

nothing to designate to rural poor districts.

I found out today that the 100 urban poor districts can even go back for more money. They are not prohibited from getting two bites at the apple.

Let us say they do not. So we fund 200 or 300 school construction projects across America. That leaves 15,300 school districts with no help. That is not fair.

Now we have a proposal for what I call temporary teachers. Several years ago, we had a proposal for temporary cops. We funded 100,000 cops, and although I never really read whether we ever had 100,000 cops and there was a lot of discussion whether we ever met that goal, then when they hired them, we pulled the money back and stuck them with the bill.

That is the way this proposal is. It is not ongoing funding for teachers. It is temporary funding for teachers, and when they hire them, in a couple short years the money is pulled back and they have to pay the bill.

Is this fair, that the Federal Government entices spending at the local level and then pulls the money back? Who will get the money? Will it be another complicated, convoluted grant program? You bet it will. It will take consultants. They will make lots of money; grantsmen, they will make lots of money, but we will only have temporary teachers and we will only have construction in a few urban districts.

If the Federal Government wants to help basic education, we should send money in a fair and evenhanded way that treats urban, suburban and rural on an equal basis, because there is poor all the way up and down the ladder in size.

How do we do that? It is pretty simple. Forty years ago, this Congress, some Congress, passed special education and they said that all of the excess costs for this program, 40 percent of it will be paid for by the Federal Government. When we took over Congress in 1994, Congress was providing 6 percent instead of 40 percent.

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That is a huge shortfall. Now with this year's proposed budget, where we increased it half a billion this year and half a billion last year, we will be up to 12 percent. But that is not 40 percent. If we fully funded special education, the Los Angeles school district would get \$60 million of additional money, the St. Louis school district would get \$25 million of additional money, the York school district, a small rural district in Pennsylvania, would get \$1 million.

But we are \$10 billion short. Instead of paying the bill we promised, instead of funding the program that we started, we want to do new ones, because it is an election year. We want to send some money in some new convoluted way that will only reach a few of our school districts. We can more adequately fund vocational education, where we only spend \$1 billion and we

are passing laws to allow more immigrants to take the technology jobs which come from vocational education. Or we could get some Democrat support for Dollars to the Classroom, that only does away with state and Federal bureaucrats and puts the money in the schools, \$800 million, no new taxes. We could expand loan forgiveness programs that help put teachers where they are most needed.

We do not need new programs. We need to fund the ones that work, that do not cause more Federal bureaucrats, that you do not need grantsmen to apply for, that you do not need some complicated, convoluted process where the money can be funneled into the President's friends.

There are 15,600 school districts across America. They need a fair and evenhanded treatment. The President's proposal will reward his urban political friends and leave rural America with no school construction, with no new teachers, with no help, and not even a promise. That is not fair.

Tonight, I ask us to support funding education in an evenhanded, fair way, that funds education all across America, not just to the President's friends.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. HINCHEY) is recognized for 5 minutes.

(Mr. HINCHEY addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### EXCHANGE OF SPECIAL ORDER TIME

Ms. CLAYTON. Mr. Speaker, I ask unanimous consent to take the time previously allotted to the gentleman from New York (Mr. HINCHEY).

The SPEAKER pro tempore. Is there objection to the request of the gentleman from North Carolina?

There was no objection.

#### UNFINISHED BUSINESS REGARDING AGRICULTURE AND EDUCATION MUST BE DEALT WITH

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mrs. CLAYTON) is recognized for 5 minutes.

Mrs. CLAYTON. Mr. Speaker, before the 105th Congress adjourns, we must be certain we conclude all of the unfinished business before this Congress, especially in the area of agriculture and in education.

Looking at agriculture, it is a travesty that the appropriations process has zeroed out the \$60 million for funds for rural America which provides important capital for rural economic development. This funding should be reinstated. It is important to recognize that the long-term economic health of rural America depends on a broad and diverse economic base which requires investment in agriculture, rural busi-

nesses, infrastructure, housing stock and community facilities.

The availability of credit is a crucial factor in the success or failure of all small farmers, especially family farmers; both and large and small, I must say, also suffer from the failure of having availability of credit.

In the 1996 farm bill, those persons who, for whatever reason, had to renegotiate their credit, whether one time or two times, were denied the opportunity to get another direct loan or another guaranteed loan. That was regardless of whether it was from disaster or whether it was from having to refinance a loan because they had an overpriced or poor crop, and also if it was because they had civil rights actions, they are being denied, even after the government discriminated against them and found they did. The 1996 farm bill says that regardless of whatever the cause, that farmer cannot get a farm loan.

Now, the USDA farm program was to be the lender of last resort, and producers who have depended on that commitment from the United States Department of Agriculture now find they can neither have a guaranteed loan nor a direct loan.

There is still an opportunity, I understand, before we adjourn to adopt the Senate language which will allow that debt forgiveness and to exclude the opportunity for consolidation or rescheduling or reamortization or referrals of the loan as being bars or barriers from them getting a second loan. We hope the negotiators will take that opportunity.

In addition in the 105th Congress also the appropriators have language in there that will allow for the statute of limitations not to be a barrier to the black farmers who have had complaints against the United States Department of Agriculture, even after the department has acknowledged that they indeed did discriminate.

Now, turning to education, I am from a rural area, and I would want to tell the last speaker that I find that the President's bill calling for 100,000 teachers and reducing the size of classrooms would be beneficial to North Carolina and to my district where I come from. We come from a district that is looking for the opportunity of expanding and recruiting more teachers, and it would certainly be beneficial to reduce the class size, because even in North Carolina, we have found when you reduce the class size, students do better. They achieve better. There indeed is equal opportunity of showing that teachers teach better when they have smaller classes.

As far as the construction loans, my state recently passed bond construction for new schools so the monies that would come from the Federal Government would be a supplement. It would certainly go a long way toward enhancing the opportunity to make sure we remove the dilapidated buildings and schools.