

SECTION 1. UNITED STATES POLICY WITH RESPECT TO JERUSALEM AS THE CAPITAL OF ISRAEL.

(a) **AUTHORIZATION OF APPROPRIATIONS.**—Of the amounts authorized to be appropriated for fiscal years 1998 and 1999 for "Security and Maintenance of Buildings Abroad," \$25,000,000 for the fiscal year 1998 and \$75,000,000 for the fiscal year 1999 are authorized to be appropriated for the construction of a United States Embassy in Jerusalem, Israel.

(b) **LIMITATION ON USE OF FUNDS FOR CONSULATE IN JERUSALEM.**—None of the funds authorized to be appropriated by this Act should be expended for the operation of a United States consulate or diplomatic facility in Jerusalem unless such consulate or diplomatic facility is under the supervision of the United States Ambassador to Israel.

(c) **LIMITATION ON USE OF FUNDS FOR PUBLICATIONS.**—None of the funds authorized to be appropriated by this Act may be available for the publication of any official government document which lists countries and their capital cities unless the publication identifies Jerusalem as the capital of Israel.

(d) **RECORD OF PLACE OF BIRTH AS ISRAEL FOR PASSPORT PURPOSES.**—For purposes of the registration of birth, certification of nationality, or issuance of a passport of a United States citizen born in the city of Jerusalem, the Secretary of State shall, upon the request of the citizen, record the place of birth as Israel.

INTERNAL REVENUE SERVICE RESTRUCTURING AND REFORM ACT OF 1997

SPEECH OF

HON. JOEL HEFLEY

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, November 5, 1997

Mr. HEFLEY. Mr. Speaker, today we are taking yet another step in giving the taxpayers of this country a few more rights in their battle with the IRS.

First I want to thank JIM TRAFICANT for pursuing one of these issues from day one. This bill will shift the burden of proof from the taxpayer to the IRS. I know what it's like to come out for something when everybody else thinks your crazy for doing it, and I know how gratifying it is when you can finally see your ideas be accepted by the body as a whole. We have you to thank for that provision.

I'm excited about another provision in this bill as well. Back about 8 years ago, I introduced legislation that would expand taxpayers rights. The last provision of that bill that is not yet law is in this bill. Finally the IRS will have to pay taxpayers interest at the same rate the taxpayer has to pay the IRS. No, it's not a big thing to do, but it is the right thing to do, and I thank the sponsors of this bill for including it.

But don't think that we're done with IRS reform. We need to do even more to force the IRS to justify their lifestyle audits. This bill takes a first step, but doesn't go far enough.

What's more, should a taxpayer actually win a court case against the IRS, they may never get paid. I think that if the IRS, with all the power of the Federal Government behind them, loses to a taxpayer in tax court, then they should not get any appeals, and they should pay the taxpayer within 90 days of the judgment against them. Again, it's the right thing to do.

Overall this legislation is another step towards restoring some of the rights the taxpayers of this country should have had all along.

INTRODUCTION OF CLINTON ADMINISTRATION'S TEACHER TRAINING LEGISLATION

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, November 6, 1997

Mr. KILDEE. Mr. Speaker, I am proud to introduce President Clinton's proposal for the reauthorization of title V, the teacher training title of the Higher Education Act. This important legislation has two important purposes: First, to improve the quality of teacher education programs in America's colleges and universities, and second, to provide schools in communities where the need is greatest of a new infusion of highly-qualified teachers.

I have said on many occasions that education is a capital investment. It is truly an investment in our future strength. Surely nothing could be more important than investing in our children by investing in the men and women who will teach them. All across America there are efforts underway to raise standards for student performance, but these efforts will be dramatically diminished if our teachers do not have the knowledge and skills to teach to those high standards.

The Federal Government currently addresses the professional development of teachers already in the classroom through efforts such as the Eisenhower Professional Development Program. Unfortunately, there is no similar Federal commitment in the education and training of new teachers. Simply put, we do little to recruit, prepare, and then support new classroom teachers.

Over the next decade we will experience a student enrollment boom that will bring more students than ever before into our classrooms. The result is that we will need to hire more than 2 million teachers. At the same time, shortages of qualified teachers will intensify in many areas of the country, and most especially in our Nation's most needy communities. Central cities with large concentrations of low-income students will need to hire approximately 345,000 teachers. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

When schools face shortages of qualified teachers, they are forced to hire teachers who lack full certification, or who do not have any teacher training at all. Every year, 50,000 people who lack the training for their jobs enter the teaching profession. More than one-quarter of newly-hired teachers begin teaching without having full met State standards.

Shortages of qualified teachers often result in educators teaching outside their subject areas. Over one-third of public school teachers who teach the primary subjects do not have even a college minor in the field they are teaching. For students in high-poverty urban and rural schools—the very students who need the best teachers—the problem is even worse. Almost half of their teachers have neither a major nor a minor in the field they are teaching.

Of the 2 million teachers we will need to hire over the next 10 years, 1 million will be

newly-prepared teachers. They will be called upon to teach all students to high standards. It is imperative, therefore, that their training be second to none.

Unfortunately, many teacher education programs do not sufficiently prepare teachers well for the challenges of today's classrooms, and especially for the demands and challenges of our high-poverty classrooms. Many teachers experience too little clinical training. They lack in-depth knowledge of their area of concentration and of effective classroom practices. Many teacher preparation programs do not prepare teachers to use technology to facilitate student learning. And, once new teachers enter the classroom, they are all too often left without the support they need to ease the transition from student to teacher.

The President's title V proposals addresses these challenges in a targeted, coherent way. The legislation would authorize \$67 million for fiscal year 1999 for two programs focused on recruitment, preparation, and support for new teachers.

The Lighthouse Partnerships program seeks both to identify and disseminate widely the best practices in teacher preparation and to ensure that K-12 schools are actively involved with colleges in the preparation of new teachers. The program would identify higher education institutions that currently prepare teachers well, institutions that have already done the hard work of reforming their teacher education programs and have a track record of collaboration with K-12 schools. These institutions would partner with other teacher preparation institutions that want to restructure their programs. The result would be a dramatic change in teacher preparation and a new commitment to high-quality teacher education. The program places a special emphasis on preparing new teachers for the challenges of our Nation's high-poverty urban and rural classrooms.

The second part of the administration's proposal is the Recruiting New Teachers for Underserved Areas Program. This program would increase the number and diversity of teachers in the high-poverty areas that need them most. Partnerships between institutions of higher education and K-12 schools would work together to determine the schools' needs for teachers, such as the need for teachers in specific subject areas or the need for a more diverse teaching force. The partners would then work collaboratively to design programs to attract, prepare, and retain teachers to meet those needs. Prospective teachers would receive support services and scholarships if they agreed to teach in underserved areas for at least 3 years.

Mr. Speaker, everyone in this Chamber knows that our future depends upon the quality of the education our children receive. The quality of that education, in turn, depends upon establishing and maintaining a teaching force of the highest quality. The President's teacher training proposals constitute a prudent investment in our teachers, our children, and our Nation. As the ranking Democrat on the Postsecondary Education Subcommittee, I look forward to working with my colleagues on both sides of the aisle to enact strong teacher recruitment and preparation legislation that adheres to the President's proposals in this area.