fox
Frank (MA)
Franks (CT)
Franks (NJ)
Frelinghuysen
Frost
Furse
Ganske
Gejdenson
Gephardt
Gilchrest
Gilman
Greenwood
Gutierrez
Harman
Hastings (FL)
Horn
Houghton
Hoyer
Jackson (IL)
Jackson-Lee (TX)
Jacobs
Jefferson
Johnson (CT)
Johnson, E. B.
Johnston
Kaptur
Kennedy (MA)
Kennedy (RI)
Kennelly
King
Kleczka
LaFalce
Lantos
Lazio
Leach
Levin
Lewis (GA)
Lofgren
Lowey
Luther
Maloney
Manton
Markey
Martinez
Martini
Matsui
McCarthy
McDermott
McHale
McKinney
McNulty
Meehan
Meek
Menendez
Meyers
Millender-McDonald
Miller (CA)
Mink
Moakley
Molinari
Moran
Morella
Nadler
Neal
Owens
Pallone
Pastor
Payne (NJ)
Pelosi
Peterson (FL)
Porter
Pryce
Quinn
Rangel
Reed
Rivers
Roemer
Roukema
Roybal-Allard
Rush
Sabo
Sawyer
Schiff
Schroeder
Schumer
Serrano
Shays
Skaggs
Slaughter
Spratt
Stark
Stokes
Studds
Torkildsen
Torres
Torricelli
Towns
Upton
Velazquez
Visclosky
Ward
Waters
Watt (NC)
Waxman
Weldon (PA)
White
Wolf
Woolsey
Wynn
Yates
Zimmer

NOES—263

Abercrombie
Allard
Archer
Armey
Bachus
Baesler
Baker (CA)
Baker (LA)
Ballenger
Barcia
Barr
Barrett (NE)
Bartlett
Barton
Bass
Bateman
Bereuter
Bevill
Bilbray
Bilirakis
Bishop
Bliley
Boehner
Bonilla
Bono
Boucher
Brewster
Browder
Brownback
Bryant (TN)
Bunn
Bunning
Burr
Burton
Buyer
Callahan
Calvert
Camp
Canady
Chabot
Chambliss
Chapman
Chenoweth
Christensen
Chrysler
Clinger
Clyburn
Coble
Coburn
Coleman
Collins (GA)
Combest
Condit
Cooley
Costello
Cox
Cramer
Crane
Crapo
Cremeans
Cubin
Cunningham
Danner
de la Garza
Deal
DeFazio
DeLay
Diaz-Balart
Dickey
Dingell
Dooley
Doolittle
Dornan
Doyle
Dreier
Duncan
Edwards
Ehlers
Ehrlich
English
Ensign
Everett
Ewing
Fields (TX)
Flanagan
Foley
Forbes
Fowler
Frisa
Funderburk
Gallegly
Gekas
Geren
Gillmor
Gonzalez
Goodlatte
Goodling
Gordon
Goss
Graham
Green (TX)
Greene (UT)
Gunderson
Gutknecht
Hall (TX)
Hamilton
Hansen
Hastert
Hastings (WA)
Hayes
Hayworth
Hefley
Hefner
Heineman
Herger
Hilleary
Hilliard
Hinchey
Hobson
Hoekstra
Hoke
Holden
Hostettler
Hunter
Hutchinson
Hyde
Inglis
Istook
Johnson (SD)
Johnson, Sam
Jones
Kanjorski
Kasich
Kelly
Kildee
Kim
Kingston
Klink
Klug
Knollenberg
Kolbe
LaHood
Largent
Latham
LaTourette
Laughlin
Lewis (CA)
Lewis (KY)
Lightfoot
Linder
Lipinski
Livingston
LoBiondo
Lucas
Manzullo
Mascara
McCollum
McCrery
McHugh
McInnis
McIntosh
McKeon
Metcalf
Mica
Miller (FL)
Minge
Mollohan
Montgomery
Moorhead
Murtha
Myers
Myrick
Nethercutt
Neumann
Ney
Norwood
Nussle
Obey
Olver
Ortiz
Orton
Oxley
Packard
Parker
Paxon
Payne (VA)
Peterson (MN)
Petri
Pickett
Pombo
Pomeroy
Portman
Poshard
Quillen
Radanovich
Rahall
Ramstad
Regula
Richardson
Riggs
Roberts
Rogers
Rohrabacher
Ros-Lehtinen
Rose
Roth
Royce
Salmon
Sanders
Sanford
Saxton
Scarborough
Schaefer
Scott
Seastrand
Sensenbrenner
Shadegg
Shaw
Shuster
Sisisky
Skeen
Skelton
Smith (MI)
Smith (NJ)
Smith (TX)
Smith (WA)
Solomon
Souder
Spence
Stearns
Stenholm
Stockman
Stump
Stupak
Talent
Tanner
Tate
Tauzin
Taylor (MS)
Taylor (NC)
Tejeda
Thomas
Thompson
Thornberry
Thornton
Thurman
Tiahrt
Traficant
Volkmer
Vucanovich
Walker
Walsh
Wamp
Watts (OK)
Weldon (FL)
Weller
Whitfield
Wicker
Williams
Wilson
Wise
Young (AK)
Zeliff

NOT VOTING—12

Becerra
Dunn
Fattah
Gibbons
Hall (OH)
Hancock
Lincoln
Longley
McDade
Oberstar
Vento
Young (FL)

□ 1510

Mr. EDWARDS and Mr. FOLEY changed their vote from ''aye'' to ''no.''

Mrs. CLAYTON and Mr. WYNN changed their vote from ''no'' to ''aye.''

So the amendment was rejected.

The result of the vote was announced as above recorded.

PERSONAL EXPLANATION

Mr. HEINEMAN. Mr. Chairman, on July 11, 1996, due to an error, I was incorrectly recorded on the Lowey amendment to H.R. 3755, the fiscal year 1997 Labor-HHS-Education appropriations bill. The record reflects a ''no'' vote on rollcall vote No. 302. I request the record reflect I intended to vote ''yes'' and emphasize my support for the Lowey amendment.

The CHAIRMAN. The Clerk will read.

The Clerk read as follows:

EDUCATION REFORM

For carrying out activities authorized by the School-to-Work Opportunities Act, $175,000,000, which shall become available on July 1, 1997, and remain available through September 30, 1998.

EDUCATION FOR THE DISADVANTAGED

For carrying out title I of the Elementary and Secondary Education Act of 1965, $7,204,130,000, of which $5,895,244,000 shall become available on July 1, 1997, and shall remain available through September 30, 1998, and of which $1,298,386,000 shall become available on October 1, 1997 and shall remain available through September 30, 1998, for academic year 1997–1998: *Provided,* That $6,042,766,000 shall be available for basic grants under section 1124: *Provided further,* That up to $3,500,000 of these funds shall be available to the Secretary on October 1, 1996, to obtain updated local-educational-agency-level census poverty data from the Bureau of the Census: *Provided further,* That $684,082,000 shall be available for concentration grants under section 1124(A) and $7,000,000 shall be available for evaluations under section 1501.

□ 1515

AMENDMENT OFFERED BY MR. MICA

Mr. MICA. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. MICA:

Page 57, line 24, after the dollar amount, insert ''(increased by $20,000,000)''.

Page 57, line 25, after the dollar amount, insert ''(increased by $20,000,000)''.

Page 58, line 9, after the dollar amount, insert ''(increased by $20,000,000)''.

Page 66, line 9, after the dollar amount, insert ''(decreased by $20,000,000)''.

Mr. MICA. Mr. Chairman, I present this amendment today. It is slightly different than what was printed. I had hoped to increase this amount by $40 million; however, I have changed the amendment to $20 million.

Let me tell my colleagues what my amendment does today, and it is probably one of the most important amendments on this bill and dealing with education in particular. What this does is it, in fact, transfers from Washington bureaucracy to the local classroom education dollars.

What we in the Congress do and what we are doing through this appropriations procedure is, in fact, deciding how the resources of our Nation and the Congress get allocated to different programs.

This is an important amendment because it is part of the fundamental debate about what we have been talking about in Congress during this entire session. It is a fundamental question. It is not just how much money we throw at various problems and how much money we expend, but how we expend the money. That is the fundamental part of my amendment.

Let me tell my colleagues, I chair the House Subcommittee on Civil Service, and I know where the bureaucrats and the bodies are buried throughout our nearly 2 million employee Federal work force. There are 5,000 employees in the Department of Education, 5,000, and then thousands of other contract employees. Of the 5,000 full-time employees in the Department of Education, 68 percent are in Washington, DC.

What this amendment does is it does not cut any money from any programs, it does not cut any money for education, but what it does is it transfers some of that money that we as a Congress are appropriating and it transfers it from the bureaucracy and administrative account in Washington, DC, to the classroom. That is what this debate is all about.

This is not a debate on exactly how we can spend all the money and the regulations that come out of the Department of Education, and I cannot change that because this is an appropriations bill, and I would like to change some of the way we authorize the money. But what this does is it addresses a fundamental question. Do we spend the money up here on a big Federal education bureaucracy or do we

send the money to the classrooms, when we have instances where some of our classrooms do not have the resources, they do not have the materials, they do not have the teachers?

We have a clear responsibility in this Congress to make these important choices, and that is the choice this amendment gives us today. Do we spend it here in Washington on the 68 percent of the employees of the 5,000 who are located in Washington, DC or does that money go back into our local classrooms?

This is a very, very fundamental debate. I want to take a minute and talk a little bit more about what we are doing with education. I hear from parents all the time. I talk to my community college presidents. When we have students who cannot read their diplomas, when we have 71 percent of the students in one of my local community colleges entering that require remedial education, when we have a situation in education that I consider a crisis, when we have to put police and others in our classroom and fire other teachers and do not have the money for the resources that we need in our classroom, we, as a Congress, have an important responsibility to make these choices of where that money is spent.

So this is a simple amendment. it is a clear choice. Do we spend the money in Washington on bureaucrats and a large Department of Education?

I am not cutting the Department of Education. We will still have a Department of Education. But what we are doing is taking $20 million and we are putting it into title I programs, the programs that are really in our classrooms, that affect our children and their education.

So we are going to decide by my amendment whether we put those resources again in Washington or in the local classroom where our students and our teachers are really at the bottom end of the feeding chain, because we have built a huge bureaucracy, not just the 5,000 in Washington, DC, but we have exploded that bureaucracy to regional offices and then to State offices.

The CHAIRMAN. The time of the gentleman from Florida [Mr. MICA] has expired.

(By unanimous consent, Mr. MICA was allowed to proceed for 1 additional minute.)

Mr. MICA. Mr. Chairman, I remember serving in the legislature and I saw that bureaucracy. I saw the huge bureaucracy that we created and that we force, and I cannot solve those problems today with this bill, but what I can do is to help this House as it makes those important choices, and we will, by this amendment and by the agreement that we have reached, restore title I to its level of funding for last year.

So this is an important amendment. Again, it is a clear choice. Do we spend the money on bureaucrats in Washington, or do we spend it in local classrooms on students and teachers?

Mr. HOYER. Mr. Chairman, will the gentleman yield?

Mr. MICA. I yield to the gentleman from Maryland.

Mr. HOYER. Mr. Chairman, I thank the gentleman for yielding to me. I am interested, does the gentleman have any idea of what percentage of discretionary education the Department of Education, the bureaucracy, or bureaucrats of which he speaks, is?

Mr. MICA. Mr. Chairman, reclaiming my time, the total amount of money that comes from Washington, DC, towards local education, I believe, is about 5 percent of all education funding.

Mr. HOYER. No, no, no, that is not what I asked. Does the gentleman know what percentage——

The CHAIRMAN. The time of the gentleman has expired.

Mr. HOYER. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I asked a question; let me answer the question. Of the money, discretionary money, that we spend on education—which is, as the gentleman points out, a relatively small percentage of the total amount spent on education in this country, 2 percent—2 percent, is administrative cost. Two percent is administrative cost, I tell my friend.

Mr. Chairman, I rise in opposition to this amendment. Of course, one could say we will put $20 million more in title I. We ought to put $20 million more in title I. We ought to put $100 million more in title I, I tell my friend from Florida, but we are not doing it because the 602(b)s have been squeezed very badly. Why? Because the Republican tax cut was deemed to be essential in a time when we are trying to balance the budget and serve our children.

I tell my friend, that 2 percent—2 percent—is administrative cost for the administration of the 98 percent of discretionary funds which is sent either to students or to schools and local school districts. Two percent.

All the gentleman wants to do is, as he frankly likes to do on a regular basis, attack the bureaucrats. These are real people doing important things, trying to make programs that this Congress adopts work. I frankly am fed up, I tell my friend, fed up with people rising on this floor and using ''bureaucrat'' as an epithet, as a slur, as an effort to dehumanize people that we have employed to try to carry out the policies and programs that we adopt.

Good people have to spend time every day trying to make sure that these policies and programs will work for Americans, for children, for families. ''Bureaucrat''—it is said with a snide smile sometimes, demagoguing for the people back home. I am fed up with it.

Yes, I represent a lot of Federal employees, and I am proud of it. They work hard and they do a good job, and I dare every one of you to ask the people who come from the private sector, from corporations, from businesses, large and small, ask them what they think of the quality of the morale and of the product of those people who work in Washington and around the country.

By the way, Mr. Chairman, only 20 percent work in Washington. The rest work in Florida, in California, in New York, in Texas, in Iowa, in Illinois, in every State in the Nation, trying to deliver the services that this Congress and the President—in previous administrations and in this one—decided were appropriate for the American public.

□ 1530

Two percent, I tell my friend from Florida, 2 percent overhead in education and 92 percent to the recipients, either students or local school districts or States, to deliver education to the students of this country to make us more competitive.

I am tired of this demagoguery. You can disagree with the programs, but we ought to stop demeaning the people that we have hired, because there are some demented souls in America who hear that debate and decide that they can go to the office building in Oklahoma City, angry at their government, angry at the policies of their government, and in a demented, deranged, sick manifestation of that sentiment, attack the people, persons, the individuals that we ask to carry out the responsibilities given to them by the Congress and the President of the United States.

I hope, Mr. Chairman, that this amendment is defeated. If the gentleman wants to put $20 million additional in title I, I will support it because it needs $20 million more. But to cut Federal employees further in the process when we are already reducing 272,000 plus probably another 50,000 or 100,000, I say to my friend, is wrong.

Mr. PORTER. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I believe the gentleman from Florida [Mr. MICA] has put his finger on the right place to put more money, because title I concentration grants go to the schools that need the money most. I have been saying for quite some time now, and I want to say again, that one of the major problems with title I is that it comes out of that era of our Government where we felt that in order to get something passed here in the House for people who need it, we had to spread it around to every single congressional district, every school district in America. And title I money goes to school districts all over this country who have plenty of resources and no need for the additional money, and we ought to stop that practice.

The authorizing committee ought to address targeting this money where we have real serious problems with poor kids that have no opportunity, and stop sending it to school districts like some in my district; New Tria high school get title I money and the administrators and the parents will tell us

that it should not be sent to them at all.

Mr. Chairman, we ought to start deciding where our problems are and putting our money to solve those problems, instead of thinking that we have to buy votes in here by spreading it all across America, and so I would commend the gentleman to the extent that that is the place to put the money.

I would say to the gentleman from Maryland [Mr. HOYER] that I do not understand how anyone can stand up and say that the problem is with title I or any other spending that we have cut taxes. To my knowledge we have not cut taxes. It has been proposed but it has never been enacted.

No, the reason that we do not have enough money is that we have not had enough courage, the President has not had enough courage to sign a bill that would slow the rate of growth in entitlement programs that he could have signed last year but did not, that would take the pressure off the discretionary spending where we cannot solve our budget problems entirely.

We can make a contribution, sure. But we will never get the budget into balance if we don't address the growth in entitlement programs. This Congress has had the courage to propose good programs to do that. The President of the United States chose to veto that, I think in great error.

I am very reluctant to take money out of S&E accounts. It seems like an easy place; salaries and expenses, we will just take it out of that. The gentleman from Maryland is right. Federal employees are just like all the rest of us, they have families, they have kids, they have kids in school, they have mortgage payments to meet. Making a cut sounds easy, but it does affect real human beings who do an excellent job for our country for the most part.

And yet, I think the amendment does aim in the correct direction on providing greater money for concentration grants. I am not going to fight it for that reason. I am not enthusiastic about the place from where the gentleman takes the money.

Mr. KINGSTON. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I stand in support of the Mica cut-the-bureaucracy, not-education amendment. I believe that it is the right thing to do. I do sympathize with the gentleman from Maryland that we are talking about real people, but I do want to point out that while we are downsizing the Federal Government, for some reason the Department of Education has almost skirted all the downsizing.

In 1992, the number of full-time equivalent employees was 4,876, and today it is 4,816. That is a decline of less 1 percent. Compare that to the Department of Defense and it has declined over 13 percent.

Mr. OBEY. Mr. Chairman, will the gentleman yield?

Mr. KINGSTON. I yield to the gentleman from Wisconsin.

Mr. OBEY. Mr. Chairman, if the gentleman would bother to look at the size of DOE going back to 1980, he would discover that Department has declined in size already by 20 percent.

Mr. KINGSTON. Mr. Chairman, this is from the full-time equivalents as the gentleman knows.

Mr. OBEY. Mr. Chairman, that is exactly what I am talking about. The gentleman is talking about a 1-year bridge. What he is forgetting is that from 1980 up to until 2 years ago, the Department of Education had major, major, major reductions. If the gentleman is going to compare apples to oranges, let us do it over the decade not over the nanoseconds.

Mr. KINGSTON. Mr. Chairman, reclaiming my time, I think that the point is that the declination in the size of the bureaucracy is the will of the American people, and it is necessitated by the fact that we have a deficit and a national debt of almost $5 trillion.

The deficit on an annual basis we pay nearly $20 billion a month in interest on. It is time to bring this thing under control. What the Mica amendment simply does is say let us take the money out of bureaucracy and put it in the classroom. I have been in one of the title I program classes in my district, and it is a very effective, hands-on program teaching kids how to read, how to improve their education skills, and so, forth. And this is not an education cut. It will help counties where there is over 15 percent of the kids below the poverty level.

Mr. MICA. Mr. Chairman, will the gentleman yield?

Mr. KINGSTON. I yield to the gentleman from Florida.

Mr. MICA. Mr. Chairman, I just want to clear up a couple of points. First, the gentleman from Maryland who launched into the debate, first of all, I oversee the Federal work force as chairman, at least from the House side, as chairman of the Civil Service Subcommittee, and I greatly respect the efforts of our Federal employees throughout our Federal work force. But we have the neighborhood of 350,000 Federal employees within my speaking voice here in the Washington, DC area. And they do too have to experience some downsizing.

The Department of Education in the past year has had a 1-percent decrease. I heard the ranking member talk about the actual number of decreases in full-time employees and he is correct, but we have examined this in the Civil Service Subcommittee and seen where thousands and thousands of employees have been contracted out. And that is one of the problems that we have.

But the question here is now a cut of probably about 300 positions in the Department of Education, which would be between an 8- and 10-percent cut of the Washington work force in Washington, DC. I tell my colleagues that through normal attrition we lose between 6 and 7 percent, people who die or retire or go on to other positions. So I think this can be managed.

Mr. Chairman, I appreciate the ranking member's agreement to accept this amendment and support this amendment. And I also thank the chairman for his support of this amendment, also the gentleman from Georgia [Mr. KINGSTON], the gentleman from Wisconsin [Mr. NEUMANN], and other Members, the gentleman from Florida [Mr. SCARBOROUGH], and the 20 or 30 Members who are prepared to come out here and talk in favor of it.

Mr. KINGSTON. Mr. Chairman, reclaiming the time one of the things I hear over and over again from teachers in the classroom, and I visit lots of schools, is that they have too much of their day-to-day routine dictated out of Washington. This type of amendment reduces the influence of Washington command and control bureaucracy and allows teachers to teach children in their home counties as they see fit. I think it is a very good amendment, and urge my colleagues to support it.

Mr. OBEY. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I would simply like to understand, if this amendment has been accepted, why are we palavering on it? Why do not we just move on?

The CHAIRMAN. The question is on the amendment offered by the gentleman from Florida [Mr. MICA].

The amendment was agreed to.

AMENDMENT OFFERED BY MR. DEAL OF GEORGIA

Mr. DEAL of Georgia. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. DEAL of Georgia: Page 57, line 24, after the dollar amount, insert ''(increased by $1,000,000)''.

Page 57, line 25, after the dollar amount, insert ''(increased by $1,000,000)''.

Page 58, line 4, after the dollar amount, insert ''(increased by $1,000,000)''.

Page 66, line 9, after the dollar amount, insert ''(decreased by $1,000,000)''.

Mr. DEAL. Mr. Chairman, my amendment likewise deals with the area of title I basic education funding. It would simply transfer $1 million out of the management administration account and even though there have been transfers pursuant to the previous amendment, I would point out that in this one Office of the Secretary, half of the 100 employees there perform press-related activities. I believe that an additional million dollar transfer would certainly be appropriate into the classroom to deal with title I basic education, Mr. Chairman, that this is a minimal thing that we can do to help those in the classroom level of education.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Georgia [Mr. DEAL].

The amendment was agreed to.

The CHAIRMAN. The Clerk will read.

The Clerk read as follows:

IMPACT AID

For carrying out programs of financial assistance to federally affected schools authorized by title VIII of the Elementary and Secondary Education Act of 1965, $728,000,000, of which $615,500,000 shall be for basic support payments under section 8003(b), $40,000,000

shall be for payments for children with disabilities under section 8003(d), $50,000,000, to remain available until expended, shall be for payments under section 8003(f), $5,000,000 shall be for construction under section 8007, and $17,500,000 shall be for Federal property payments under section 8002.

SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by titles IV–A–1, V–A, VI, IX, X and XIII of the Elementary and Secondary Education Act of 1965; the Stewart B. McKinney Homeless Assistance Act; and the Civil Rights Act of 1964; $1,235,383,000 of which $1,071,495,000 shall become available on July 1, 1997, and remain available through September 30, 1998: *Provided,* That of the amount appropriated, $606,517,000 shall be for innovative education program strategies State grants under title VI–A: *Provided further,* That the percentage of the funds appropriated under this heading for innovative education program strategies State grants that are allocated to any State or territory shall not be less than the percentage allocated to such State or territory from the total of the funds appropriated in appropriation laws for fiscal year 1996 for the combined totals of such grants plus Eisenhower professional development State grants, foreign language assistance grants, and the star schools program.

BILINGUAL AND IMMIGRANT EDUCATION

For carrying out, to the extent not otherwise provided, bilingual and immigrant education activities authorized by parts A and C of title VII of the Elementary and Secondary Education Act, without regard to section 7103(b), $167,190,000, of which $50,000,000 shall be for immigrant education programs authorized by part C: *Provided,* That State educational agencies may use all, or any part of, their part C allocation for competitive grants to local educational agencies: *Provided further,* That the Department of Education should only support instructional programs which ensure that students completely master English in a timely fashion (a period of three to five years) while meeting rigorous achievement standards in the academic content areas.

SPECIAL EDUCATION

For carrying out the Individuals with Disabilities Education Act (except part I), $3,246,315,000, of which $3,000,000,000 shall become available for obligation on July 1, 1997, and shall remain available through September 30, 1998.

REHABILITATION SERVICES AND DISABILITY RESEARCH

For carrying out, to the extent not otherwise provided, the Rehabilitation Act of 1973, the Technology-Related Assistance for Individuals with Disabilities Act, and the Helen Keller National Center Act, as amended, $2,509,447,000.

SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES

AMERICAN PRINTING HOUSE FOR THE BLIND

For carrying out the Act of March 3, 1879, as amended (20 U.S.C. 101 et seq.), $6,680,000.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

For the National Technical Institute for the Deaf under titles I and II of the Education of the Deaf Act of 1986 (20 U.S.C. 4301 et seq.), $43,041,000: *Provided,* That from the amount available, the Institute may at its discretion use funds for the endowment program as authorized under section 207.

GALLAUDET UNIVERSITY

For the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, and the partial support of Gallaudet University under titles I and II of the Education of the Deaf Act of 1986 (20 U.S.C. 4301 et seq.), $79,182,000: *Provided,* That from the amount available, the University may at its discretion use funds for the endowment program as authorized under section 207.

VOCATIONAL AND ADULT EDUCATION

For carrying out, to the extent not otherwise provided, the Carl D. Perkins Vocational and Applied Technology Education Act and the Adult Education Act, $1,329,669,000, of which $1,326,750,000 shall become available on July 1, 1997 and shall remain available through September 30, 1998: *Provided,* That no funds shall be awarded to a State Council under section 112(f) of the Carl D. Perkins Vocational and Applied Technology Education Act, and no State shall be required to operate such a Council.

STUDENT FINANCIAL ASSISTANCE

For carrying out subparts 1 and 3 of part A, part C and part E of title IV of the Higher Education Act of 1965, as amended, $6,630,407,000, which shall remain available through September 30, 1998.

The maximum Pell Grant for which a student shall be eligible during award year 1997–1998 shall be $2,500: *Provided,* That notwithstanding section 401(g) of the Act, if the Secretary determines, prior to publication of the payment schedule for such award year, that the amount included within this appropriation for Pell Grant awards in such award year, and any funds available from the fiscal year 1996 appropriation for Pell Grant awards, are insufficient to satisfy fully all such awards for which students are eligible, as calculated under section 401(b) of the Act, the amount paid for each such award shall be reduced by either a fixed or variable percentage, or by a fixed dollar amount, as determined in accordance with a schedule of reductions established by the Secretary for this purpose.

FEDERAL FAMILY EDUCATION LOAN PROGRAM ACCOUNT

For Federal administrative expenses to carry out guaranteed student loans authorized by title IV, part B, of the Higher Education Act, as amended, $29,977,000.

HIGHER EDUCATION

For carrying out, to the extent not otherwise provided, parts A and B of title III, without regard to section 360(a)(1)(B)(ii), titles IV, V, VI, VII, and IX, part A and subpart 1 of part B of title X, and title XI of the Higher Education Act of 1965, as amended, and the Mutual Educational and Cultural Exchange Act of 1961; $829,497,000, of which $15,673,000 for interest subsidies under title VII of the Higher Education Act, as amended, shall remain available until expended: *Provided,* That funds available for part D of title IX of the Higher Education Act shall be available to fund noncompeting continuation awards for academic year 1997–1998 for fellowships awarded originally under parts B and C of title IX of said Act, under the terms and conditions of parts B and C, respectively.

HOWARD UNIVERSITY

For partial support of Howard University (20 U.S.C. 121 et seq.), $187,348,000: *Provided,* That from the amount available, the University may at its discretion use funds for the endowment program as authorized under the Howard University Endowment Act (Public Law 98–480).

HIGHER EDUCATION FACILITIES LOANS

The Secretary is hereby authorized to make such expenditures, within the limits of funds available under this heading and in accord with law, and to make such contracts and commitments without regard to fiscal year limitation, as provided by section 104 of the Government Corporation Control Act (31 U.S.C. 9104), as may be necessary in carrying out the program for the current fiscal year.

COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS PROGRAM

For administrative expenses to carry out the existing direct loan program of college housing and academic facilities loans entered into pursuant to title VII, part C, of the Higher Education Act, as amended, $698,000.

COLLEGE HOUSING LOANS

Pursuant to title VII, part C of the Higher Education Act, as amended, for necessary expenses of the college housing loans program, the Secretary shall make expenditures and enter into contracts without regard to fiscal year limitation using loan repayments and other resources available to this account. Any unobligated balances becoming available from fixed fees paid into this account pursuant to 12 U.S.C. 1749d, relating to payment of costs for inspections and site visits, shall be available for the operating expenses of this account.

HISTORICALLY BLACK COLLEGE AND UNIVERSITY CAPITAL FINANCING, PROGRAM ACCOUNT

The total amount of bonds insured pursuant to section 724 of title VII, part B of the Higher Education Act shall not exceed $357,000,000, and the cost, as defined in section 502 of the Congressional Budget Act of 1974, of such bonds shall not exceed zero.

For administrative expenses to carry out the Historically Black College and University Capital Financing Program entered into pursuant to title VII, part B of the Higher Education Act, as amended, $104,000.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

For carrying out activities authorized by the Educational Research, Development, Dissemination, and Improvement Act of 1994; the National Education Statistics Act of 1994; section 2102(c)(11), sections 3136 and 3141, parts A, B, and section 10601 of title X, and part C of title XIII of the Elementary and Secondary Education Act of 1965, as amended, and title VI of Public Law 103–227, $319,264,000: *Provided,* That $48,000,000 shall be for sections 3136 and 3141 of the Elementary and Secondary Education Act: *Provided further,* That none of the funds appropriated in this paragraph may be obligated or expended for the Goals 2000 Community Partnerships Program.

LIBRARIES

For carrying out, to the extent not otherwise provided, titles I, III, and IV of the Library Services and Construction Act, and title II–B of the Higher Education Act, $108,000,000, of which $2,500,000 shall be for section 222 and $1,000,000 shall be for section 223 of the Higher Education Act.

DEPARTMENTAL MANAGEMENT

PROGRAM ADMINISTRATION

For carrying out, to the extent not otherwise provided, the Department of Education Organization Act, including rental of conference rooms in the District of Columbia and hire of two passenger motor vehicles, $320,152,000.

OFFICE FOR CIVIL RIGHTS

For expenses necessary for the Office for Civil Rights, as authorized by section 203 of the Department of Education Organization Act, $54,171,000.

OFFICE OF THE INSPECTOR GENERAL

For expenses necessary for the Office of the Inspector General, as authorized by section 212 of the Department of Education Organization Act, $27,143,000, together with any funds, to remain available until expended, that represent the equitable share from the forfeiture of property in investigations in which the Office of Inspector General participated, and which are transferred to the

Office of the Inspector General by the Department of Justice, the Department of the Treasury, or the United States Postal Service.

GENERAL PROVISIONS

SEC. 301. No funds appropriated in this Act may be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system.

SEC. 302. None of the funds contained in this Act shall be used to require, directly or indirectly, the transportation of any student to a school other than the school which is nearest the student's home, except for a student requiring special education, to the school offering such special education, in order to comply with title VI of the Civil Rights Act of 1964. For the purpose of this section an indirect requirement of transportation of students includes the transportation of students to carry out a plan involving the reorganization of the grade structure of schools, the pairing of schools, or the clustering of schools, or any combination of grade restructuring, pairing or clustering. The prohibition described in this section does not include the establishment of magnet schools.

SEC. 303. No funds appropriated under this Act may be used to prevent the implementation of programs of voluntary prayer and meditation in the public schools.

SEC. 304. Notwithstanding any other provision of law, funds available under section 458 of the Higher Education Act shall not exceed $420,000,000 for fiscal year 1997. The Department of Education shall use at least $134,000,000 for payment of administrative cost allowances owed to guaranty agencies for fiscal years 1996 and 1997. The Department of Education shall pay administrative cost allowances to guaranty agencies, to be paid quarterly. Receipt of such funds and uses of such funds by guaranty agencies shall be in accordance with section 428(f) of the Higher Education Act.

Notwithstanding section 458 of the Higher Education Act, the Secretary may not use funds available under that section or any other section for subsequent fiscal years for administrative expenses of the William D. Ford Direct Loan Program. The Secretary may not require the return of guaranty agency reserve funds during fiscal year 1997, except after consultation with both the Chairmen and ranking members of the House Economic and Educational Opportunities Committee and the Senate Labor and Human Resources Committee. Any reserve funds recovered by the Secretary shall be returned to the Treasury of the United States for purposes of reducing the Federal deficit.

No funds available to the Secretary may be used for (1) the hiring of advertising agencies or other third parties to provide advertising services for student loan programs, or (2) payment of administrative fees relating to the William D. Ford Direct Loan Program to institutions of higher education.

SEC. 305. None of the funds appropriated in this Act may be obligated or expended to carry out sections 727, 932, and 1002 of the Higher Education Act of 1965, and section 621(b) of Public Law 101–589.

(TRANSFER OF FUNDS)

SEC. 306. Not to exceed 1 percent of any discretionary funds (pursuant to the Balanced Budget and Emergency Deficit Control Act, as amended) which are appropriated for the current fiscal year for the Department of Education in this Act may be transferred between appropriations, but no such appropriation shall be increased by more than 3 percent by any such transfer: *Provided*, That the Appropriations Committees of both Houses of Congress are notified at least fifteen days in advance of any transfer.

This title may be cited as the ''Department of Education Appropriations Act, 1997''.

Mr. PORTER (during the reading). Mr. Chairman, I ask unanimous consent that the remainder of title III be considered as read, printed in the RECORD, and open to amendment at any point.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

AMENDMENT OFFERED BY MR. PORTER

Mr. PORTER. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. PORTER: Page 69, after line 23, insert the following:

SEC. 307. (a) Section 8003(f)(3)(A)(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7703(f)(3)(A)(i)) is amended—

(1) in the matter preceding subclause (I), by striking ''The Secretary'' and all that follows through ''greater of—'' and inserting the following: ''The Secretary, in conjunction with the local educational agency, shall first determine each of the following:'';

(2) in each of subclauses (I) through (III), by striking ''the average'' each place it appears the first time in each such subclause and inserting ''The average'';

(3) in subclause (I), by striking the semicolon and inserting a period;

(4) in subclause (II), by striking ''; or'' and inserting a period; and

(5) by adding at the end the following: ''The local educational agency shall select one of the amounts determined under subclause (I), (II), or (III) for purposes of the remaining computations under this subparagraph.''.

(b) The amendments made by subsection (a) shall apply with respect to fiscal years beginning with fiscal year 1995.

Mr. PORTER. Mr. Chairman, this is a noncontroversial amendment. I understand that both sides on the authorization committee have agreed to it, as well as the gentleman from Wisconsin [Mr. OBEY] on our subcommittee. It has been scored by CBO as having no cost.

The amendment is a technical amendment to the impact aid law regarding payments for heavily impacted districts. Payments to these school districts have been made in the past on the basis of one of three formulas.

Mr. OBEY. Mr. Chairman, will the gentleman yield?

Mr. PORTER. I yield to the gentleman from Wisconsin.

Mr. OBEY. Mr. Chairman, to save time, let me simply say we accept the amendment on this side of the aisle.

□ 1545

The CHAIRMAN. The question is on the amendment offered by the gentleman from Illinois [Mr. PORTER].

The amendment was agreed to.

AMENDMENT OFFERED BY MR. OBEY

Mr. OBEY. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. OBEY: After title III of the bill, insert the following new title:

''TITLE III–A—EDUCATION AND TRAINING PROGRAM INCREASES

ADDITIONAL AMOUNTS FOR EDUCATION AND TRAINING PROGRAMS

The amount provided in title I for ''Employment and Training Administration-Training and employment services'' is increased, the portion of such amount for ''Employment and Training Administration-Training and employment services'' that is specified under such heading to be available for the period July 1, 1997 through June 30, 1998 is increased, the amount provided in title II for ''Administration for Children and Families—Children and families services programs'' is increased, the amount provided in title III for ''Education reform'' (including for activities authorized by titles III and IV of the Goals 2000: Educate America Act) is increased, the amount provided in title III for ''Education for the disadvantaged'' is increased, the portion of such amount for ''Education for the disadvantaged'' that is specified under such heading to be available for the period July 1, 1997 through September 30, 1998 is reduced, the portion of such amount for ''Education for the disadvantaged'' that is specified under such heading to be available for the period October 1, 1997 through September 30, 1998 is increased, the amount provided in Title III for ''School improvement programs'' (including for school improvement activities authorized by titles II–B and IV–A–2 of the Elementary and Secondary Education Act of 1965) is increased, the portion of such amount for ''School improvement programs'' that is specified under such heading to be available for the period July 1, 1997 through September 30, 1998 is increased, the amount provided in title III for ''Student financial assistance'' is increased, by $125,000,000, $125,000,000, $70,000,000, $250,000,000, $450,000,000, $1,000,000,000, $1,450,000,000, $258,000,000, $233,000,000, and $93,000,000, respectively.

Mr. OBEY (during the reading). Mr. Chairman, I ask unanimous consent that the amendment be considered as read and printed in the RECORD.

Mr. PORTER. Mr. Chairman, I reserve a point of order on the gentleman's amendment.

The CHAIRMAN. A point of order is reserved.

Is there objection to the request of the gentleman from Wisconsin?

There was no objection.

Mr. OBEY. Mr. Chairman, last year this committee funded the coming school year by providing funding for a combination of both fiscal years 1996 and 1997 by moving a portion of the funding for title I from 1996 into fiscal year 1997.

This year the committee has done the same thing for the following school year, which means the school districts will get one check in July and another in October. We in this amendment simply propose to do the same thing. We propose to increase the portion of that funding that goes out with the October check, which enables us to increase education funding for a number of programs.

The new result is that this amendment would increase funding for education and training programs by $1,246,000,000 over the same period of time, which is being considered in this bill.

Title I, overall, would be increased by $450 million; dislocated workers would

be increased by $100 million. That would enable us to provide one-half of the President's request for an increase so that 50,000 additional workers who lose their jobs because of the impact of foreign imports can get help to be retrained.

For Head Start, it enables us to add $70 million to maintain the same number of kids who were funded last year. For Goals 2000, which was begun by President Bush, and President Clinton was then Governor, and which was strongly supported by Governor Clinton, representing all of the Nation's governors at that time, Goals 2000 has been zeroed out by the committee. We would restore $250 million of that funding. That still leaves us $240 million short of the President's request.

For safe and drug-free schools, we would add $25 million. That would bring us back up to the 1996 funding level. For Eisenhower teacher training, we add $233 million. The committee has zeroed this money out. That still leaves us $42 million or 15 percent below 1996, even if you accept the added numbers in our bill. That would enable 286,000 math and science teachers to receive upgraded training under this proposal.

On handicapped education, we just had the gentleman from Pennsylvania [Mr. GOODLING] come to the floor and ask us to add $300 million for handicapped education by taking it out of NIH. The House rejected that amendment.

We would have asked that $100 million of that $300 million increase be provided. This is one-third of the increase asked for by the President, only we would not cut the National Institutes of Health in order to do it. We would do it by following the same procedure that this committee provided by way of title I funding.

This would enable us to begin to respond to the fact that the Federal Government has reneged on its responsibilities to local school districts for a long time to pay more fair share for the education of handicapped children.

For Perkins loans, we add $93 million, which would bring it back up to the 1996 level. The committee had limited Perkins loans. For summer youth, we add $25 million. Under the committee bill, 79,000 fewer children will be provided with summer jobs. With this addition, we would be able to meet the needs of approximately one-fourth of those children, still, a very small addition but one which we think is amply justified.

This, in my view, is the primary amendment to this bill. This amendment more than any other defines the differences between the two parties in terms of our priorities. We believe that a Congress which can afford to add $11 billion above the President's budget for Pentagon spending, a Congress which has tried to provide twice as many B–2 bombers as the Pentagon asked for, we believe that, if a Congress decides it is OK to do that, it certainly ought to be OK to try to restore some of the reductions that have been made in real dollar terms and in nominal dollar terms in the committee bill.

The CHAIRMAN. The time of the gentleman from Wisconsin [Mr. OBEY] has expired.

(By unanimous consent, Mr. OBEY was allowed to proceed for 3 additional minutes.)

Mr. OBEY. Mr. Chairman, without this amendment, this committee bill is the first step in a 6-year process that will reduce the investment that we make in our kids by 20 percent in real dollar terms. I do not think, and I do not think that the country thinks, that this is the way to prepare for the 21st century.

The children we are sending into the world of work today are going to have to be better prepared, better educated, better trained than any kids in the history of this country, if they want to get decent-paying jobs and provide a decent standard of living for their families. They do not do that, they are not going to be in a position to do that if we short-sheet this bill, if we short-sheet our ability to help the kids who are most difficult to educate in this country to get ahead.

This amendment, I apologize for the fact that it is so small because, even after this amendment, it still leaves us some $5 billion below the funding level for education and training that was contained in the bipartisan coalition bill on the budget just a couple of months ago. It is the very, very, very least that we should do to provide adequate education for our young people. It is far less than we can afford to do, but it is at least a nominal step forward from the committee bill.

I strongly urge passage of the amendment.

The CHAIRMAN. Does the gentleman from Illinois [Mr. PORTER] insist on his point of order?

Mr. PORTER. Mr. Chairman, I do not press my point of order, no.

The CHAIRMAN. The gentleman withdraws his reservation of a point of order.

Mr. PORTER. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I would like to ask the gentleman from Wisconsin if he could explain to the House how much total money would be added under his amendment and from where he would derive the funding.

Mr. OBEY. Mr. Chairman, will the gentleman yield?

Mr. PORTER. I yield to the gentleman from Wisconsin.

Mr. OBEY. Mr. Chairman, as I said earlier, we are adding $1.246 billion to the bill.

Mr. PORTER. And where is the gentleman deriving that from?

Mr. OBEY. Mr. Chairman, we are adding that by moving, just as the committee bill did on title I, we are moving a significant amount of money from title I expended in this year, moving it to the October payment, must as the committee has provided for an October payment, and that gives us ample room to provide the additions that I described.

Mr. PORTER. Mr. Chairman, first of all, let me say that we have been working with the minority all last night and all today, and we have never seen this gentleman's amendment. We knew nothing about the fact that it was going to be offered until it was offered. We did not have a copy, if I could have the attention of the gentleman from Wisconsin, we did not have a copy of the amendment prior to its being offered.

The gentleman and I both exchanged concern about not being informed of other Members' amendments just a moment ago, and this suddenly comes out without any prior notice to the majority that it was going to be offered.

I have to say, I am incredibly surprised by that.

Mr. OBEY. Mr. Chairman, if the gentleman will continue to yield, I am, too.

I must say two things. First of all, this is not the only thing that has come out with considerable surprise to Members of this House today, as Members will find out in days to come. And I would certainly say that I apologize for the fact that we did not make the gentleman aware of this amendment. We have been perfecting it up until the very moment, literally, that we offered it. And as the gentleman knows, because of the great difficulty in making certain that it was in order parliamentarily, we had to keep making adjustments until we could get it in shape to offer it.

Mr. PORTER. May I ask the gentleman if I can expect anymore surprises this evening or tomorrow?

Mr. OBEY. Mr. Chairman, none that I know of. Again, I would apologize to the gentleman for not getting it to him. I literally had still been working with the staff on this into the hours this afternoon trying to perfect it so we could, in fact, offer it and have it be made in order.

Mr. PORTER. Mr. Chairman, reclaiming my time, I will simply address the substance of the amendment.

Would we like to put in more money in Head Start or in special ed or in dislocated workers? Of course. What this amendment does is simply borrow from next year's 602(b) allocation $1.3 billion and make the same mistake that we were forced to make in the 1996 fiscal year final product, when the President absolutely insisted before he would sign the bill on additional spending that was not within our allocation. And it is a gimmick that no Congress should ever have engaged in and we should not have engaged in last year but had to in order to get the bill signed. I would oppose it on that ground alone.

It is simply a budgetary gimmick to take from next year and spend this year. It is going to have to be paid for sometime.

If I can say to the gentleman, once again, and say it as emphatically as I possibly can, while I realize that we are never going to be able to balance the budget by cutting discretionary spending and that we must address the rise in entitlement programs and we should not cut taxes, I would add to that as well, and I am not always happy with the allocations in function, but let me say to the gentleman, we have a job to do here and that is to get spending under control. And simply to try and squeeze it out of next year is adding more to the deficit ultimately, asking our children and grandchildren to pay the bills for spending that occurs right now.

I do not want to be any part of that.

Mr. OBEY. Mr. Chairman, if the gentleman will continue to yield, let me say that this may be a gimmick but this is a gimmick which the gentleman's own bill has engaged in to the tune of $1,298,000,000.

Mr. PORTER. Mr. Chairman, reclaiming my time from the gentleman, that gimmick was forced by the White House in order to get a signable bill and was not something that we engaged in. They wanted to put in more spending than we could possibly afford.

Mr. KILDEE. Mr. Chairman, I move to strike the requisite number of words.

Mr. Chairman, I rise in support of the Obey amendment. Unless we adopt the Obey amendment, this bill reduces our commitment to education by an additional $400 million below last year's cut of over $1 billion. Mr. Chairman, there are a host of reasons for supporting the Obey amendment. Let me mention just a few.

First, education cuts will hinder our efforts to improve the overall productivity of our economy. The National Center on Education and Quality of the Work Force estimates that each 10 percent increase in education results in an 8.6 percent increase in productivity and that increasing education improves productivity more than increasing capital or increasing hours. In other words, making investments in education benefits the entire Nation.

□ 1600

As my colleagues know, one can transfer capital around the world, fluid capital, instantaneously; machinery in a matter of days. One can transfer capital anywhere. What gives us the cutting edge in competition in the global economy is education and training.

Second, we expect, Mr. Chairman, significant new enrollments in schools across the country in the next few years. In my own State of Michigan alone there will be 29,000 new enrollments by next year. Schools in my State will need to hire an additional 1,700 teachers. We should not be turning our back on local communities when their needs are increasing, and that is exactly what we will be doing if we do not adopt the Obey amendment.

Do not forget that in the last appropriations bill we cut education funding by over $1 billion.

Now my colleagues will hear today that this budget merely freezes last year's funding levels. That is not true. It cuts $400 million below last year's levels, but even so, freezing a billion-dollar cut is not something to be proud of.

I think it is very unfortunate that in this bill once again the Republican leadership, bowing to pressure from outside, has endorsed the elimination of Goals 2000. I would like to quote one of our witnesses before our committee this year commenting on Goals 2000. That was James Burge, vice president of Motorola. He said ''The business community has been supportive of bipartisan legislation to encourage education reform in the States, beginning with Presidents Bush's America 2000 proposal through President Clinton's Goals 2000 proposal.'' This was a bipartisan concept, Goals 2000. There is only one reason for eliminating this proposal: political posturing and pressure from certain extreme groups in the outside.

Goals 2000 is the most voluntary program we have. It is the simplest program, a 1-page application. Forty-eight States are participating in it. The Governor of Texas, the son of President Bush who started this concept, has endorsed and embraced Goals 2000, and why again are we insisting that those 48 States who have embraced Goals 2000, that they are wrong and we are going to pull the rug out from under them?

States are beginning to see some real improvements in their achievement levels under Goals 2000. Real, sustainable progress is being made because of Goals 2000. Goals 2000 had its roots with the Governors, was picked up by President Bush. Lamar Alexander frequently visited my office for several months pushing Goals 2000, although he denounced it during his primary election for President.

This is no time to pull that rug out. To my colleagues on the other side of the aisle who through the years have been supporters of education, I am convinced that the Obey amendment is the most important education vote we can cast. This will assure that the Federal Government will keep its support of education. Education is a local function. We want it to be a local function. It is a State responsibility, a very important State responsibility, but it is a very, very important Federal concern, and to help these States with voluntary programs to improve their educational standards, their delivery system, is something that reflects that Federal concern.

I urge support for the Obey amendment.

Mr. PORTER. Mr. Chairman, I ask unanimous consent that all debate on this amendment and all amendments thereto be limited to 80 minutes divided, 40 minutes to the gentleman form Wisconsin [Mr. OBEY] and 40 minutes to myself.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

Mr. OBEY. Mr. Chairman, I yield 6 minutes to the distinguished gentleman from Maryland [Mr. HOYER].

Mr. HOYER. Mr. Chairman, I thank the gentleman for yielding this time to me, and I rise in very strong support of this amendment.

Earlier in this debate today I quoted from ''A Nation at Risk,'' issued in 1983 by the Reagan Department of Education. In that report they said this:

> History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm. We live among determined, well-educated and strongly motivated competitors. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer.

That is what this amendment is about.

I voted for a budget which balanced the budget by 2002. It cut $137 billion more from the debt that will be incurred over the next 6 years, and it provided for $45 billion more for education than the Republican alternative.

My colleagues, this amendment adds $1 billion to education in 1997 far short of the additional $6 billion in the Coalition budget.

The gentleman from Wisconsin [Mr. OBEY] mentioned a little earlier that there will be, over these years for which we budget, 3,410,000 additional students in our schools. Next year, there will be more students in America's schools than at any time before in history.

The gentleman from Florida [Mr. MICA] and I had a debate about adding $20 million to title I. He said that was important, to put money on the ground in schools for kids that needed help. The gentleman from Florida ought to be very enthusiastic about this amendment, and I presume he will vote for it.

The gentleman from Georgia [Mr. DEAL] offered an amendment to cut management and add $1 million to title I. That would not be noticed, of course, by the State of Georgia or any other State when we spread that among the school districts of this country. This amendment gives the gentleman from Georgia the opportunity to add $450 million to title I. Now, that is an important thing to do because what the chairman's bill does without this amendment is to take down the number of students that will be served in 1997 from the 6.8 million who receive them today to 6.6 million next year. That is 200,000 students that will not be served.

This amendment will add next year an additional 150,000 students over those provided for in the bill. Why is that important? Because under title I today, my colleagues, we serve only 53 percent of those students who are eligible. What does title I try to do? It tries

to take those students who are educationally and economically and culturally deprived and tries to make sure that they will be able to be participants in growing our economy and increasing the quality of our society.

This is not a esoteric or intellectual interest. This is a real interest for my children and the children of families across America.

This is a families first, children first amendment. That is why this amendment should be improved. If we do not pass this amendment, and we support the chairman's bill—and I might say the chairman was constrained by the 602(b), that is to say, the money he had available—we will cut from 53 percent of the young people served to 42 percent. That is 11-percent fewer children served in America in programs that the Reagan administration supported, the Bush administration supported, and the Clinton administration supported, to lift kids up, to educate them and make them full participants in our society.

Furthermore, this amendment adds $70 million to Head Start to serve 15,000 additional children, 15,000 additional children. We talk a lot about being concerned about one life, the ability to make one life better, more able to understand and to participate in and be advantaged by education. One life. This is 15,000 additional children and additional families, additional moms who want to see their children have a seat in Head Start, not to hear, ''No, there is no more room.''

This amendment also adds $250 million, as the gentleman from Michigan indicated, to Goals 2000 to provide for better quality education in America.

My colleagues, this was called a gimmick by the chairman of our committee. Let me point out that the Committee on the Budget has interposed no objection to this process.

Let me repeat to my colleagues, the Committee on the Budget has interposed no objection to this policy. As a result, my colleagues in this House, we are giving an opportunity to raise an additional billion dollars for educating kids to help families in America, which is what we all say we want to do. And we do that consistent with what the Committee on the Budget has approved within the framework of our numbers.

Mr. Chairman, I hope when the role is called on this amendment, my colleagues will vote ''yes'' for children, ''yes'' for families, ''yes'' for America.

Mr. PORTER. Mr. Chairman, I yield myself 2 minutes.

Let me further comment for a moment on the procedure here.

First of all, it was our understanding before the Committee on Rules that the reason the gentleman from Wisconsin asked for additional time for general debate, and there was 2 hours allotted, was that we would not be seeing this generic type of Democrat priority amendment again. We had seen it in our subcommittee, and we had seen it in the full committee, in part, and it was our understanding it would not be offered.

Beyond that, it is being offered without any notice, without any chance for us to analyze whether it is different than previously offered or not, and I would say to the Members of the House that this is the Democrat wish list for funding for education that is not supported by anything except additional borrowing of money. It is part of the problem and not part of the solution, and I believe very strongly it is irresponsible in the extreme and in further forwarding funding where we have forward funded in the past in response to the President's demands that we spend more money than we have. And I would simply say the Members ought to reject this kind of approach out of hand. It is exactly what the problem is in Washington and the kind of problem that we are trying to solve by getting our budget into balance and not pull these kinds of gimmicks in funding in order to say that we are for this group or that spending or the like. I think it is the height of irresponsibility.

Mr. Chairman, I yield such time as he may consume to the gentleman from Louisiana [Mr. LIVINGSTON], the chairman of the full committee.

(Mr. LIVINGSTON asked and was given permission to revise and extend his remarks.)

Mr. LIVINGSTON. Mr. Chairman, I appreciate the gentleman from Ilinois [Mr. PORTER] yielding me as much time as I might consume, but I ask the Chair to advise me when I have consumed 4 minutes.

Mr. Chairman, this is a cute way to avoid the Budget Act and appear as if we are throwing money at education and saying the children need education dollars. The fact is, if we look at President Clinton's own budget, we see that in 1996 the total amount of funding that there is available for education, training, and employment and social services is about $39 billion, and it goes up in his budget substantially over the years to almost where it peaks at about $46 billion, and then by his own figures it starts to go down substantially in his plan to balance the budget.

Now, the President has said of course he wants to balance the budget. Ironically, his cuts do not really ever get anywhere until after the next term of office. I would not have any idea why that is, but we would assume that again it is typical liberal mentality and that we will worry about the real problems mañana; not this term, or even the next term of course, but the term after.

□ 1615

That shows though that even he talks about the need to cut back. That is not in keeping with the sentiment of this particular amendment, which throws money that we do not have at education.

Where does it really go? Does it go to the child? No, of course it does not go to the child. The current Washington bureaucracy in the Department of Education involves the Office of the General Counsel, Inspector General, Secretary of Education, the Deputy Secretary, Under Secretary of Education, Office of Public Affairs, Executive Management Committee, Reinvention Coordinating Council, Budget Services, Planning Evaluation Services, Office of Legislation and Congressional Affairs, Intergovernmental Agencies, Interagency Affairs, Secretary of Education, Office of Elementary, Secondary, and Post-secondary Education, et cetera, et cetera, et cetera.

The money goes to the Washington bureaucracy. Even if this amendment were adopted, the money go to the bureaucracy, which the gentleman from Wisconsin [Mr. OBEY] who has just preceded me in the well would hope to perpetuate because these are his constituents anyway.

Mr. Chairman, the point I want to make is under this bill, money for education goes up, money for student loans goes up. This is the projection from 1995 to the year 2000. Every year the estimated annual student loan volume and the cost goes up. The average student loan amount increases from $3,600 in 1995 to $4,300 in the year 2000. The maximum Pell grant, the overall student aid, the TRIO Program, the work study programs, all go up between fiscal year 1996 and fiscal year 1997.

Head Start, which has gone up 132 percent since 1990, is held even in fiscal year 1997. Title I, where in the last 7 years alone there has been an increase of 40-percent in title I grants to the States, it is being held even; again, a 40-percent increase over just what was spent in 1990. It goes on and on and on.

Look, there is never any end to the pleas for more money to help the children who need to be educated. The Federal Government only handles 5 percent of the total education dollars, and most of the money, 95 percent of the money spent on education for elementary and post-secondary education or secondary education, comes directly from the States and local governments. But, they never have enough money to spend.

The fact is, even if they took the money and spent it, it would go to the bureaucracy and not to the children. Where does the money come from? It comes from the American taxpayer, and increasingly, since World War II, the average American taxpaying family has contributed back then 5 percent of its annual income to Washington, DC and the Federal Government, and today, 25 percent of its annual income to Washington, DC, so the people who take their money can go back and get reelected every 2 years by saying, look what we have done for you with your cash. Even then, they have taken more and more and more over the last 50 years, and that is still not enough, because they have spent even more and even more and even more.

In 1980 they were spending $100 billion more than they were receiving in

revenues. By 1990 they were spending $300 billion more than they received. This year, even though we are spending $1.6 trillion in the Federal budget, it is still not enough, and we are spending $150 billion more than we collect.

As a result, all those accumulated deficits mean that we now have a national debt of $5.1 trillion, $20,000 for every man, woman, and child in America, and we are paying interest on that debt, the interest of which is soon to exceed what we spend on the defense of this Nation in a single year.

The first dollar that we spend in the Federal payroll goes to interest, not to defend America, but to interest on the debt. And yet they say spending is not enough. They want to drive this country into bankruptcy in order to get reelected. It is time we stopped it. Reject this amendment.

Mr. OBEY. Mr. Chairman, I yield myself 2 minutes.

Mr. Chairman, whatever amendments Democrats offer to try to help people, we get the same response from the Republican side of the aisle: ''It is all going to the bureaucracy.'' Let me tell the Members where the money is going. We are trying to provide help for 15,000 more kids for Head Start, so we do not have to reduce the number by 15,000 this year from last year. The last time I looked, first-graders were not bureaucrats, they were kids who needed help.

We provide help for 450,000 kids under title I. Those are not bureaucrats, those are first- and second- and third-graders. We provide $250 million for school improvement. That goes to schools. It goes to neighborhood schools. We provide $233 million to restore the teacher training that they wiped out in the bill. That is 186,000 math and science teachers that will get the training they otherwise would not get. We restore $25 million for safe- and drug-free schools, not bureaucrats. I wish it could be $125 million. We restore $25 million to help 17,000 kids, not bureaucrats, get summer jobs. We restore $93 million in order to help 96,000 students, not bureaucrats.

We provide $150 million so 50,000 American workers who have lost their jobs because of trade can get help to get retrained. So do not give me this baloney about money going to bureaucrats. This money goes to workers, it goes to kids, it goes to neighborhood schools, it goes to working families. This is the bill above all others that is supposed to help kids and working families get ahead. Give me a break. Quit giving us that same old song.

Mr. OBEY. Mr. Chairman, I yield 4 minutes to the distinguished gentleman from Ohio [Mr. STOKES], a member of the subcommittee.

Mr. STOKES. Mr. Chairman, I thank the distinguished ranking member of the subcommittee for yielding time to me.

Mr. Chairman, I rise in strong support of the education and training amendment offered by Mr. OBEY of Wisconsin, The amendment overturns this bill's devastating funding shortfall in worker assistance and summer jobs, Head Start, support to local schools, and student aid. The $100 million increase in dislocated worker training means that 50 thousand additional, for a total over 600 thousand, workers would receive the critical training and related services they need to successfully re-enter the workforce. One might ask, just who are these people? Well, let me give you a basic snapshot: 54 percent are male; 73 percent are in the prime of their working career aged 30 to 54; 79 percent are white; 21 percent are minorities; over 40 percent have post high school education; and 17 percent are veterans. These are people, who in good times, have carried the weight of this country on their backs, and will resume doing so when they return to the work force. However, for now, as a result of some form of downsizing, they have been forced out of their jobs. These hard working people do not want a hand out, they just need a temporary helping hand. They deserve that much from their country.

The $25 million increase for summer jobs means that over 15,000 additional summer jobs can be supported. While this is an improvement to the bill, the number of summer jobs supported is still 65,000 fewer than the number currently supported, which is 521,000. The Summer Jobs Program is absolutely critical to furthering the development of the Nation's disadvantaged youth. As I am sure each of us knows, disadvantaged children from all backgrounds whether they are African-American, Hispanic, Native-American, or White—just do not have access to the critical linkages to the work force that they need. The Summer Jobs Program provides that ''critical link'' and marks disadvantaged youth's first step toward learning work ethics and gaining real work experience.

In fact, the unemployment rate among all teens almost triples that of the overall unemployment rate. For African-American teens, the rate of unemployment is more than five times that of the overall rate. The potential costs to society from not adequately developing and nurturing its disadvantaged youth is too costly to ignore. It is for these reasons that the President's fiscal year 1997 budget request includes $871 million to support 574,000 summer jobs. This Nation's investment in summer jobs pays for itself.

With respect to education, the Obey amendment provides for children's safety and academic achievement. By adding $25 million for safe and drug-free schools, children's safety in the classroom is much improved. These funds are absolutely critical in providing the over 40 million children served by the program a crime and violence-free classroom in which to learn. Schools use these funds to support conflict mediation, latchkey programs, substance abuse prevention, and violence prevention initiatives including counseling and support groups for at-risk students. The availability of resources to improve classroom safety have encouraged students, parents, and teachers to get involved in managing their schools. And, equally important, it has encouraged parents to get involved in managing their children's education. As a result, some of the schools are experiencing improvements in academic achievement and attendance. Also, dropout rates and suspensions are going down.

The $70 million increase for Head Start will make available 15,000 additional slots. Less than half of the estimated 2 million children who are currently eligible for Head Start are being served.

The restoration of funding, $250 million, for the Goals 2000 Program which was eliminated by the bill, means 6,800 schools will have access to the resources they need to raise academic standards and to continue to help students meet them. In my own State, Ohio, Goals 2000 funds are being used to advance local school improvements designed to enhance student achievement in math and other subject areas where students are lacking in proficiency, to increase and strengthen parental, business and community involvement in education, and to support partnerships with other school districts, colleges, and universities.

The $450 million increase for title I means that 450,000 additional children, as compared to H.R. 3755, will now have access to the critical assistance they need in basic reading and math. Title I funds have made a positive difference in communities across the country allowing schools to focus on early intervention strategies to help prevent academic failure, to help close the gap between the lowest achieving children and other children, between high- and low-poverty schools, and to involve parents more centrally in the education of their children.

The amendment's restoration of $233 million in funding to the Eisenhower Professional Development Program, which was eliminated by the bill—means that an estimated 286,000 teachers and other educators would receive the training and development they need to teach core academic subjects.

The restoration of $93 million in funding to the Perkins loan program means that approximately 96,000 students will be provided the additional financial aid they desperately need at a time when the cost of college is up. Providing a maximum award of $4,000, the Perkins student aid program is critical to helping make college affordable for low-income and middle class families alike.

Mr. Chairman, I stand here on behalf of the Nation's children. Let's not abandon them and their families. Let's fix this bill. I urge you to vote ''yes'' on the Obey education and training amendment.

Mr. PORTER. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I want to try to put all this in perspective for people. The

total spending on primary and secondary education in this country is somewhere in the neighborhood of $280 billion. The Federal Government spends about $14 billion of that sum. That means about roughly 5 percent of the total. The cuts made last year between fiscal 1995, enacted in fiscal 1996, here in the Congress in education funding would amount to approximately three-quarters of 1 percent of the money spent on education.

So let me say, Mr. Chairman, to the gentleman on the other side of the aisle once again, he is saying the sky is falling, that we are doing terrible things to education, that we are short-changing the kids. Believe me, the gentleman is so, so far from the truth.

Let me say one other thing. If we follow the approach of this amendment, no appropriations subcommittee will ever be able to enforce the discipline of the Budget Act, or to live within their 602(b) allocations.

We will set ourselves on the course of borrowing from the next year ahead on and on in the most irresponsible way, and I would tell the Members that the gentleman from Maryland who just made his presentation, I believe I heard the same presentation four times now, and that may be very good propaganda, but I know it word for word. I think he would tell us if he were here that this is an irresponsible way to proceed, because I have heard him say it myself many, many times.

This is not serious legislation, Mr. Chairman, this is a propaganda game to see who can say they are spending the most and caring the most. It is irresponsible in the extreme.

Mr. RIGGS. Mr. Chairman, will the gentleman yield?

Mr. PORTER. I yield to the gentleman from California.

Mr. RIGGS. Mr. Chairman, I appreciate the chairman of the subcommittee yielding so I can make this simple point. As the gentleman knows, I am a member of the Subcommittee on Labor, Health and Human Services, and Education, and I, too, have sat through this very informative presentation by the gentleman from Maryland [Mr. HOYER] and the gentleman from Wisconsin [Mr. OBEY] during the course of both the subcommittee and full committee markups.

As the chairman will recall, on both occasions we asked the minority to tell us how much per pupil funding, per pupil expenditures for public education by State and local education agencies has increased over that same corresponding time period. We have yet to get an answer to that particular question.

Since everyone participating in this debate acknowledges that public education is chiefly the responsibility of State and local education agencies, I think that is a rather important piece of information that is currently lacking from the debate. I call again on the minority to tell us and the American people how much per pupil funding has increased for public education over the same time period, as used by their charts.

□ 1630

Mr. PORTER. I thank the gentleman from California.

Mr. Chairman, I inquire of the Chair how much time is remaining on each side.

The CHAIRMAN. The gentleman from Wisconsin [Mr. OBEY] has 28 minutes remaining, and the gentleman from Illinois [Mr. PORTER] has 29 minutes remaining.

Mr. PORTER. Mr. Chairman, I yield 6 minutes to the gentleman from Mississippi [Mr. WICKER], a member of our subcommittee.

Mr. WICKER. Mr. Chairman, I thank the chairman of my subcommittee for yielding me this time.

Mr. Chairman, this amendment is a budget-busting amendment, make no mistake about it. During general debate last night, I attempted to point out what an important and integral part of the balanced budget question this entire legislation is. We need to ask ourselves with regard to this amendment, are we going to be able to make the tough decisions to actually reduce the deficit and stay on a glide path toward a balanced budget by 2002?

To adopt the amendment that is before us would be to add another $1.3 million in spending that we cannot afford and that we cannot expend and stay on that path.

A second question that is a legitimate concern for Members of this body is, can we adequately fund education in the context of the bill that has been reported by the Committee on Appropriations? I would simply point out to my colleagues, the chart that I have before me, student aid increases under this bill.

As my colleagues can see, Mr. Chairman, the maximum Pell grant will go up from $2,470 to $2,500 under this bill. Overall student aid will be increased under this bill between 1996 and 1997. An increase for the TRIO Program. An increase for the work study program.

With regard to Head Start funding, as my colleagues can see, this legislation in the context of a balanced budget provides a modest increase for Head Start. According to this chart in the last 7 years, Head Start funding has increased by 132 percent. That is a substantial commitment that this Congress has correctly made to this important program. As a matter of fact, since fiscal year 1989, the appropriation for Head Start has grown by 200 percent, reflecting the commitment of this Congress to Head Start funding. That amount will increase by some $31 million under the bill that we have before us.

Another point that my colleagues have made, particularly my friend from Maryland, is that we are trying to balance the budget and give tax relief to middle-class Americans at the same time. My colleague from Maryland says we cannot do that. As a matter of fact, Mr. Chairman, we can do that. In the budget plan that we have adopted that a majority of this body has voted for, we can do that. I want to provide tax relief for that middle-class family. I want to provide an opportunity for that family making $25,000 to $30,000 a year to have an extra $1,000 or $1,500 in their take-home pay. If we can do that and still provide an increase for Head Start and for the other programs that I have already outlined, then I think that is a bargain that we ought to take. That is an opportunity we ought to grab. I think the American people support that.

One last chart, and the chairman of the full committee has already alluded to this, this is a chart of President Clinton's budget for education, training, employment and social services out through 2002. As my colleagues can see, the President and his party have proposed dramatic increases in spending in these areas until 2000. That would be the end of the text presidential term. And then the President of the United States says, ''After 2000, we will make dramatic cuts in these programs.'' How are we going to do it? It has not quite been explained. I say that if we were to take this approach and adopt this sort of dramatic upswing and then hope for a cut in the out years that we will never balance that budget and I think every Member of this body on either side of the aisle knows that. It is the same with this amendment. This amendment says,

> Let's spend in fiscal year 1997 another $1.3 billion, and we're not going to get it out of another program, we're not going to take it out of some other line item, we're just going to borrow it from next year. Next year. We'll worry about it then.''

Is that not the problem that we have had that has led to the deficit that we are currently faced with? Is that not the problem that has led to a $5 trillion debt or has contributed at least to a $5 trillion debt in this country?

I urge my colleagues to say no to robbing from people tomorrow so that we can spend more money today. I urge my colleagues to vote against this budget-busting amendment.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentleman from Missouri [Mr. CLAY], the distinguished ranking member of the Education Authorizing Committee.

(Mr. CLAY asked and was given permission to revise and extend his remarks.)

Mr. CLAY. Mr. Chairman, I rise in support of the Obey education and training amendment and in opposition to H.R. 3755, the fiscal year 1997 Labor-Education-HHS appropriations bill.

Mr. Chairman, Republican appropriators boast that their budget preserves meaningful Federal support for education. Unfortunately, their behavior does not coincide with their rhetorical bragging.

The appropriations bill before us today does not preserve our commitment to the children of this country. It

shortchanges basic education and assistance to the most vulnerable student populations, withdraws support for State and local education reform, sabotages school improvement efforts, and denies opportunities for low-income students to pursue higher education as a reasonable goal.

Republicans attempt to package their fiscal year 1997 education budget as a freeze. But characterizing this atrocity as a budgetary freeze is like calling a termite an interior decorator. In reality, the bill represents a continued erosion of Federal support for education. The simple fact is this bill cuts education funding, and these cuts come on top of last year's $1.1 billion reduction in education dollars. Unfortunately, the Republican 6-year balanced budget calls for a continued downward slide in Federal education support.

I fail to see the logic of curtailing support for education, particularly in light of the increasing demands on our education system. School enrollments are rising to record-high levels. In the next 6 years, the period covered by the Republican budget plan, public elementary and secondary school enrollments are projected to increase by 7 percent, and college enrollment by 12 percent. Given these soaring increases in the student population, ever-increasing service costs, and shrinking local education budgets, these cuts will have disastrous results for our children.

It makes no sense to balance the budget by sacrificing investments in the young people who will assume awesome responsibility of leading the world. Investing in education yields extraordinary benefits in terms of increased productivity and economic growth. Equal access to education and educational excellence for all of our children require vigorous and responsible leadership. The bill before us today takes this country in the wrong direction.

Mr. Chairman, on the other hand, I support the amendment offered by my colleague, Mr. OBEY. His amendment would restore funds to assist 8,500 schools in improving the academic achievement of their students, provide basic education assistance for an additional 450,000 children from low-income communities, preserve professional development opportunities for 750,000 teachers and educators, and restore opportunities for 96,000 low-income students to receive Perkins grants to pursue higher education.

Finally, the bill's funding of training programs is woefully inadequate. In this era of increased global competition, we must rely more than ever on our Nation's most valuable resource: The skills and productivity of our workers. A strong training system is critical to our future. Regrettably, the Republican Congress continues to ignore this reality.

The Republican Congress cut over $3 billion from education and training in the 1995 rescission bill and the 1996 omnibus appropriations bill. Today we consider a bill that cuts further at training programs. The Republican bill would deny training opportunities to thousands of dislocated workers who seek retraining to improve their skills, and remain productive citizens. Job losses are inevitable in today's fast-paced economy, as corporate downsizing continues at an alarming rate. The faster dislocated workers can move into new jobs, the better it is for them, their families, and for the American economy. We cannot turn our backs on workers in need of retraining.

I urge my colleagues to reject the Republican approach to education and training. I urge Members to honor our commitment to students and workers by voting for the Obey amendment.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentleman from Montana [Mr. WILLIAMS].

Mr. WILLIAMS. I thank the gentleman for yielding me the time.

Mr. Chairman, the charts and graphs and the square root of last year's budget are all interesting, but I think they miss an essential point. That is, that traditionally and without exception, appropriate funding and aggressive support for education has been a bipartisan effort in this Congress. It was, after all, a Democratic President that proposed the GI bill and a Republican Congress that said yes. It was a Republican President that supported the great National Defense Education Act and a Democratic Congress that said yes. Together we have supported such things as drug-free schools and Head Start. The list is glorious and it was bipartisan until this Gingrich Congress. Until this Congress, for 50 years, both Democrats and Republicans joined hands as the American people wanted us to in appropriately funding education and now it has changed. Our Republican colleagues cut $1.1 billion out of the schools and the children of this country in the last Congress and now they propose to cut almost a half a billion more. The Obey amendment attempts to restore bipartisanship to education, to what it has traditionally been.

Mr. PORTER. Mr. Chairman, I yield 6 minutes to the gentleman from California [Mr. RIGGS], a member of our subcommittee.

Mr. RIGGS. I thank the subcommittee chairman for yielding me this time.

Mr. Chairman, to hear all this compassionate discussion about public education makes me harken back to last year and our efforts to offer educational choice to the poor people of the District of Columbia. If we have a direct responsibility for any education system in this country, it certainly is the District of Columbia public schools and we were unable, because of Democratic opposition, to offer educational choice to the poor children of the District of Columbia and their families. These are children that are trapped in failing schools and trapped in circumstances that as far as I am concerned very seriously cloud their future and deny them educational opportunity, which is the cornerstone of American democratic society.

But the point I want to make during this debate is that simply throwing more money, more taxpayer dollars at our failing educational system has not helped the problem and it is not the answer. I think I can come down to floor here with pretty clean hands because I parted company with some of my California Republican colleagues, I certainly parted company with some of my colleagues on the Committee on Appropriations and voted against the defense spending bill last year because I thought it was excessive, only to later witness the President, who had opposed the bill and threatened to veto it, turn around and sign that bill into law because he claimed that he needed the $8 billion additional spending in that defense bill, which he had earlier called excessive, to help pay for our Bosnian mission which I think is in the long term doomed to catastrophic failure in that part of the world.

But I want to point out, here is what is missing from the charts and the statistics and the figures that are thrown around on the other side during this debate. Since 1970 per-pupil spending in this country, this was the point I tried to make earlier, per-pupil spending in this country has increased from $4,000 per pupil to almost $7,000, and that is adjusted for inflation, a $3,000 per-pupil increase after adjusting for inflation. Yet SAT test scores have dropped from a total average of 937 in 1972 to 902 in 1994.

There are a couple of other figures that I want to share with Members as well. We all recognize that education is suffering in this country. According to the 1994 National Assessment of Educational Progress, when testing for U.S. history achievement, 36 percent of fourth graders, 39 percent of eighth graders, and 57 percent of 12th graders failed to attain even a basic skill level. For reading achievement, the same National Assessment of Educational Progress test reports that 40 percent of fourth graders, 30 percent of eighth graders, and 25 percent of 12th graders failed to attain again basic skill sufficiency levels.

So where is all this money going? Because it is obviously not going into the classroom, it is obviously not producing the kind of educational results, the kind of educational improvement that we would like to see in this country.

Mr. Chairman, we really have to take this into account when we hear the other side talk about spending more and more money and growing our Federal education bureaucracy back here in Washington. When we took over last January and became the new Republican majority in this House of Representatives for the first time in 40 years, we started an inventory of all Federal education programs. That count today stands at 760 separate categorical Federal education programs and increasing. Seven hundred and

sixty education programs, administered by a bureaucratic, redtape, absolutely a maze of bureaucratic agencies. Thirty-nine separate Federal departments, agencies, boards and commissions to administer these 760 Federal education programs. These programs cost Federal taxpayers $120 billion in 1995. But only 51 of these programs are determined to be for the purposes of science, reading, or math. That is how far we have gotten away from the 3 R's in this country. Remember reading, writing, and arithmetic? I would add two others, respect and responsibility, which I think we all need to teach through our public schools. Only 3.6 percent of these 760 Washington Federal education programs are science related, only 1.8 percent are reading related, and only 1.1 percent of these programs are math related.

Mr. Chairman, it is very clear. We are not getting the bang for the buck, we are not getting the kind of results and the kind of accountability we should expect and demand in our public education schools in this country today.

I urge my colleagues, reject this argument and remember that the best thing we can do for our children is to balance the budget. The Democrats say that this bill hurts children but the fact is that we are balancing the budget for our children, for the first time in decades. If we do not get runaway Federal spending under control, we simply will not have money for college loans, we will not have money for Head Start, and we will not have money for children's health programs.

□ 1645

So we again are prioritizing spending. Remember, more money, based on the experience of the last few years, the last few decades in this country, does not necessarily mean better education.

Mr. Chairman, I urge my colleagues to reject the argument that throwing money at the problem is the solution. Qualitative educational reform and improvement is the answer.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentleman from Ohio [Mr. SAWYER].

(Mr. SAWYER asked and was given permission to revise and extend his remarks.)

Mr. SAWYER. Mr. Chairman, I rise in support of the Obey amendment and in opposition to this bill and specifically in opposition to the bill's shortsighted allocations for education funding.

Mr. Chairman, if this country is truly going to meet the challenges of the 21st century, its children will meet the best education we can provide. I think we all agree on that point. However, this bill does not reflect that need.

We know that over the next several years, enrollment in public schools will rise to levels we have never seen before. In fact, the Department of Education estimates that America will need 50,000 additional teachers for the upcoming school year, just to keep class sizes the same as they were last year. This is not a 1-year anomaly—we expect these numbers to continue to increase over the next several years.

At the same time, we are facing a collapse of the current cohort of teachers. The baby-boomers are reaching retirement age. This will mean not only fewer teachers, but fewer role models and mentors for all of the new teachers we hope to acquire. All of this is happening during a time of extreme change in our society. For example the body of scientific knowledge changes daily. We simply can't expect teachers who were trained in this subject 20 years ago, or even 5 years ago, to be able to teach science effectively without the resources and the training they need to stay current. Constant retraining and strengthening of skills is essential—especially as we ask teachers to incorporate new technology into their classrooms.

However, this bill responds to this by doing exactly the opposite of what is needed. It eliminates the Eisenhower Professional Development Program—the one program that has provided national leadership in strengthening the skills of our Nation's teachers. The Department of Education estimates that the President's request for this program would have given 750,000 teachers hands-on training. Even keeping the level of funding equal to last year would have given 338,000 teachers the professional development necessary to teach the next generation the lessons they will need to survive in today's changing world. This does not even take into account the millions of teachers who access the Eisenhower clearinghouse on-line every year to share information about lesson plans and innovations, in order to make their classrooms better learning environments.

With this bill, none of that will take place.

And this is only one cut. I have not even spoken of the detrimental effects of eliminating Goals 2000 or rejecting the President's technology initiative. If we expect our schools to improve, we cannot take away the tools—and yes, the money—they need to do so. With enrollment increasing, with our current teacher cohort shrinking and becoming, on average, less experienced, and with technology developing faster than ever before, we must begin to invest more in education—not to cut, or simply maintain the efforts of previous years. I have always maintained that education is a local function, a State responsibility, but now more than ever, it must be an overarching national concern. I hope that before Members vote on this bill, they understand both the gravity of that decision and its implications for this country's education system.

Mr. PORTER. Mr. Chairman, could I inquire of the Chair how much time is remaining?

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] has 18 minutes remaining, and the gentleman from Wisconsin [Mr. OBEY] has 25 minutes remaining.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentlewoman from Connecticut [Ms. DELAURO].

Ms. DELAURO. Mr. Chairman, I rise in strong support of the Obey amendment to restore vital funds for public education.

The amendment rejects the bill's slashing cuts in public education that hit children and working families at every level of their academic development. This bill will deny working American families the great equalizer of our time, the opportunity of a quality public education. It cuts safe and drug-free schools. It kicks 15,000 children out of Head Start, denies help in reading and mathematics to 150,000 kids, and it limits the ability of colleges and universities to grant student loans to middle-class families.

The Obey amendment honors the priorities values of working American families by making desperately needed educational investments. Education is vital to the productivity and the competitiveness of our Nation, both today and in the 21st century. Some of my opponents say that the Republicans have changed their tune from 4 months ago and have a newfound faith in the merits of public education. This is simply not true. Put families first. Put out kids first. Vote for the Obey amendment.

Mr. OBEY. Mr. Chairman, I yield 1½ minutes to the gentleman from Texas, Mr. GENE GREEN, because he talks slow.

Mr. GENE GREEN of Texas. Mr. Chairman, I thank my colleague for an extra 30 seconds. Those of us from Texas, we talk a little slower.

I am just shocked that the Republican majority would be opposing this amendment that does not increase the deficit and yet it puts money where 80 percent of the American people want it, in education funding. Education is hard, it's difficult and it is not cheap, and we know it is not free. We cannot cut spending, as my colleague from California thinks, in education and expect it to improve. Education is tough when we spend the money. It is impossible when we do not spend the money. That is why the Obey amendment is so important. It increases title I funding, increases summer youth training programs, dislocated workers, Head Start it increases $70 million, title I funding for disadvantaged children, $450 million.

At a time when we see an increase in the student enrollment, as the chart in the front talks about, 7 percent increase, this bill cuts it. That is why the Obey amendment is so important.

If we do not restore the funding with the Obey amendment, then a number of us are going to have to vote against this bill because it is not preparing for the future of our country. It is cutting

the future of our country. Using the gentleman from California's argument that education is failing and it is because we are not seeing the improvement, the Pentagon might be zeroed out this year if we know what the GAO study said on the gulf war. We have to do better, not only with the Pentagon but also with education funding.

That is why the Obey amendment is so important for us to adopt and to pass.

Mr. OBEY. Mr. Chairman, I yield 1 minute to the gentleman from Mississippi [Mr. TAYLOR].

Mr. TAYLOR of Mississippi. Mr. Chairman, I rise in serious opposition to some remarks that the gentleman from California [Mr. RIGGS] made. In fact, walking on the floor, I thought I was back in the Mississippi legislature when they were debating not whether or not to increase but whether or not there would even be mandatory education in the schools.

Mr. Chairman, Mississippi tried that. We went for almost 30 years without mandatory education, I say to the gentleman from California [Mr. RIGGS]. That is probably why our State ranks last in so many categories. It does not work. It costs to educate kids, and it costs more to educate kids with disabilities. There was a time when they were given a couple pots and pans and told to play in the backyard. Now we try to educate them and, yes; we spend a disproportionately high amount of money trying to educate those kids. But it is for the purpose of making them self-sufficient so that we do not have to pay welfare for them.

It costs money to educate children. My State tried the alternative. My State tried going without education and it is suffering for it. So I rise in complete argument with everything that the gentleman said and also want to remind you that the Republican Congress is increasing the annual operating deficit, not reducing it.

Mr. OBEY. Mr. Chairman, I yield 4 minutes to the gentlewoman from New York [Mrs. LOWEY], a member of the subcommittee.

(Mrs. LOWEY asked and was given permission to revise and extend her remarks.)

Mrs. LOWEY. Mr. Chairman, I rise in very strong support of the Obey amendment to maintain our commitment to our Nation's children, workers, and our schools.

Mr. Chairman, the spending bill we are debating today provides insufficient funding for title I math and English instruction, Safe and Drug-Free Schools, and Head Start. When we consider that school enrollment will increase by 44,000 in New York State alone and that even modest inflation will mean higher costs everywhere, level funding is simply not good enough.

This bill also completely eliminates funding for Goals 2000, provides no new funds for the Perkins Loan program that helps families send their kids to college, and that is just not acceptable.

Mr. Chairman, what will this bill mean? New York City will need an additional $4.5 million in title I funds to provide remedial math and English instruction to their students. Under this bill, they just will not get it. More than 6,000 students and 260 teachers will be cut from the program under this bill next year alone. What is worse, if we follow the Republican budget resolution through the year 2002, 41,000 fewer students will receive title I instruction and 1,600 fewer teachers will be funded in New York City. Overall, the Republican budget resolution cuts funding for education and training by several hundred million dollars by 2002.

The Obey amendment would add $450 million to title I and bring funding up to the level requested by the President in his 6-year balanced budget plan. Under the amendment, over 100,000 students who would have lost remedial help can continue to receive it. An additional 250,000 to 300,000 disadvantaged students would receive the help they so desperately need.

Mr. Chairman, we are all concerned that American students have fallen behind their peers in other countries in math and science. To help push our students to the head of the world's class, the Obey amendment provides an additional $230 million for math and science professional development. This funding is crucial to help train teachers to prepare our students for the technical demands of the 21st century.

Mr. Chairman, I remember when I was in college and there was a great rush to catch up with Sputnik and there was a big move to invest in math and science, and we did so. There was a tremendous effort to invest in math and science at the time, and we made a real difference in our schools. Well, we need to do that again. This amendment restores funding to the Goals 2000 program to ensure that our schools are prepared for the 21st century.

In 1996, New York State received $25 million in Goals 2000 funds to help establish and meet challenging academic standards. Some in this Chamber may argue that schools do not see Goals 2000 money. However, 90 percent of Goals 2000 money that went to new York this year will reach local schools, 90 percent. So make no mistake about it, eliminating Goals 2000 will mean $22 million less to local schools in New York State, and that would be wrong.

In addition, this amendment adds $70 million for Head Start. That means 15,000 more slots in a program that ensures that young children will be ready to learn when they enter school. As written, this bill will deny Perkins loans to thousands of needy college students. This amendment restores $93 million for the Perkins Loan Program, enough to restore Perkins loans to 96,000 needy students who want desperately to achieve the American dream.

Mr. PORTER. Mr. Chairman, I yield 3 minutes to the gentleman from Michigan [Mr. HOEKSTRA].

Mr. HOEKSTRA. Mr. Chairman, I thank the gentleman for yielding me the time.

Mr. Chairman, I find it interesting that 1 short week after cost of government day that says that all the income that American families and individuals make up until July 3 of any given year goes to support various aspects and various taxes, but basically it goes to fund the cost of government. The Republican vision for education is to return decisionmaking back to the local level. When we are already collecting taxes for more than half the year, perhaps we ought to reassess how those tax dollars are being spent, and more importantly, perhaps what kind of impact are they having.

When we take a look at putting more money back into the educational system in Washington, perhaps it is important to take a look at how Washington defines education. So often we say education in Washington is the Education Department, right? It is this agency, this Department that funnels education dollars back to States and local school districts. They are the ones that drive for excellence in education at the local level. They maybe have a few programs that do this targeting at different kinds of needs and specific requirements at the local level. It is a little bit more complex than that.

It is really a myth here in Washington, because in education, we really have embraced the myth that Washington can solve every problem in education at the local level.

What has this myth evolved to? The result of us in this Chamber believing that we can solve every problem means that we have developed 760 different education programs in this town; 760 different programs that people at the local level have to filter through. It is a good thing that these all go through the Department of Education, so at least the people at the local level can go to one agency and one bureaucracy in Washington and say: These are my requirements. How can you help me and where should I go to look for assistance?

□ 1700

Wrong. If you are at the local level and you have a problem and you think that maybe the Federal Government can help you, and you say which one of these 760 programs is targeted to help my specific requirements, I think I will go to the Department of Education and get a catalog of these. No, sorry, go to the Department of Education and then go to the 38 other agencies in Washington that have responsibility for education.

I am at the local level. I can go to 39 agencies and say, can you please help me find out which of these 760 programs can help me to solve my problem, 760 programs, 39 agencies. But they spend a lot of money. Yes, they spend about $120 billion per year.

It is time to take a look at the agencies, not the money.

Mr. OBEY. Mr. Chairman, I yield 4 minutes to the distinguished gentlewoman from California [Ms. PELOSI], a member of the subcommittee.

Ms. PELOSI. Mr. Chairman, I thank our distinguished ranking member for yielding me this time and also thank him for his leadership. This is a very important amendment because if there were nothing else wrong with this Labor-HHS bill there would still be three reasons, as I said yesterday, to vote against it: Education cuts, education cuts, education cuts.

The needs of our children and our schools are increasing rapidly and that this House is willing to shortchange them is shortsighted. Our children deserve better.

Mr. Chairman, as you know, the Committee on Appropriations voted to cut the President's request for funding for education by $2.8 billion. The Obey amendment would restore funding for some of the education and training programs that have been frozen, cut, or eliminated in this bill.

I am also pleased that the Obey amendment contains $100 million for dislocated worker training. This is a particularly difficult time for Congress to be freezing or cutting funds for dislocated worker training when workers are dislocated by virtue of trade and downsizing. I should not say virtue, but because of trade, downsizing, or technology. It is just exactly the wrong time for us to be cutting funding for their relocation and their training.

I am pleased also that there are funds for summer youth training. Some of those positions are restored, 16,000, even though the committee cut 79,000 summer job training positions. Of course, I am pleased with the increased funding that the Obey amendment provides for Head Start, Goals 2000, and title I.

Much has been said on the floor today about the Federal role in education, and over and over in the course of the debate in the committee, full committee, and here, about the fact that the Federal role is 5 percent of education funding in our country. Indeed, it is only 5 percent, but it is an important 5 percent, and under this legislation, as has been presented here today, we, this Congress of the United States, would not even be able to sustain that small responsibility as important as it is to our Nation's children.

Our children deserve to learn in a safe and drug free environment, to arrive at school ready to learn, to fully develop basic skills like reading and math, to have expanded access to new technologies, to be taught by well prepared teachers, to support higher education and to learn the appropriate skills to succeed in the 21st century workplace.

Sometimes it is difficult for some of us to understand when we have helped to teach our children to read and write that some children do not have that assistance at home. Title I helps provide that for children, and I am so pleased that the gentleman from Wisconsin [Mr. OBEY] has found a way to increase the funding for title I.

We are beholden as public servants, I believe, to provide these opportunities for our children. If we do not display this commitment, we are destined to slam head first into a crisis in education and a down turn in our Nation's productivity.

By this fall, 52 million students will be enrolled in elementary and secondary education schools. Local education budgets are stretched to the limits. Ask any local educator. Education is not just a local responsibility, however, and I addressed earlier the 5 percent that we provide that is very essential. It is the responsibility of all of us, and if we do not live up to it, our children will suffer great consequences.

The education of our children is at great risk. In my view, our Federal commitment to education is a measure of our sincerity about economic success, social progress, and our children's future. I hope our colleagues agree and that they will support this amendment.

So many times in the course of the appropriations bill we have to refer to the budget allocation that our chairman receives. He deserves credit on making the best of our allocation. Even so, I think we should keep our priorities in line with children first and support the Obey amendment.

Mr. PORTER. Mr. Chairman, I yield 2 minutes to the gentleman from Florida [Mr. MILLER], a member of our subcommittee.

Mr. MILLER of Florida. Mr. Chairman, the debate here is not who supports education more. Everybody supports education; the Democrats, Republicans. I have two children, one still in graduate school working on her master's in social work. We support education; that is not the debate. The debate is who is fiscally responsible in addressing the problem.

Do we go back to the irresponsibility and use smoke and mirrors and just build up debt and put debt on our children? We are talking about the future of our kids, and the future of the kids is dependent upon the debt we are putting on them. We have a debt of over $19,000 to every man, woman, and child in this country today. If we just build that up and build that up and spend, spend, spend, that is nice for today, but what are we doing for our children and grandchildren? That is what this debate is about.

We have to have fiscal responsibility. We have to have common sense when we get into spending, and we are talking about the future of our kids. That is what it is about. If we just throw more money, that does not necessarily solve the problem. We have increased spending for elementary and secondary education in this country from $4,000 per child in 1970 to $7,000 today.

The District of Columbia spends over $9,000 per child. Now, there is sending, lots more money, and what do we have to show for it? I doubt if there is a Member sitting in the room today that will put their kids in the public school in the District of Columbia, and that is throwing more money at it.

So I think the rhetoric is scare tactics and that is unfortunate. It has been tried on Medicare: Oh, the sky is falling. We are going to destroy Medicare. Hey, we all support Medicare. They support Medicare. We want to preserve Medicare. Education, the same thing. Everybody feels strongly about education. We need to educate our kids. It is the future of our country. But let us educate them in a fiscally responsible way and not burden them with more debt.

Mr. PORTER. Mr. Chairman, I yield 3 minutes to the gentleman from Oklahoma [Mr. ISTOOK], a member of our subcommittee.

Mr. ISTOOK. Mr. Chairman, this amendment is about $1.3 billion extra in Federal spending. No matter where we say the money is going to go, where is it going to come from? We asked the proponents, and they say we will take it out of the money that we were planning to spend next year. Where do we get the money next year? Well, from the year after that and the year after that.

Kind of reminds me of the husband who wanted the boat. He says to his wife, ''I am going to get a boat.'' ''Where are you going to get the money?'' ''I will take it out of the mortgage.'' ''How will you pay the mortgage?'' ''I will take it out of the electric bill.'' ''How are you going to pay the electric bill?'' ''I will take it out of the clothing budget.'' ''How are you going to buy clothing?'' ''I will take it out of the grocery budget.'' ''How are you going to buy groceries?'' ''I guess we will have to borrow.''

That is what this is about. This is about increasing the amount that we are going to borrow. From where do we intend to borrow this $1.3 billion? Well, there are many different ways. We could write a check, if we had one. We could put it on a MasterCard or an American Express or a Visa. But ultimately it means we are talking about borrowing that money from our children.

I have five of them. I do not want them to be buried in debt before they are even grown. I keep a chart in my office. It is on the wall. People come in and they can see every day what is the national debt: $5.1 trillion, $5,154,104,500,603 as of today, the share of each of my children, $19,329, and going up.

Where is the money going to come from? They want to borrow, borrow, borrow, borrow and put our kids in hock for it. This is not for the kids. This amendment is for the bureaucrats, to preserve 760 Federal programs in the name of education, and 95 percent of the education budget in this country comes from the communities and the States. It is not dependent upon the Federal Government.

What depends on the Federal Government is bureaucrats, 760 Federal agencies spread out among 39 departments. Department of Defense. I do not even know the names of some of these. Department of Energy. I do not know what ATBCB is or AG. I know what EPA is and HHS and HUD. But 760 Federal programs? How many bureaucrats are we trying to support on the backs of our children? That is what this is about.

If we believe in responsibility, if we believe that our children come first, then we should not pretend we are helping them by borrowing more money and putting more debt on their backs. Oppose the amendment. Let us keep some sanity. Let us get away from the notion that has dominated this body for so long that the American people are sick of it. Quit borrowing, let us keep the budget solid and keep on the path towards getting in it balance.

Mr. PORTER. Mr. Chairman, I yield 3 minutes to the gentleman from Arizona [Mr. KOLBE], a member of the Committee on Appropriations and the Committee on the Budget.

(Mr. KOLBE asked and was given permission to revise and extend his remarks.)

Mr. KOLBE. Mr. Chairman, we have already heard that this really is not about education. We are all committed to education. There are philosophical differences as to whether or not the education can best be paid for at the Federal level or at the State and local level. I think most of us on our side of the aisle believe this is a local responsibility.

We can have programs that are better, more efficient, better funded, better for children if they are run locally and funded locally. But that is not really the issue that is involved here because we have increased spending. If we put all the spending of State, Federal and local spending together, we have increased dramatically.

Over the last 40 years, even when we take inflation into account, we have more than doubled the per capita spending. Can anybody in this body look at the statistics and say we are getting more for the dollars that we are spending on education? I doubt it.

So the issue really is whether or not we are going to spend more to provide for Federal bureaucracies. That is really what we are talking about, keeping the bureaucracies in place who run these Federal programs that amount to only 5 percent of the total education dollars.

Now, I know this is a little bit inside baseball, but the gimmick that is being used here is very clever, and I think my colleagues need to know about it. It is really a very clever device, because what they are doing is, rather than take the money out of any other account, reduce spending in any other place, because that might mean some pain in some other areas, in health care, or in higher education or in job training or something else, so rather than do that, we are going to forward fund. That is, we are going to take the money out of certain accounts and we are going to put it into the accounts in fiscal year 1998.

This is another year, not the year for which we are appropriating, but we will make it available on October 1 during the school year, October 1, 1997.

Now, the people on the other side have claimed, well, this has really already been done by the Committee on the Budget, and it is true. In the case of title I we did some of this forward funding. Why did we end up having to do that? Because the President last year on this bill said he would veto it if all the money he wanted for title I was not in the bill, and we could not take it out of any other place, so we had no choice but to forward fund that.

It is certainly not a practice that anybody should want to continue. It is certainly not a practice that anybody thinks we ought to replicate and make widespread in the Federal budget, because as the gentleman who spoke before me suggested, when we start doing this with one part of the budget, we can do it with all the parts of the budget. Why not forward fund defense or the Commerce Department and law enforcement, and so forth? And we will just keep borrowing it and putting it all into the next year's budget. We will take this year's and put it into the next year's budget.

□ 1715

Obviously, each year the problem becomes bigger as we try to deal with this problem. This is a bad process. We should not follow this process. We should not do this any further. We should reject this idea. We should stick to the budget resolution that we have adopted. We should not play these kinds of games and use these gimmicks. This amendment should be soundly rejected.

Mr. PORTER. Mr. Chairman, I yield 3 minutes to the gentleman from Pennsylvania [Mr. GOODLING], chairman of the Committee on Economic and Educational Opportunities.

(Mr. GOODLING asked and was given permission to revise and extend his remarks.)

Mr. GOODLING. Mr. Chairman, where in the world were the bleeding hearts an hour and a half ago when I stood down in this well and pleaded with my colleagues on the other side of the aisle to face up to the mandate that they gave 21 years ago which is destroying every school district in this country? Not one of them was here.

Mr. Chairman, for 20 years they have refused to step up to the plate and put the 40 percent they promised into special education, and for 2 years my side of the aisle has done exactly the same. And now they want to exacerbate the problem.

Mr. Chairman, I will not have a snowball's chance in Hades of getting any money to step up to the plate to do something about the 40 percent unfunded mandate in special education because they are now taking the 1998 money away from me.

Where were they an hour and a half ago when they should have been here? Dislocated worker training is not an unfunded mandate. The summer youth training is not an unfunded mandate. Head Start is not an unfunded mandate. The Goals 2000 is not an unfunded mandate. Title 1 is not an unfunded mandate. Eisenhower Teacher Training, unfunded mandate, and it is not zeroed out either. It is moved into what we call chapter 2, which is where it should be, which gives the kinds of flexibility we need.

But to think my Democrat colleagues would then have the gall not to step up to the plate and do what they should do for local school districts, which is deal with the IDEA problem. Why are they falling behind in education in this country on the local level? Simply because of unfunded mandates from the Federal Government. They have to take their money that they would spend to upgrade education for the masses of students to spend on what we mandated for the few that are out there.

Mr. Chairman, I say to my colleagues on the other side, do not turn around and play games before an election like this and take away the possibility that at least next year, if I cannot do anything about it this year, at least next year being able to step up to the plate and help those local districts and do something about the unfunded mandate so that they can improve the education system. They know how to do it. We do not. But we mandate and they pay. Let us reverse that. Please reject this amendment above all.

Mr. PORTER. Mr. Chairman, I would inquire as to the time remaining.

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] has 4 minutes remaining; the gentleman from Wisconsin [Mr. OBEY] has 13½ minutes remaining.

Mr. PORTER. Mr. Chairman, I yield 2 minutes to the gentleman from California [Mr. MCKEON], the chairman of the Subcommittee on Postsecondary Education, Training and Lifelong Learning of the Committee on Economic and Educational Opportunities.

Mr. MCKEON. Mr. Chairman, I thank the gentleman from Illinois for yielding.

Mr. Chairman, I was sitting in my office following the debate, and I heard the same old untrue tirade of how we are cutting student lending and how students will not be able to get help to go to college. I do not know how many young people we have scared into not even trying to get into school because of saying this untrue thing.

It seems to me that there is enough difference philosophically and politically between us on both sides of the aisle that we can make our points while still telling the truth, and I would implore that we do that. That

we not scare people needlessly with untruths.

Let me just give a new facts about student loans. This bill that we are working on right now, the Labor-HHS-Education appropriation bill for Federal student aid, this year increases Federal student aid $2.4 billion to $40.7 billion from the $38.7 last year. We continue to make student aid one of our priorities, and we increase funding for all of the major student aid programs.

Just a few examples: Pell grants we increase to $5.3 billion. That is a $428 million increase. The Pell grant maximum we raise to $2,500 from the $2,470. This is the highest maximum ever provided over the maximum that we increased last year. The work-study program we increase to $685 million. That is over $68 million increase from last year, higher than the President's request.

The TRIO Program we increase to $500 million. That is a $37 million increase.

The bill appropriately makes limited reductions in duplicative and outdated student aid assistance programs, but no student will have his or her aid decreased as a result of the bill.

Student aid funding in combination with Federal entitlements like student loans will increase aid available to students, as I said, this year by $2.4 billion. So please ignore the false rhetoric and misleading statements regarding student aid in this bill. This is a good bill.

Mr. OBEY. Mr. Chairman, I yield myself 9 minutes. I had thought there would be other speakers here, but there are not, so I will try to limit my remarks.

Mr. Chairman, we have heard a lot of rhetoric today and we have heard a lot of talk about bureaucrats. We have heard a lot of talk about mandates. The gentleman from Pennsylvania just asked where on earth were we when he offered his amendment just a few minutes ago. I will tell my colleagues where I was. I was right here, and I was voting against his amendment because I do not believe that we ought to reduce the funding in the committee bill for cancer research. I do not believe we ought to reduce the funding in the bill for Alzheimer's research. I do not believe we ought to reduce funding in the bill for the new clinical center at National Institutes of Health to replace a 50-year-old hospital. I make no apology for not wanting to cut those items.

As I indicated earlier, I think that where the gentleman wanted to put the money was fine. Where he got the money from was atrocious. And so if the gentleman wants me to be blunt about it, I voted against his amendment because it took care of one problem and it creates numerous others. And given all of the people who die from heart disease and cancer and Alzheimer's and Lou Gehrig's disease and all the rest, I am not going to go home and try to explain to people why I have voted to cut medical research. I do not believe in cutting medical research.

Having said that, let me repeat again what we are trying to do. I believe, and I think most people in this country believe, and I certainly think most people on our side of the aisle believe, that we are most clearly defined, both economically and morally, by where we rank the importance of helping our children, and where we rank the importance of helping people who struggle every day to make ends meet, to stay one paycheck ahead of the bill collector, and hopefully to find some way to help their kids get ahead in the process. And I also think we are judged by how we deal with the most unfortunate members of our society.

This bill makes quite clear that our top priority is education. Now, it has been said: ''Oh, my goodness, if we move this money out of this fiscal year into the next fiscal year in order to provide more head room to meet education needs in the country, that we are adding to the deficit next year.'' Absolutely not so. All we are suggesting is that next year we ought to be spending more money than we otherwise will be spending on education, and maybe, just maybe, that means that the majority in this House will not make the same decision next year that it made this year when it decided that new Pentagon toys were more important than better education for our kids.

Mr. Chairman, I simply do not believe that next year we ought to add $11 billion to the Pentagon budget above what the President has asked for and what the Pentagon itself has asked for. After all, we already spend 2½ times as much as all of our military opponents put together. Add up any list one wants to name. We spend 2½ times as much as they do.

I do not think we are nearly as much at risk from a Soviet or from a Russian soldier or a Russian tank as we are from cancer, Alzheimer's, bad education, bad discipline in schools, and weak worker training for workers who are expected to compete in a world economy.

So what we are trying to do is not give more money to bureaucrats. I repeat where this money goes. We are trying to see to it that my Republican colleagues do not knock an additional 15,000 kids out of Head Start, which this subcommittee bill will, and we are trying to see to it that they help 450,000 American kids who otherwise will not be helped to learn math and science and how to read. We are asking that they restore 70 percent of what we cut out of the Goals 2000. That money goes to schools to improve school quality.

We ask that they restore 85 percent of the money that was cut in Eisenhower teacher training so that we can provide 186,000 math and science teachers with upgraded training.

We ask that the restore Safe and Drug-Free School funding to the 1996 level. We ask that they provide $25 million more for summer jobs than the committee bill does so that rather than stripping 79,000 kids out of that program next year, that we can at least help 17,000 of the 79,000 kids that they are dumping out of that program next year.

On Perkins loans, we are asking that 96,000 young people in this country get Perkins loans that otherwise would not get them because they zeroed out the program.

We are asking, last, that we provide $100 million more than the committee provides so that 50,000 American workers, not welfare recipients but workers who have been dumped out of their jobs because of the consequences of trade and imports, so that they can get some training to get a second start in providing a decent income for their families.

Mr. Chairman, let me point out, this does not violate the Budget Act. This does not exceed the budget. This comes in, in fact, $5 billion below the bipartisan Coalition budget which was provided for education and training. I would suggest, Mr. Chairman, that, if anything, this is too modest.

I would simply add one point in closing. When my colleagues look at this bill, this above all others is the bill that the Congress produces each year which is supposed to be focused on creating greater opportunity for working people and creating greater opportunity for people just starting out in life. That is what this bill is supposed to do. It is, as Bill Natcher used to say, the ''people's bill.'' We are trying to provide greater educational opportunity. We are trying to provide greater training opportunity for workers, and that is all this amendment does.

It can be attacked for being socialistic, which is a joke. It can be attacked for spending too much money. It seems to me that we are far better off spending money here than we are in spending additional money to buy additional B–2 bombers that we do not need. And I would also say, Mr. Chairman, that in the end, I think this more than any other amendment on any appropriation bill this year defines the differences in priorities between the two parties.

So, Mr. Chairman, I would respectfully suggest that if Members vote for this amendment, what they will be doing is trying to pull us away in some small measure from the determination demonstrated in this bill to take the first step which, over a 6-year period, will lead to a 20-percent real reduction in the amount of deliverable education support for our youngsters in this country.

□ 1730

That is where this committee bill wants to take us. This committee bill wants to say: ''OK, we are going to stealthily begin the process under which at the end of the 6 years, under the budget resolution—which you have adopted on your side of the aisle—that we will be spending 20 percent less than in real dollar terms to support the education of our children and the training

of our workers.'' We simply do not believe that is the best way to prepare America for the 21st century.

Mr. Chairman, I yield back the balance of my time.

Mr. PORTER. Mr. Chairman, I yield myself the balance of my time.

First of all, I have heard the other side say several times in the course of the debate that we were zeroing out the Perkins loan program. That is simply, plainly not true. There is $6 billion in circulation under the program. We are simply not adding additional capital this year to the $6 billion.

Mr. Chairman, this is not a serious amendment. I have heard the gentleman from Maryland [Mr. HOYER] for years now, because he and I would always agree on this in subcommittee markup, oppose forward funding of exactly this type and denounce it as fiscally irresponsible in the extreme. And yet he got up and debated in favor of the amendment, knowing very well that that is exactly the kind of funding that he himself opposes. No, it is not a serious amendment.

It is, however, a very serious propaganda effort by the other side to say somehow Democrats are more concerned than Republicans are about educating kids and yet they know that is something that could not be further from the truth and is not true.

No, we can never seem to outbid the other side in terms of saying how much we are going to spend and that, therefore, makes us more concerned because the other side takes not responsibility for the bottom line. They simply say, ''we would spend and add to the deficit. We do not care what level of debt we put upon our children and grandchildren. We are willing to do anything to say that we are more concerned about education than you are.'' That is total nonsense.

What is true, Mr. Chairman, is that we are going to do the job of education better for the kids than has been done by the Democrats over the last 40 years.

The gentleman from California [Mr. RIGGS] pointed out very forcefully, we have spent far more money on education and have gotten worse results. What we are going to do is work for programs that work better for the kids and get results.

Ms. WOOLSEY. Mr. Chairman, when it comes to investing in our children's education, the new majority needs to take a refresher course in basic arithmetic because their numbers just don't add up.

Just take a look at this bill: At the same time school enrollment is expected to increase by 7 percent by 2002, the new majority is proposing to cut funds for education by 7 percent.

This means our schools will have larger classes, fewer teachers, and fewer learning resources, like textbooks and computers. While enrollment increases.

I would recommend that my friends on the other side of the aisle study the history of the Goals 2000 Program, which they are proposing to eliminate.

They would learn that it was a Republican President, President Bush, who first championed the need for education reform. It was the Bush administration which crafted the Goals 2000 Program to meet that need and enlisted the help of Democratic Governors, such as then-Governor Clinton, to get goals 2000 passed by Congress.

Eliminating funds for Goals 2000 means ending support to almost every State in this country, as they work to establish high national learning standards and to ensure that all their students can meet those standards. My State of California will lose approximately $42 million.

I wonder how many of the Members who support this bill have taken a field trip recently to a local school, and talked to the students and their families? Are they telling these kids and their parents that they want to cut the funds that help kids learn basic reading and math, cut the funds for special education and cut funds for safe and drug-free schools?

In addition, this bill completely ignores the President's technology initiative, which joins public and private resources to get computers in all our classrooms and to give teachers the training they need so that every American student will know how to use modern technology in school and on the job.

And what about the teachers? Do they know that this bill eliminates the valued Eisenhower Professional Development Program? We need, and expect, so much from our teachers these days. They need to be a combination of Mother Theresa, Mr. Chips, and Bill Gates—yet, the new majority wants to end funding for professional development?

Maybe the supporters of this bill should audit a college course, and get to know some of the more than 200,000 college students who will be affected by the bill's provision to eliminate new funding for the Perkins Loan Program. They would learn, firsthand, what those of us who support this amendment to increase funding for education already know—the cost of college is increasing too rapidly for many students to afford, and they need our help to continue their education and get the skills they'll need for the high-tech, high-wage jobs of tomorrow.

Americans want a good education for their kids, and they expect responsible national leadership to help them get it. I hope my colleagues will ''get it'' too, and support the Obey amendment and support American students and schools.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Wisconsin [Mr. OBEY].

The question was taken; and the Chairman announced that the noes appeared to have it.

Mr. OBEY. Mr. Chairman, I demand a recorded vote and, pending that, I make the point of order that a quorum is not present.

The CHAIRMAN. Pursuant to House Resolution 472, further proceedings on the amendment offered by the gentleman from Wisconsin [Mr. OBEY] will be postponed.

The point of no quorum is considered withdrawn.

AMENDMENT OFFERED BY MRS. LOWEY

Mrs. LOWEY. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mrs. LOWEY: At the end of title III of the bill, insert the following new title:

''TITLE III V–B—WOMEN'S EDUCATIONAL EQUITY INCREASE

''The amount provided in title III for 'school improvement programs' (including for activities authorized by title V–B of the Elementary and Secondary Education Act of 1965) is increased, and the amount provided in title III for 'education research, statistics, and improvement' is reduced; by $2,000,000, and $2,000,000, respectively.''

Mrs. LOWEY (during the reading.) Mr. Chairman, I ask unanimous consent that the amendment be considered as read and printed in the RECORD.

The CHAIRMAN. Is there objection to the request of the gentlewoman from New York?

There was no objection.

Mr. PORTER. Mr. Chairman, I ask unanimous consent that all debate on this amendment and all amendments thereto close in 20 minutes and that the time be divided, 10 minutes to the gentlewoman from New York [Mrs. LOWEY], and 10 minutes to myself.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

The CHAIRMAN. The gentlewoman from New York [Mrs. LOWEY] will be recognized for 10 minutes, and the gentleman from Illinois [Mr. PORTER] will be recognized for 10 minutes.

The Chair recognizes the gentlewoman from New York [Mrs. LOWEY].

Mrs LOWEY. Mr. Chairman, I yield myself such time as I may consume.

Along with my distinguished colleague from Maryland, Mrs. MORELLA, I am very pleased to offer an amendment to the bill that will provide $2 million in funding to the Women's Educational Equity Act programs. Currently, the bill eliminates funding for these important educational programs.

Abolishing the critical WEEA program is simply unfair to girls and women throughout this Nation. These programs successfully opened previously closed doors for girls in school and in the workplace.

The WEEA programs cost $2 million, and that money pays off in a big way. As my colleagues all know, women still earn only 72 cents for every dollar earned by men. The glass ceiling has kept women from achieving success in upper management. The best way for women to break through these economic barriers is by becoming better educated, particularly in nontraditional jobs which are generally higher paying.

The Women's Educational Act programs will give today's girls the ability to become tomorrow's high-wage earners. These programs help girls to succeed in math, the sciences and other nontraditional classes. In addition, WEEA supports programs that keep girls from dropping out, in keeping with the national goal of increasing graduation rates to at least 90 percent by the year 2000. Other programs are designed to eliminate discrimination against girls in the classroom and to develop programs, materials, and curricula free of gender bias.

Let me tell my colleagues about a few of the successful projects funded by WEEA.

In Massachusetts, the Preengineering Program helps girls to enhance their performance and their participation in math and science, classes and encourages them to pursue careers in engineering, science and technology. In Chairman LIVINGSTON's State of Louisiana, the Women's Leadership Development Program works with high school girls, teen mothers, and female educators to keep girls in school and, by graduating, to increase their independence and self-sufficiency.

In Florida, Project Can provides young women with training and information about high-skilled, high-wage careers that can provide them with economic self-sufficiency.

My amendment will be offset by reducing funding for research at the Department of Education by $2 million. In this bill, research is increased by $16 million over fiscal year 1996 and over $15 million more than the administration requested. While I certainly support the research efforts of the Education Department, I believe that we must save the successful Women's Educational Equity Act programs. Cutting these programs is incredibly shortsighted. We may save some money this year, but we are sacrificing the future of today's young women.

With the WEEA programs, these girls can learn the skills they need to become independent and economically successful. Let us not let them down. Our amendment is supported by the American Council on Education, the PTA, the American Association of University Women, the Association of Women in Science, the National Organization of Women, the Older Women's League, and many other organizations.

Mr. Chairman, I reserve the balance of my time.

Mr. PORTER. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, there is nothing wrong with the program that the gentlewoman wants to fund. In fact, for years I was a very strong supporter of that program. The question, however, is where it is to be funded.

We have made a very strong effort, and this is some of what we are talking about in making government work better for people. We have made a very, very strong effort in approaching our bill over the last two cycles, this being the second cycle, to take small programs that are very expensive to administer and put them into larger programs where they can be administered much more effectively and efficiently and this is one that we did that to.

This is a program that is presently not funded. Why not? Because the money is put into education research and improvement, and the program can be carried out there very easily.

Now the gentlewoman would want to take the money out of education research and improvement and put it back into a separate line item for women's educational equity. I suggest that that is wonderful symbolism, and we all are concerned about women's educational equity. I am and I have supported it for a long, long time. But I do not see the point of doing that.

I think we have to go back to the core programs, the larger ones that can be more effectively administered instead of having a favorite line item for every single Member of the House and every single Member of the Senate and make a very inefficiently run department.

The Department of Education has 240 separate programs to administer. Sit down with anybody in the Department under any administration, Republican or Democrat alike, and they will tell you this is crazy. It is nonsense to administer all these separate programs.

We have made a very, very conscious effort to try to move smaller programs into larger ones so that they can be funded and have some discretion over in the Department as to where the funds ought to go. This is one of them.

I would simply urge the Members to reject the amendment, not because women's educational equity is not important. It is very important. But allow the Department to pursue it through the educational research and improvement account where they have been pursuing it. It is perfectly well done there. It saves administrative expense, and I believe that it is equally well served there as having its own separate line item.

I would oppose the amendment for that reason.

Mr. Chairman, I reserve the balance of my time.

Mrs. LOWEY. Mr. Chairman, I yield myself 15 seconds, just to respond to our distinguished chairman, although I agree with the gentleman that consolidation of programs when it makes sense is a good idea. Whenever we can save money in administration, I think it is a good idea. But this happens to be a jewel of a program, if we can target money to specific programs that are known to work effectively.

Mr. Chairman, I yield 3 minutes to the gentlewoman from Maryland [Mrs. MORELLA], my distinguished cochair of the Congressional Caucus on Women's Issues.

Mrs. MORELLA. Mr. Chairman, I thank the gentlewoman for yielding time to me. As she mentioned, the gentlewoman from New York, Mrs. LOWEY, and I chair the Congressional Caucus for Women's Issues. This is a high priority for us. I think for all of the women in the United States, as well as the men in terms of wives, daughters, nieces, et cetera.

I want to respond also to the chairman of the subcommittee, and I have mentioned earlier that I think he has done a yeoman job on this bill. I think he has really tried to treat very sensitively all of the programs. I would submit to the gentleman that this is a small program that focuses on what its primary objective is. It is like bringing Government closer to the people and closer to the people who are administering it.

Mr. Chairman, I rise to urge my colleagues to vote in favor of the Lowey-Morella amendment. This amendment would restore $2 million for women's educational equity programs. The funding would come from educational research, a program which would receive, in this bill, an increase of $16 million over the fiscal year 1996 amount and more than $15 million over the budget request.

I believe that in order to achieve educational excellence in our schools, we must eliminate gender bias. In 1974, the Women's Educational Equity Act [WEEA] was established to promote title IX, which barred sex-discrimination in federally funded programs. Over the years, WEEA has funded research, training programs, and other projects to promote educational equity for girls and women. More than 20 years after the enactment of WEEA, a pattern of gender equity still persists in our Nation's schools.

Research by the American Association of University Women [AAUW] shows that during the school years, girls receive less teacher attention then boys and less constructive criticism. Girls' self-esteem drops dramatically as they move through adolescence, and they continue to drop-out of high level math and science courses. Although girls score as well as boys on math tests, by the time they are 17, they have fallen behind. High school girls still earn more credits then boys in English, history and foreign languages, but fewer in math and science. Women earn more than half of all bachelor's degrees, but their degrees are clustered in traditional fields for women such as nursing and teaching.

WEEA provides schools with the materials and tools needed to comply with title IX. WEEA promotes projects that help girls to become confident and self-sufficient women. These projects help to prevent teen pregnancy, keep girls in school until graduation, and steer them toward careers in math and science. A current project of WEEA is designed to clarify for schools a definition of sexual harassment and what the law requires them to do. WEEA funds also initiated the observance of Women's History Month, which has alerted students across the country of the important contributions of women.

Mr. Chairman, we must not allow WEEA programs to fall by the wayside. Girls and women have made great strides through the programs funded under WEEA. I urge my colleagues to support the Lowey-Morella amendment to continue funding for WEEA. Our efforts to reform and improve education will not be complete unless we address the needs of all of America's school children.

□ 1745

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the gentleman from Michigan [Mr. KILDEE], the distinguished

ranking member from the authorizing committee.

Mr. KILDEE. Mr. Chairman, I thank the gentlewoman for yielding time to me.

Mr. Chairman, as former chairman of the elementary and secondary vocational subcommittee and as a teacher and as a father of a daughter, I stand here to support this amendment very strongly. I support it as a separate program also, not to be buried in another program, because we need to build sensitivity to the rights and abilities of all women, all students.

I recall a few years ago when my daughter and my two sons and I were flying, the cabin attendant came by and gave my two sons pilot wings and gave my daughter stewardess badges, and I told the cabin attendant at that time, I am sure my daughter would rather have the pilot wings.

That situation exists in our schools yet today, too, where they steer people in a certain direction because of their gender. We have to break down this gender bias, and this program as a separate program is important, because that gender bias still exists in society, and that includes our schools. So it is very, very important that we keep this program as a separate program, not buried in another very good program.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the distinguished gentlewoman from California [Ms. PELOSI], a member of the committee.

Ms. PELOSI. Mr. Chairman, I thank the gentlewoman for yielding time to me.

Mr. Chairman, I rise in support of the Lowey amendment to restore funding to the Women's Educational Equity Act.

We have talked much in this Congress about preparing our children for the future and teaching personal responsibility. The programs administered under the Women's Educational Equity Act, in place for the last 20 years, have made great strides to accomplish these goals for girls.

Girls and young women face a number of real and serious obstacles that often keep them from reaching their full potential, such as lack of skills or self-confidence, teen pregnancy, sexual harassment, violence in the classroom, and intentional and unintentional sex discrimination.

Through projects and outreach programs, girls learn job skills for traditional and for nontraditional, high-paying careers. They learn to reject the notion of traditional employment for women and embrace education in a variety of fields. It is sad but true that girls and women still need to be told in our society that they are capable of anything. These programs helps girls become confident, educated and self-sufficient. They remind and encourage girls that they can become self-sufficient adults who make a great contribution—our scientists, world leaders, working mothers, Members of Congress.

Mr. Chairman, I ask my colleagues, for the sake of the future of your daughters and granddaughters, to vote for the Lowey amendment to restore funding to this important program.

Mrs. LOWEY. Mr. Chairman, I yield such time as she may consume to the gentlewoman from California [Ms. WOOLSEY].

(Ms. WOOLSEY asked and was given permission to revise and extend her remarks.)

Ms. WOOLSEY. Mr. Chairman, I rise in support of the amendment offered by the gentlewoman from New York, and in great support of women and girls in our education system.

I support this amendment because often the barriers to girls' participation in the classroom or on the playing field are unintentional. Often these barriers are subtle and go unnoticed. But the fact remains that girls in our country, and the consequences are profound.

Mr. Chairman, as we move toward the 21st century, there is no question that girls and boys need top-notch math and science skills. Women earn more than half of all bachelor's degrees, yet, their degrees are clustered in traditional fields for women, which often means lower paying jobs.

Unless we combat this problem, women will have fewer economic opportunities, women will continue to a lower quality of life than men, and these inequalities will persist into the next century.

We must make sure this does not happen.

As a member of the Economic and Educational Opportunities Committee, I am working hard to improve education for girls and boys, for women and men.

Programs funded through the Women's Educational Equity Act is a way to achieve this goal.

When you vote on this amendment, I urge you to think of your sister; your wife; your granddaughter. Vote for the Lowey amendment, and vote for equality in education.

Mrs. LOWEY. Mr. Chairman, I yield such time as she may consume to the distinguished gentlewoman from Texas [Ms. JACKSON-LEE].

(Ms. JACKSON-LEE of Texas asked and was given permission to revise and extend her remarks.)

Ms. JACKSON-LEE of Texas. Mr. Chairman, I rise to support the amendment of the cochairman of the Women's Caucus to emphasize the importance of girls' education with respect to science. This is an important amendment.

Mr. PORTER. Mr. Chairman, I yield myself 30 seconds, simply to say that I understand that the gentlewoman in her remarks had said the American Council on Education endorses this amendment. We have received a call just now. The American Council on Education does not endorse the amendment. We just received the call.

Mr. Chairman, I am pleased to yield 3 minutes to the gentlewoman from Wyoming [Mrs. CUBIN].

Mrs. CUBIN. Mr. Chairman, I am speaking in opposition to this amendment. This amendment, some of the language in it says:

Gender equality policies and practices. The program provides teacher training to encourage gender equity.

First of all, Mr. Chairman, I think it is important, and I am speaking here today on behalf of our children, this program was zeroed out in fiscal year 1996, as we know, The fact remains that if we do not reach a balanced budget, if we do not make the appropriate steps to balance the budget, then none of our children, boys and girls, will have a future, will be able to preserve the American dream.

We know a child born today owes $187,000 only in interest on the national debt. If I had started a business the day Jesus Christ was born and spent $1 million a day every day from then through today, I would still not have lost my first $1 trillion, and we are $5 trillion in debt.

Mr. Chairman, this is not a legacy that we can send onto our children, whether they are male or female. I very much resent the opportunity not to be able to compete with anyone, man or woman, on a level playing field. I do not think that women feel that they are in a position where they cannot compete. I think so much of this discussion is a generational problem. The young women that I know believe that they can compete, and that they can do equally as well in this society.

Yes, I freely admit in the years that I was in college and the years when I was younger, I agree there was discrimination, and it was harder for women to make their way in the professional world. But I believe times have changed, and I also believe that we need to cut programs that are not as effective as they should be, because we have to spend our money in wise use in this budget. We need to do that for the sake of our children.

I am very determined. I will not be a party to leaving a country to my children or other people's children that is not in as good a condition as the country that I received from my parents. We need to save the American dream for them, and we cannot do that if we continue to spend money on irresponsible programs. I ask on behalf of the children and families in America that we defeat this amendment and get on with our business.

Mr. PORTER. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I would simply say to the gentlewoman, I was prepared to yield some of my time to speakers on the gentlewoman's side, with the understanding that she was not going to ask for a recorded vote on this. Since I now understand the gentlewoman is going to ask for a recorded vote, I find it difficult to do that. Therefore, I will simply close after the gentlewoman proceeds with her final speakers.

Mrs. LOWEY. Mr. Chairman, will the gentlewoman yield?

Mr. PORTER. I yield to the gentlewoman from New York.

Mrs. LOWEY. Mr. Chairman, I am sure that the remaining speakers who are going to speak on the gentleman's generous time would clarify the issues, so that I have confidence that he would

want to continue to yield the time to them.

I know that our distinguished Member, the gentlewoman from Connecticut [Mrs. JOHNSON], would like to speak, and we have a few speakers here to share my 1 additional minute.

Mr. PORTER. Maybe I should not have opened this subject, Mr. Chairman. I wanted to explain why I was unable to yield the time.

Mr. Chairman, I reserve the balance of my time.

Mrs. LOWEY. Mr. Chairman, it is my pleasure to yield 40 seconds to the distinguished gentlewoman from Connecticut [Mrs. JOHNSON].

Mrs. JOHNSON of Connecticut. Mr. Chairman, I rise in strong support of this amendment. This small program has made an enormous difference in creating among girls in America the belief that they have a wide range of opportunities in our society.

One of our biggest problems right now is teen pregnancy, and the teen-to-teen pregnancy prevention is enabling girls to see that math and science open worlds of opportunity, that staying in school matters, that self-esteen is there for them to get. This program funds projects that do exactly that for girls. We must not pull back on a single dollar that can help our girls understand that life is full of opportunity.

Mrs. LOWEY. Mr. Chairman, I yield the balance of my time to the gentlewoman from Hawaii [PATSY MINK].

Mrs. MINK of Hawaii. Mr. Chairman, I ask unanimous consent that the debate on this amendment be extended by an additional 10 minutes.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Hawaii?

Mr. PORTER. Reserving the right to object, Mr. Chairman, I was about to yield my remaining time, except for 1 minute, to the side of the gentlewoman from New York [Mrs. LOWEY], if that would help. Could we do it that way?

Mrs. MINK of Hawaii. Mr. Chairman, I withdraw my unanimous-consent request.

Mr. PORTER. Mr. Chairman, I yield the remainder of my time, except 1 minute, to the gentlewoman from New York [Mrs. LOWEY].

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] yields 2½ minutes to the gentlewoman from New York [Mrs. LOWEY], and he retains 1 minute for himself.

Mrs. LOWEY. Mr. Chairman, I yield 1½ minutes to the gentlewoman from Hawaii [Mrs. MINK].

Mrs. MINK of Hawaii. Mr. Chairman, I thank the gentlewoman for yielding time to me, and I thank my colleague, the gentleman from Illinois [Mr. PORTER], the distinguished chairman of this committee, for the time that is so precious to defend this amendment, to urge its adoption. It is only $2 million, and it is basically a research program. It is moneys that are coming out from a research program in the department, and we are using this method to earmark the money for an area that might otherwise be ignored.

It is so important that we fund the research and training and impetus to the classrooms and to the schools to keep encouraging them to emphasize the importance of equity in education. Our girls are not being encouraged properly into the fields of math and high-tech and science, and they need this special way of dealing with this issue, especially in the elementary ages. They need programs that enhance role models. The whole thing of history, women's history month, is to find all of the people in the country, women, who have excelled in these programs, and to encourage our young people to follow that route.

□ 1800

If we just support research in general in the department, and the committee has been very generous, and I commend them for it by adding $16 million, but if we leave this area into this general, nebulous research and not carve out a special program of only $2 million for the girls, for the sake of equity in education, we are going to really love the tremendous ground that we have achieved thus far. I happen to be the author of this program, and I applaud the gentlewoman for raising this issue once again.

Mrs. LOWEY. Mr. Chairman, I yield 1 minute to the gentlewoman from Florida [Mrs. MEEK].

Mrs. MEEK of Florida. Mr. Chairman, as generous and knowledgeable as our chairman the gentleman from Illinois, Mr. PORTER, is, and of course he has the strong support of the ranking member, the gentleman from Wisconsin, DAVE OBEY, I do not think they realize how important this is. This is a very important amendment which the gentlewoman from New York, Mrs. NITA LOWEY, has put in. She asked for merely $2 million. This $2 million will being recognition to the women in this country. It was a very hard fight to get this recognition for women. Please, I beg the gentleman from Illinois [Mr. PORTER] and the Members who are not supporting this amendment to turn around and think what an important time this is. Women fought hard to get here. We need your support to be sure that this $2 million will focus this similar block grant, because I know and most Members know, when this money is allocated, women's equity will not be at the top of the list and when the money is allocated, we will be at the end. Please support the Lowey amendment.

Mrs. LOWEY. Mr. Chairman, I yield myself the balance of my time.

The CHAIRMAN. The gentlewoman from New York [Mrs. LOWEY] is recognized for 20 seconds.

Mrs. LOWEY. Mr. Chairman, to close this debate, I would like to thank my colleagues with whom I have worked so closely on this issue over the years. Having seen the results of these programs, having seen the educational programs that have encouraged women to get into fields of math and science and engineering, I would again like to appeal to all my colleagues to support this very important amendment. We can work to cut out a lot of programs, but this is one in which we should invest.

Mr. PORTER. Mr. Chairman, I yield myself the balance of my time.

The CHAIRMAN. The gentleman from Illinois [Mr. PORTER] is recognized for 1 minute.

Mr. PORTER. Mr. Chairman, let me say again, I have supported this program in the past, I think it is important, but line items are not meant for recognition. If so, we have too many already. This program can be and is presently administered under the education research and improvement line item. That is where it is right now. There is not a separate line item for it. That is where it ought to remain. To put it simply back into existence either as recognition or symbolism to me is simply not the way we ought to proceed. There are too many separate programs. They are all worthy, of course. They all have defenders. But we have managed to cut down on the number of single programs with high cost to administer, put them under larger accounts like educational research and improvement. We have done it here. I would ask the Congress to keep that exactly as it is and allow us to reduce the number of programs and do a much more efficient job.

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from New York [Mrs. LOWEY].

The question was taken; and the chairman announced that the noes appeared to have it.

Mrs. LOWEY. Mr. Chairman, I demand a recorded vote.

The CHAIRMAN. Pursuant to House Resolution 472, further proceedings on the amendment offered by the gentlewoman from New York [Mrs. LOWEY] will be postponed.

AMENDMENT OFFERED BY MS. JACKSON-LEE OF TEXAS

Ms. JACKSON-LEE of Texas. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Ms. JACKSON-LEE of Texas: After title III of the bill, insert the following new title:

''Title IIIC—Bilingual Education Increase

Of the amount made available under the heading ''IMPACT AID'' for Federal property payments under section 8002 of title VIII of the Elementary and Secondary Education Act of 1965, $10,000,000 is transferred and made available as an additional amount under the heading ''BILINGUAL AND IMMIGRANT EDUCATION'', of which $6,800,000 shall be for carrying out subpart 2 of part A of title VII of such Act.''

Ms. JACKSON-LEE of Texas. Mr. Chairman, I respect very much the process of the gentleman from Illinois [Mr. PORTER], the gentleman from Wisconsin [Mr. OBEY] and also the question of the importance of education that has been debated on this floor today. I supported the Obey amendment and

will support it once it comes to the floor again for a vote, because I believe the priorities of education says to the American people that we would invest in the front end and not the back end, the back end meaning incarceration, imprisonment, hopelessness and joblessness for Americans. Interestingly enough a recent report cited that the lack of promise of our recent immigrants comes mostly from their lack of understanding of English and their inability to have the appropriate job skills to move into mainstream America.

Coming from the State of Texas, I can say to you that I applaud local officials and the Governor of the State of Texas that have not tried to create a wedge issue on immigration. We have in fact included our new immigrants and have worked very hard to provide them with the resources that they need to integrate into our society. Bilingual education is the key to providing people the opportunity to open the door that gives them an even playing field, and particularly it is important to provide the dollars added professional development training of teachers so that they can educate those who come into our school system. Although the committee has worked hard in this area, I think it is important that we recognize that more dollars are needed to support bilingual education. This particular amendment would have offered an extra $10 million to ensure that bilingual education is both respected and enhanced in the professional and development training and to provide the access to those teachers who would teach our children. Recognizing that the source that I have taken such moneys from deal with Impact education, and might I say that I recognize all those who worked so hard in the Impact education area, I would note that it was only 235 school districts that are impacted on this out of 14,000, but nevertheless it is an important issue.

But I raise this amendment because I think it is important again to focus on the question of bilingual education. I would simply ask my colleague from California [Mr. BECERRA], who is on the floor, if he would accept me engaging him in a colloquy on bilingual education.

This amendment is one that I have offered, though I am going to ask for unanimous consent to withdraw it. But the reason, of course, is to comment, I think both of us have been in the Committee on the Judiciary and we have heard that studies offered by the Rand Commission that have talked about the front end investment versus the back end. So I am hoping that we can all join together and work on increasing the dollars for bilingual education to ensure that direct dollars to the school systems but as well to training bilingual teachers and enhancing their professional development. I query Mr. BECERRA for his input on the importance of this kind of training and expanding bilingual education.

Mr. BECERRA. Mr. Chairman, will the gentlewoman yield?

Ms. JACKSON-LEE of Texas. I yield to the gentleman from California.

Mr. BECERRA. I thank the gentlewoman for yielding, and would say that I agree with everything she has said. All the information we have, the data and any studies you look at show that we are absolutely in need of teachers who can help transition a lot of our young students who are not yet proficient in English so that they can become fully proficient. What we have found is that the best way to do that is to not let them fall behind in math, in geography and science while they are trying to learn English but let them learn all those subjects so that within 3, 4, or 5 years they are actually in fully mainstream course work.

I would agree with the gentlewoman completely we do need to see more funding, we do need to see some money allocated to the professional development component of bilingual education so we can have the teachers that we need to teach. We are drastically by tens of thousands of teachers understaffed in our schools for bilingual education and hopefully we will see something remedied as we go through the process of trying to pass a bill.

Ms. JACKSON-LEE of Texas. Mr. Chairman, if I may make an inquiry to the chairman of the Appropriations Subcommittee, I had wanted to enter into a colloquy with the gentleman from Illinois [Mr. PORTER] but I do want to allow the gentlewoman from California [Ms. Millender-McDonald] to comment on this.

Would the gentleman yield me time to enter into a question of him so that I can yield to the gentlewoman?

Mr. PORTER. Mr. Chairman, if the gentlewoman will yield, we expected that she was going to offer the amendment and then withdraw it. We see that there are other speakers on both sides. Perhaps we could simply agree to a 10-minute time limit on this amendment and all amendments thereto and divide it between yourself and myself and finish it in the next 10 minutes.

Ms. JACKSON-LEE of Texas. I would appreciate that.

Mr. PORTER. I ask unanimous consent to do that, Mr. Chairman.

The CHAIRMAN. Is there objection to the request of the gentleman from Illinois?

There was no objection.

The CHAIRMAN. The gentlewoman from Texas [Ms. JACKSON-LEE] and the gentleman from Illinois [Mr. PORTER] will each control 5 minutes.

The Chair recognizes the gentlewoman from Texas [Ms. JACKSON-LEE].

Ms. JACKSON-LEE of Texas. Mr. Chairman, I yield 1 minute to the gentlewoman from California [Ms. MILLENDER-MCDONALD].

Ms. MILLENDER-MCDONALD. I thank the gentlewoman from Texas for yielding me this time.

Mr. Chairman, I would like to just speak on behalf of the increase in funding for bilingual education. We do recognize that there are numerous students now coming into the public school systems that are non-English-speaking students. There is a critical need for teachers to teach these students English. I am appealing to those who are on the Committee on Appropriations and my colleagues to increase bilingual education, thereby providing these young people a qualified teacher who can help them to learn English. It is important, it is critical for the future of our country to have these young folks who are thousands, increasing thousands, in the public schools, to have a teacher who can teach English to them.

I am urging that we support the increase in bilingual education that will afford us the opportunity to train teachers to teach these students.

Ms. JACKSON-LEE of Texas. Mr. Chairman, I reserve the balance of my time.

Mr. PORTER. Mr. Chairman, I yield 2 minutes to the gentlewoman from New York [Mrs. KELLY].

Mrs. KELLY. Mr. Chairman, I rise in strong opposition to the amendment offered by the gentlewoman from Texas.

The amendment seeks to cut funding from the Federal Impact Aid Program and transfer the moneys to bilingual education.

Without debating the merits of bilingual education, let me emphasize that cutting impact aid, especially section 8002 of the program, will be devastating to schools around the country that depend upon this assistance.

Local governments cannot collect property tax revenue from federally-owned property, which affects their ability to provide sufficient revenue to the local school system. Section 8002 of impact aid reimburses local governments for the lost tax revenue.

Funding for impact aid represents the Federal Government's commitment to reimburse local governments impacted by a Federal presence. By cutting these funds, regardless of the reason, we are essentially turning our back on this commitment.

I represent the Highland Falls-Fort Montgomery School District, which sits adjacent to the U.S. Military Academy at West Point, and is very dependent on the moneys it receives from the Impact Aid Program to survive. I fear the gentlewoman's amendment, if passed, could seriously jeopardize the school district's ability to remain open or adequately serve its students.

The Federal Government must live up to the commitment it has made to the communities in my district and across the country who depend on the Impact Aid Program. The bill contains a modest amount of funding to reimburse land-impacted school districts like the one I represent. I urge my colleagues to oppose this amendment.

Ms. JACKSON-LEE of Texas. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I think I mentioned and stated earlier for the record that I

offered the amendment and asked unanimous consent to withdraw it in order to enter into a colloquy with the gentleman from Illinois [Mr. PORTER] if he would on the question of the importance of bilingual education.

□ 1815

We realize that there are so many interests involved in this bill dealing with Education and Health and Human Services. Certainly, I believe that we could have enhanced this legislation by additional funding for bilingual education. However, in the spirit of cooperation, I would simply say to the gentleman who has worked hard, along with the gentleman from Wisconsin [Mr. OBEY], that I would like to join with others to make sure that we have the number of bilingual teachers and the proper training for those teachers to ensure that we invest in the front end and not the back end, to make our new immigrants have access to English and to ensure that the children who are in our schools are fully educated in some of our States.

Mr. PORTER. Mr. Chairman, will the gentlewoman yield?

Ms. JACKSON-LEE of Texas. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, let me say that I support transitional bilingual education that moves young people from their native language as quickly as possible into English and teaching them then in English. But I do not support bilingual education as has been practiced in many of our larger cities where kids are kept in their native language for year after year instead of moving them to English. So, to the extent that we transition and actually use the bilingual program as it was originally intended to move children as quickly as possible into the English language and being taught in the English language, I support it.

Ms. JACKSON-LEE of Texas. Reclaiming my time, and simply forwarding or completing my remarks, let me say that we probably have a slight disagreement on that. It is my concern that we continue to teach children as long as they need to be taught in order that they can move into the mainstream. However, I will seek to work with those who will work with me to ensure that we do provide the right kind of resources for bilingual education, a fair assessment of resources for bilingual education.

Mr. BECERRA. Mr. Chairman, will the gentlewoman yield?

Ms. JACKSON-LEE of Texas. I yield to the gentleman from California.

Mr. BECERRA. Mr. Chairman, I am actually quite encouraged to hear the chairman's remarks because I think, if he were to go to some of the large cities like mine in Los Angeles, what he would find is that transition is actually occurring rapidly. But when you have a situation where, like in Los Angeles, you have so many new kids coming in who are in a situation where they must learn anew—in fact, you have some kinds who have never seen a computer so they do not even know how to say computer even in their native language—it takes some time for a school to be able to show the success. But if you look at the individual children, the average time of stay in a bilingual education program is 3 years. So they are transitioned to a fully mainstreamed program of English-only instruction in about 3 years.

So I am very encouraged to hear the chairman's remarks and I hope that we are able to do something because over the last decade, bilingual education has taken about a 60-percent cut in funding. So these are kids who are trying to learn who have seen their funding at the Federal level cut by 60 percent.

I have a figure here that says that the Department of Education recently estimated that we are short approximately 175,000 bilingual education teachers to help these kids transition quickly into mainstream instruction.

Ms. JACKSON-LEE of Texas. Reclaiming my time, I think Texas will work with California and many other States that are impacted by this need for additional funds. I would simply encourage all of my colleagues that we work to make sure that we invest in the front end and not the back end.

Mr. PORTER. Mr. Chairman, I yield back the balance of my time.

Mr. Chairman, I ask unanimous consent to withdraw the amendment.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Texas?

Mr. PORTER. Mr. Chairman, I would inquire of the Chair at this point, we have 3 minutes of our time remaining, whether we are not entitled to use that before the amendment is withdrawn.

Mrs. JACKSON-LEE of Texas. Reclaiming my time, then, Mr. Chairman, if the gentleman is going to have another speaker.

Mr. PORTER. Why does the gentlewoman not reserve the balance of her time?

Ms. JACKSON-LEE of Texas. Mr. Chairman, I reserve the balance of my time.

The CHAIRMAN. The gentlewoman reserves the balance of her time and withdraws her unanimous-consent request.

The gentleman from Illinois will have the right to close.

Mr. PORTER. Mr. Chairman, I yield the balance of my time to the gentleman from Wisconsin [Mr. ROTH].

Mr. ROTH. Mr. Chairman, I thank my friend from Illinois for yielding.

This is an issue in bilingual education that I have done a good deal of study on, and I think it is important for us to have a balanced view of what is taking place in bilingual education. Thirty percent of the Hispanic students in America drop out of school. The lowest pay rates in America today come to Hispanic youngsters because they do not have training in the English language. Kids in bilingual education are not in their for 3 years. They are in there for as long as 9 years, and they get 30 minutes a day at the most in English language.

This comes from U.S. News & World Report, that did an in-depth study on bilingual education. They concluded that, along with the crumbling classrooms, along with the crumbling classrooms, violence in the hallways, bilingual education has emerged as one of the dark spots in the grim tableau of American public education.

Today I wish that the person who is introducing this amendment would talk to some of her constituents in Texas, for example, Ernesto Ortiz, who said: They teach my kids in school in Spanish so they can become busboys and bellhops. I am trying to teach them English at home so they can become doctors and lawyers.

That is what I am saying today. Let us give these new Americans the same chance to have part of the American dream that we have historically given our new Americans. There is a 30-percent dropout. This is not an issue between the kids in school. This is an issue of the bureaucracy. The only people who are for this are the bureaucrats. In New York City, kids are put in bilingual education. Why? Because of their surname, and then the parents cannot get them out of these educational classes.

In New York City, the parents had to take the school board to court to get their kids out of bilingual education so their kids could have an equal chance. If my colleagues want to establish linguistic ghettos in America, vote for this type of amendment. But if my colleagues want this country to be equal and have everyone have an equal chance, then vote against amendments like this. Americans, all Americans should have the same chance to be part of, get part of the American dream that all of us have had.

English is a language of opportunity in the United States. The way people are kept down is if you keep them in bilingual education. You have to immerse young Americans in the English language so that they can compete. We want all Americans to have an equal chance, and we have to begin with giving all Americans an equal chance with the English language. Otherwise we are going to keep these kids in linguistic ghettos, and we are opposed to that in any form.

(Mr. FAWELL asked and was given permission to revise and extend his remarks.)

Mr. FAWELL. Mr. Chairman, I rise in strong opposition to the Jackson-Lee amendment, which would transfer $10 million from section 8002 impact aid funds to bilingual education.

As we all know, States and localities provide approximately 95 percent of education funding in the United States. The largest source of this funding is local property taxes. When a school district loses 10 percent of its taxable property to the Federal Government, the local schools are severely impacted. In 1950, Congress responded to this problem by creating the Impact Aid Program. I have always been a strong supporter of this program.

Mr. Chairman, Burr Ridge School District 180 in my congressional district is 1 of 8 districts in Illinois that qualifies for section 8002 impact aid funds. In the case of Burr Ridge school district, three-fourths of the assessed value of the school district is federally owned land at Department of Energy's Argonne National Laboratory. When the Federal Government does not pay its share for the Federal property taken off the tax rolls, the burden falls to local homeowners.

Mr. Chairman, as you may know, the entire section 8002 impact aid program costs about $17.5 million. This funds federally impacted school districts at about 40 to 50 percent of funds they are qualified to receive. In the case of Burr Ridge school district, these funds go directly to teaching positions, reading programs, and special education. Unlike most Federal aid programs, such as title 1 and drug-free schools, impact aid directly funds schools which are adversely impacted by the presence of Federal lands.

Mr. Chairman, I urge the House to strongly oppose the Jackson-Lee amendment, and support our responsibility to serve federally impacted schools.

The CHAIRMAN. All time has expired.

Ms. JACKSON-LEE of Texas. Mr. Chairman, I ask unanimous consent for 1 additional minute, please.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Texas?

Mr. SOLOMON. Mr. Chairman, I would just have to object. We have to expedite these bills. We cannot carry them on any longer.

Ms. JACKSON-LEE of Texas. Will the gentleman from Illinois [Mr. PORTER] allow me time to ask unanimous consent to withdraw the amendment?

Mr. PORTER. Mr. Chairman, I would inquire of the Chair, is there any necessity for yielding time to the gentlewoman from Texas to ask unanimous consent to withdraw the amendment?

The CHAIRMAN. The gentlewoman can ask unanimous consent to withdraw her amendment without additional time.

Ms. JACKSON-LEE of Texas. Mr. Chairman, to avoid any more ugly talk about bilingual education, I ask unanimous consent to withdraw the amendment so that those of us of good will can work together to ensure that the children are educated and we are investing in America.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Texas?

There was no objection.

The CHAIRMAN. The amendment is withdrawn.

AMENDMENT OFFERED BY MR. FOX OF PENNSYLVANIA

Mr. FOX of Pennsylvania. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. FOX of Pennsylvania. Page 66, line 9, after the dollar amount, insert the following: ''(reduced by $1,923,000)''.

Page 70, line 24, after the dollar amount, insert the following: ''(increased by $1,923,000)''.

Mr. FOX of Pennsylvania. Mr. Chairman, I understand there is an agreement agreed to by both sides, by the ranking member, the gentleman from Wisconsin [Mr. OBEY], and also by the chairman, the gentleman from Illinois [Mr. PORTER]. I would just make brief remarks, if I may, in support of the amendment.

The Foster Grandparents Program pairs low-income adults with special needs children. The foster grandparents themselves are active, healthy older Americans who have a desire to stay active in their communities but do have limited incomes. The children that are served in the Foster Grandparents Program have special needs and are considered at risk.

Some of the children included in this program are: children with HIV/AIDS; children with severe physical, mental or emotional disabilities; children suffering from serious or terminal illnesses; children who were abused or neglected; and pregnant teens.

The foster grandparents spend 40 hours in training and orientation. Then they are matched with approximately four children. The grandparents are then required to work 4 hours a day for 5 days a week participating in activities with the children.

The benefits of the program include enabling seniors to increase their own standard of living by offering them a small stipend for their work.

The Foster Grandparent Program has also done an outstanding job at providing matching funds from the State and local level and from the private sector. As a matter of fact, the Foster Grandparent Program is currently averaging a 46 percent matching level. In my hometown of Montgomery County, the Preschool Intervention Program, a program for children ages 3 to 5, lost their grandma and are in desperate need of help. After placing a call to the local Foster Grandparent Program, they were told that there was simply not enough money to provide a new grandparent for them.

In a similar situation, Mr. Chairman, a drug treatment center that rehabilitiates drug-addicted mothers and their children recently lost two grandparents. But this can be avoided, Mr. Chairman, with the passage of my amendment and the adoption by both sides of the aisle because it will restore the funding for the Foster Grandparents Program to the fiscal 1995 level, an increase of only $1.9 million, which would equal 550,000 volunteer hours from Federal dollars, an additional 550,000 in non-Federal match, about 1,000 additional volunteers, and 4,000 additional children that can be served.

Mr. GUTKNECHT. Mr. Chairman, will the gentleman yield?

Mr. FOX of Pennsylvania. I yield to the gentleman from Minnesota.

Mr. GUTKNECHT. Mr. Chairman, I thank the gentleman for yielding me the time. I will be ever so brief.

This is an important amendment. I hope Members on both sides of the aisle will join us in supporting this amendment. Really what we are talking about is prioritizing the Foster Grandparent Program. As Mr. FOX indicated, this really is the ultimate public-private partnership and the return on our investment is really very, very excellent. It taps into one of the most underutilized resources in this country, our senior citizens. Most importantly, it is revenue neutral.

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. FOX of Pennsylvania. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I simply would say to the gentleman from Pennsylvania that this is a very good amendment. The gentleman has shown great leadership and support for the Foster Grandparent Program, and we would accept the amendment.

Mr. LAZIO of New York. I rise today to support the amendment offered by Mr. FOX. I have had the pleasure over the past few years to work with the Foster Grandparents Program as well as the other programs within the National Senior Service Corps. Last year I was successful in offering an amendment adding $13.8 million to the National Senior Service Corps and have worked with Mr. PORTER this year to secure a $4.5 million increase. I commend Mr. PORTER for the commitment he has made to these programs.

For over 30 years the National Senior Service Corps programs, which include Foster Grandparents, have brought needed services to communities across America and have provided hundreds of thousands of service opportunities to older Americans.

America's seniors have a wealth of experience and knowledge which must be engaged. As we look at today's social problems, it is essential that as a nation we look toward those who have faced adversity before, and now stand as examples of that which makes America great. Currently, America's seniors are greatly underutilized in solving today's problems.

Foster Grandparents help to fulfill community needs which may otherwise go unmet. Activities conducted by Nation Senior Service Corps and Foster Grandparents volunteers include: serving the homeless, providing hospital volunteer services, training, tutoring, serving emotionally disturbed children, serving the terminally ill, caring for children who are born with drug addictions and HIV, as well as many, many others.

The money spent on these programs goes a long way to aid both the seniors who volunteer and, more importantly, those who receive their valuable services. We should support America's senior citizens in utilizing their talents and experiences to better themselves and their communities.

I urge my colleagues to support this amendment.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Pennsylvania [Mr. FOX].

The amendment was agreed to.

Mr. ORTON. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I do so for the purpose of entering into a colloquy with the chairman. I want to compliment the chairman for his leadership in developing a very good bill in difficult circumstances. In order to stay within the

restrictive subcommittee 602(b) allocations, difficult decisions are required.

I am particularly pleased to see the increase in funding provided to the National Institutes of Health given these funding restrictions. As the chairman knows, there are many worthy medical research projects underway at NIH and throughout the country. In time, I believe that this research will alleviate the suffering of a great many people throughout our country. I am particularly concerned that adequate research regarding hyperemesis, or severe morning sickness, including nausea and vomiting, a condition that by one estimate affects over 50,000 pregnant women a year, is not being adequately conducted.

In addition to decreasing pregnant women's productivity in their jobs and private lives, this condition can lead to hospitalization due to severe dehydration.

□ 1830

In fact, in 1993, 43,000 women that we know of were hospitalized for severe morning sickness. Severe hyperemesis can lead to a decision to terminate a pregnancy or even lead to death in extreme cases.

I know of only one NIH study, ''Nausea, Vomiting Nutrition and Pregnancy,'' that is, in part, looking at this problem, yet the majority of women in this country have been or will be pregnant at some time during their life and a majority of them will experience morning sickness.

Does the chairman agree with me that a problem this pervasive is a serious health problem to which the National Institutes of Health should give priority, including devotion of resources for basic clinical research?

Mr. PORTER. Mr. Chairman, will the gentleman yield?

Mr. ORTON. I yield to the gentleman from Illinois.

Mr. PORTER. Mr. Chairman, I would agree with the gentleman, and would encourage NIH to use all mechanisms at its disposal to support basic applied and clinical research that addresses the problem of hyperemesis in pregnant women.

Mr. ORTON. Mr. Chairman, reclaiming my time, I thank the gentleman for his support and for his response.

Mr. Chairman, I include for the RECORD the following material:

BRIGHAM AND WOMEN'S HOSPITAL, HARVARD MEDICAL SCHOOL, OBSTETRICS AND GYNECOLOGY EPIDEMIOLOGY CENTER,

Boston, MA, July 10, 1996.

Hon. WILLIAM ORTON,
Washington, DC.

DEAR CONGRESSMAN ORTON: I've been informed of your interest in Hyperemesis Gravidarum and would like to share my concern regarding the need for further research in this area and some very interesting preliminary findings from a pilot study conducted at our institution.

Although there have been no reliable studies that have documented the incidence of severe hyperemesis, estimates suggest that as many as 2% of all pregnancies require hospitalization for this condition. It is clear that this represents a substantial public health problem considering that most women who suffer from this condition do not seek appropriate medical care.

We have recently reported (and are in the process of preparing for publication) results from a pilot study suggesting that factors that contribute to high prenatal estrogen levels may be important in the etiology of this condition. As you can see from the attached abstract presented at the recent Society for Epidemiologic Research Meetings, we have observed that the risk of hyperemesis requiring hospitalization increases 3-4 times with each 15 gram increase in consumption of saturated fat (equivalent to one 4oz cheeseburger). Although we do not know the mechanism by which this dietary association may influence the risk of hyperemesis, we do know that a diet high in saturated fat will increase estrogen production.

To better study the influence of diet and hormones on the risk of severe hyperemesis, we would like to identify women as close to the time of their conception as possible and then measure their hormonal profile to see which profiles are more predictive of the subsequent onset of severe nausea and vomiting. We have proposed such a study to NIH which was not funded during this most recent cycle. However, we will review the evaluation when it becomes available and consider a resubmission.

If you would like any additional information concerning our research in this area please don't hesitate to contact me directly. Thank you for your interest in this area which certainly deserves much more high quality research.

Sincerely yours,

BERNARD L. HARLOW.

SATURATED FAT INTAKE AND THE RISK OF SEVERE HYPEREMESIS GRAVIDARUM

(By L.B. Signorello, B.L. Harlow, S.P. Wang, and M.A. Erick, Harvard School of Public Health and the Obstetrics and Gynecology Epidemiology Center, Brigham and Women's Hospital)

Hospitalization for hyperemesis gravidarum (nausea and vomiting during pregnancy) occurs in up to 2 percent of all pregnancies. Women suffering from this condition can experience malnutrition and severe weight loss, resulting in adverse health effects for both themselves and their babies. The authors conducted a case-control study to examine the potential association between dietary factors and the risk of severe hyperemesis gravidarum (HG). With previous research suggesting an association between estrogen levels and risk of nausea and vomiting, the aim of this study was to investigate the role of modifiable dietary factors that may influence prenatal estrogen production and/or metabolism. Cases were 50 women who were hospitalized for HG and who delivered livebirths at Brigham and Women's Hospital (BWH) between 1/1/92 and 12/31/95. Controls were 100 women who delivered livebirths at BWH during the same time period and who experienced less than 10 hours of nausea and less than 3 episodes of vomiting over the duration of their pregnancies. Data were collected via self-administered food-frequency questionnaires, with reference to the average diet during the year just prior to the pregnancy. Summary measures for the average daily intake of macro- and micro-nutrients were calculated from this data. Preliminary results using a multivariate logistic regression model indicate that high intake of total fat increases the risk of HG (odds ratio (OR)=2.2 for each 25 gram increase, 95% CI 1.1–4.2). Further investigation revealed that this association was driven primarily by saturated fat intake, with an OR of 3.5 (95% CI 1.4–8.5) for each 15 gram increase in daily saturated fat intake (equivalent to 1 four ounce cheeseburger or 3 cups of whole milk) after adjusting for age, body mass index, total energy intake, and vitamin C consumption. This finding suggests that saturated fat intake may be a strong risk factor for HG and that modifying the intake of this type of fat could prevent the onset or lessen the severity of HG. The extend to which saturated fat serves as a market for prenatal hormone levels warrants further investigation.

Mr. FILNER. Mr. Chairman, I move to strike the last word.

Mr. Chairman, America's children could once again become the innocent victims of shortsighted proposals to cut education programs.

The American people remember last year, when the majority unleashed an all-out assault on title I, Head Start, Goals 2000, bilingual and immigrant education, student loans, and a host of other valuable programs.

Well, here we go again. We have an education budget for 1997 that looks a lot like last year's proposal. Many of the cuts that appeared in their 1996 budget proposal have been given starring roles in 1997.

The plan for 1997 falls more than $2.8 billion short of President Clinton's request. Proponents of the plan claim that they are merely freezing education funding at last year's levels, yet their proposal would cut the Federal education budget by $644 million from last year.

At the same time, 1 million additional children who rely on these programs will be enrolled in America's schools by the fall of 1997. California's K–12 enrollment is expected to be 350,000 higher in 1997 than it was 2 years previously.

Considering this growth, the majority's plan grossly underfunds education programs. The level of underfunding in my home State of California is staggering:

Total funding for education in California falls $328 million short of what is needed.

Goals 2000 is underfunded by nearly $55 million.

Title I—more than $66 million below what is needed.

Safe and Drug-Free Schools Programs—underfunded by nearly $8 million.

Immigrant education programs—more than $14 million below what is needed.

Special education—underfunded by more than $33 million.

Job training and education—more than $3 million below what is needed.

Adult education—underfunded by nearly $5 million.

Even the smaller but equally as important programs that help children in California will suffer under the majority's plan. For example, homeless children and youth—more than $750,000 below what is needed; Indian education—underfunded by more than $800,000.

The majority needs to learn that the American people don't want to see cuts

in education. Americans overwhelmingly rejected the cuts that were proposed last year. Perhaps the advocates of these cuts should listen to their colleagues on the other side of the aisle who have put forth a families first agenda, which would balance the budget without draconian cuts in education.

Mr. Chairman, I would hope that we would pass the Obey amendment that is on the floor or that we would reject the bill before us because it shortchanges America's children.

Mr. SERRANO. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I would like to speak in response to some of the comments that the gentleman from Wisconsin had made during the debate on the amendment offered by the gentlewoman from Texas [Ms. JACKSON-LEE], on which all time being used, there could be no response.

There seems to be in this country a complete mistaken belief that bilingual education programs and the use of languages other than English in the classroom or anywhere else in this society somehow weakens the ability of a country and a society to move forward.

One of the problems that we have in this country right now, I believe, is that some people have taken certain very emotional issues and put them forth in a way that scares the American public. And why not? If we tell the American people that bilingual education or any other program in the Nation threatens the use of English as the official language in this country or the language of this society, then certainly good-hearted, well-intentioned, and good patriotic Americans respond to that by saying, oh, my God, there is a problem here that we have to attack.

But there is no problem. All we have to do is ask any parent of any child in this country where the family speaks a language other than English or a second language what they see, what they envision for their children, and every single one of their parents, unless they are not in their right state of mind, would tell you that they want the child to learn to speak English, to function within the society, to grow within the society.

However, what we have done in this country in the last few years, and, unfortunately, it has been going on for much too long, is to suggest to people that there are a couple of things that are going to wreck this society and one of them is the existence of languages other than English in the society.

Now, whenever I speak on this subject I use myself as an example. I speak Spanish, I speak English. I read Spanish, I read English. I write in Spanish, I write in English. I can listen to music in either language, I can read literature in either language, I can function in either language. I do not think that my existence in this House shows in any way, shape, or form that my knowledge of another language has caused a problem. I think in Spanish at times and speak in English, and it has not confused me. I understand the issues well and in no way am I handicapped.

We are handicapped as a nation, however, when we send messages throughout the world that if you want to deal with us you must deal with us in English or we shall not speak to you. If you want to trade with us you should trade with us in English or we shall not speak to you. And if you want to play baseball on the ballfield we will only speak English, otherwise I will never speak to you.

I suggest that that is a very narrow-minded approach, and all I would ask is people who support this movement of making English the official language, and therefore attack all other languages, to simply understand that the growth of a nation as great as ours is not just an economic growth, it is not just a military growth, it is not just a growth of a democracy; it is also the ability to work with other people throughout the world and to say to them we are not afraid of your language, in fact, we want to learn your language. We want to learn your culture.

Let me make one last point. During the 1970's, as I have said on a couple of occasions on this floor, there were the famous spaghetti westerns that Sergio Leone put out. These were western movies made in Italy and the actors spoke in Italian and in French and Spanish and in English. It is sad to note that even then, and nothing has changed, it was only the American actors who had to have their voices dubbed in other languages while the European actors dubbed their own voice in various languages.

What is the fear? Let us be honest about bilingual education. It is simply a program that takes you as a child speaking another language and teaches you information in your language until you learn to speak English, with the intent being that by the third grade or the fourth grade we will move you over to English, and then if in the process you maintain a second language, in my opinion, that only strengthens the society. That does not weaken the society.

Mr. Chairman, let me just say that when I learned that ''Jorge Washington es el Padre de la Nacion'', I learned in Spanish that George Washington was the father of the Nation. It was the same information. I just learned it in another language first.

Mr. HASTINGS of Florida. Mr. Chairman, will the gentleman yield?

Mr. SERRANO. I yield to the gentleman from Florida.

Mr. HASTINGS of Florida. Mr. Chairman, I would like very much to thank the gentleman for yielding, and I want to associate myself with the remarks of the gentleman, and add that I am just returned from the European Parliament, the Organization of Security and Cooperation in Europe, where 53 member nations were represented. English was the second language of most of the persons there. They all spoke either two or three languages.

The CHAIRMAN. The time of the gentleman from New York [Mr. SERRANO] has expired.

(By unanimous consent, Mr. SERRANO was allowed to proceed for 1 additional minute.)

Mr. HASTINGS of Florida. Mr. Chairman, if the gentleman will continue to yield, in Sweden, where this meeting was held, children are mandated at age 7 to learn English. In Australia, where I visited last year, it is mandatory that their children learn two Asian languages.

I am finding it abhorrent that we continue this debate, and I just wish to associate myself with the remarks and the leadership of the gentleman.

Mr. SERRANO. Mr. Chairman, reclaiming my time, I thank the gentleman for his comments, and I would hope that people in this country would understand that to speak more than one language actually strengthens you; it does not weaken you in any way.

Mr. CUNNINGHAM. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I agree with the gentleman that just spoke about English as a common language, but it is also very, very important to have multilingual, especially in the trade and economic issues that we have.

I do disagree with my colleague, the gentleman from California [Mr. FILNER]. He quite often states his own opinion as fact, and he is factually challenged and I would like to tell my colleagues how.

First of all, the Federal Government only provides about 5 percent of the total revenue for education; 95 percent of education funding comes from State and local funds. Now, it is legitimate for those that want the Federal Government to handle more of that burden to say we can spend more money out of the Federal Government. My point comes from the waste, the fraud and the abuse that happens at the Federal level. It is better to handle it at the State level.

Let me give you a couple of examples.

□ 1845

Of that 5 percent that the Federal programs give for education, the committee identified over 760 education programs; 760 programs. Everybody wants a good program and, in fact, back in my own district I went back and everybody was coming and saying, Duke, we have all these programs and these are great programs. And you can fall into that pit. But what it does is that it spreads that 5 percent out so much that we get very little back to the classroom. In some areas, we get as little as 23 cents on the dollar and in other areas about 32 cents on the dollar. That is not good business.

We have taken, for example, Goals 2000 with 45 instances in the bill that says ''States will.'' we have taken that and saved the money from that. The

President's direct lending program, I wish we could totally cut it out and do it privately. Why? Because to administer the direct lending Government program cost $1 billion more to administer just capped at 10 percent. GAO did a study and said it would take $3 billion to $5 billion just to collect those dollars.

We took those savings and capped the administrative fees and we increased, I would say to the gentleman from California [Mr. FILNER], we increased Pell grants. We increased student loans by $3 billion. We increased access to student loans by 50 percent. We did not cut. We added it.

We took Federal programs which my colleagues on the other side would rather spend money on the Federal level, and we are returning that money to the States and getting a bigger bang for the dollar. The vision.

If my colleagues want to work on something in education, we have less than 12 percent of our classrooms that have a single phone jack. Before Republicans and Democrats, the testimony has been that over 50 percent of the jobs in the near future are going to require high-technology skills and we do not have the tools.

Mr. Chairman, one thing I disagree with in the bill, we ought to have more money for Eisenhower grants, not less. Why? Because if we are going to expect our teachers to learn how to turn on a computer and teach the children in the future, these high-technology skills to meet their efforts in the 21st century, then we have got to train our teachers to do that. It is a disagreement I have with the bill, but overall we have added dollars for education. We have taken the Federal Government out of it and turned it back to the American people, and we have given it to the people that need it: students, not the bureaucracy.

Mr. PORTER. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. FORBES) having assumed the chair, Mr. WALKER, Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill (H.R. 3755) making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies, for the fiscal year ending September 30, 1997, and for other purposes, had come to no resolution thereon.

PROVIDING FOR FURTHER CONSIDERATION OF H.R. 3755, DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 1997

Mr. PORTER. Mr. Speaker, I ask unanimous consent that further consideration of H.R. 3755 for amendment in the Committee of the Whole pursuant to House Resolution 472 conclude at 11 p.m. this evening and; the bill be considered as having been read; and, no amendment shall be in order except for the following amendments, which shall be considered as read, shall not be subject to amendment, except as specified, or to a demand for a division of the question in the House or in the Committee of the Whole, and shall be debatable for the time specified, equally divided and controlled by the proponent and a Member opposed:

Amendment numbered 3, by Mr. HEFLEY, for 5 minutes;

Amendment numbered 5, by Mrs. LOWEY, for 30 minutes;

Amendment numbered 23, by Mr. GUTKNECHT, for 10 minutes;

Unnumbered amendment by Mr. CAMPBELL, for 10 minutes;

Unnumbered amendment by either Mr. THOMAS or Mr. BUNNING, and a substitute if offered by Mr. HOYER, for 20 minutes;

Amendment numbered 1, by Mr. ISTOOK, and a substitute if offered by Mr. OBEY, for 30 minutes;

Either amendment numbered 12 or 13, by Mr. SANDERS, for 10 minutes;

Amendment numbered 14, by Mr. SANDERS, for 10 minutes;

Amendment numbered 15, by Mr. SOLOMON, for 5 minutes.

Amendment numbered 16, by Mr. SOLOMON, for 5 minutes;

Amendment numbered 18, by Mr. CAMPBELL, for 20 minutes;

Unnumbered amendment by Mr. ROEMER, for 10 minutes;

Unnumbered amendment by Mr. TRAFICANT, for 5 minutes;

Amendment numbered 28, by Mr. MCINTOSH, for 10 minutes; and

Either amendment numbered 7 or 29, by Mr. MICA, for 5 minutes.

Mr. FORBES. Is there objection to the request of the gentleman from Illinois?

There was no objection.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 3756 TREASURY, POSTAL SERVICE, AND GENERAL GOVERNMENT APPROPRIATIONS ACT, 1997

Mr. SOLOMON, from the Committee on Rules, submitted a privileged report (Rept. No. 104–671) on the resolution (H. Res. 475) providing for consideration of the bill (H.R. 3756) making appropriations for the Treasury Department, the United States Postal Service, the Executive Office of the President, and certain Independent Agencies, for the fiscal year ending September 30, 1997, and for other purposes, which was referred to the House Calendar and ordered to be printed.

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 1997

The SPEAKER pro tempore (Mr. FORBES). Pursuant to House Resolution 472 and rule XXIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the further consideration of the bill, H.R. 3755.

□ 1851

IN THE COMMITTEE OF THE WHOLE

Accordingly the House resolved itself into the Committee of the Whole House on the State of the Union for the further consideration the bill (H.R. 3755) making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies, for the fiscal year ending September 30, 1997, and for other purposes, with Mr. WALKER in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. When the Committee of the Whole rose earlier today, the bill had been read through page 69, line 25. Pursuant to the order of the House of today, further consideration of H.R. 3755 for amendment in the Committee of the Whole pursuant to House Resolution 472 will conclude at 11 o'clock this evening and the bill will be considered as having been read.

The text of the remainder of the bill is as follows:

TITLE IV—RELATED AGENCIES

ARMED FORCES RETIREMENT HOME

For expenses necessary for the Armed Forces Retirement Home to operate and maintain the United States Soldiers' and Airmen's Home and the United States Naval Home, to be paid from funds available in the Armed Forces Retirement Home Trust Fund, $53,184,000, of which $432,000 shall remain available until expended for construction and renovation of the physical plants at the United States Soldiers' and Airmen's Home and the United States Naval Home: *Provided*, That this appropriation shall not be available for the payment of hospitalization of members of the Soldiers' and Airmen's Home in United States Army hospitals at rates in excess of those prescribed by the Secretary of the Army upon recommendation of the Board of Commissioners and the Surgeon General of the Army.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

DOMESTIC VOLUNTEER SERVICE PROGRAMS, OPERATING EXPENSES

For expenses necessary for the Corporation for National and Community Service to carry out the provisions of the Domestic Volunteer Service Act of 1973, as amended, $202,046,000.

CORPORATION FOR PUBLIC BROADCASTING

For payment to the Corporation for Public Broadcasting, as authorized by the Communications Act of 1934, an amount which shall be available within limitations specified by that Act, for the fiscal year 1999, $250,000,000: *Provided*, That no funds made available to the Corporation for Public Broadcasting by this Act shall be used to pay for receptions, parties, or similar forms of entertainment for Government officials or employees: *Provided further*, That none of the funds contained in this paragraph shall be available or used to aid or support any program or activity from which any person is excluded, or is denied benefits, or is discriminated against, on the basis of race, color, national origin, religion, or sex.

FEDERAL MEDIATION AND CONCILIATION SERVICE

SALARIES AND EXPENSES

For expenses necessary for the Federal Mediation and Conciliation Service to carry out