

to a crossroads a few year ago, it was Gene who brought the community together on a Thanksgiving weekend to lobby for the hospital's completion. I am sure he is proud to see the new hospital and its award-winning cardiovascular services up and running.

Gene Huff is not only a well-rounded man but a well-educated one as well. He enrolled in Sue Bennett Junior College in London in the fall of 1952, beginning a pursuit of higher education that would continue over a period of 25 years. He finished Sue Bennett in 1954 and earned a bachelor's degree from Union College in Barbourville, KY, in 1960. His master's degree was earned at Morehead State University in Morehead, KY, in 1976. He also earned an educational specialist degree there in 1977. He pursued further graduate work at the University of Kentucky. In 1999 Gene was awarded an honorary doctor of public education degree from Union College.

Gene turned 82 years old a month ago, and I certainly hope he took the happy occasion of his birthday to look back proudly at a life filled with achievement. The number of lives he has touched, whether through his preaching, his public service or his warm and steady presence among family and friends cannot be counted.

I had the pleasure of talking to Gene on the phone a few days ago and we got to reminisce about old times. I wanted him to know I was thinking of him and that I am proud of him for his decades of service to his community, to the Commonwealth of Kentucky, and to God.

It is an honor to come to Washington to represent Kentuckians such as the Rev. Gene Huff. I am sure no one could be prouder of Gene than his wife, Ethel; their five children, Arlene, Martin, Marsha, Anna Marie, and Jeanie; their 19 grandchildren, their 7 great-grandchildren, and many other beloved family members and friends.

I would ask my Senate colleagues to join me in recognizing Rev. Gene Huff for his lifetime of accomplishment. Kentucky is honored to call him one of our own, and I am honored to call him my friend.

I yield the floor.

RESERVATION OF LEADER TIME

The ACTING PRESIDENT pro tempore. Under the previous order, the leadership time is reserved.

MORNING BUSINESS

The ACTING PRESIDENT pro tempore. Under the previous order, there will now be a period of morning business for up to 1 hour, with Senators permitted to speak therein for 10 minutes each, with the time equally divided and controlled between the two leaders or their designees, with the majority controlling the first half and the Republicans controlling the second half.

The Senator from Rhode Island.

ORDER OF PROCEDURE

Mr. WHITEHOUSE. Madam President, I wish to ask unanimous consent that the Senator from Montana, Mr. TESTER, the Senator from Louisiana, Ms. LANDRIEU, and the Senator from Connecticut, Mr. BLUMENTHAL, and I have unanimous consent to engage during majority morning business time in a colloquy.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

PELL GRANTS

Mr. WHITEHOUSE. We have just passed through a very significant landmark in this country which is that student debt, the burden of college loan debt Americans have to carry, broke through \$1 trillion. That is \$1 trillion in debt. And because of the laws that have been set up to favor the banks, in particular in this Congress, the debt is not dischargeable in bankruptcy. That is a \$1 trillion burden on folks who required loans to get through college that they can never shake off that is going to stay with them for their lives, for as long as it takes to pay it down even when things don't work out for them. So it is a very significant milestone when it hits \$1 trillion of this particular kind of very onerous debt.

One of the responses to it is the Pell grant.

The Pell grant helps people who can't afford college have the chance to go to college. It helps them pay their way through college, and it does so without leaving that burden of debt behind. It is named after Senator Claiborne Pell of Rhode Island, a Senator and a man who was very important to me in my life and in my development as a political figure in Rhode Island. He was a very dear friend and went almost inexplicably out of his way for me on many different occasions. I am deeply indebted to him. But I am also extremely proud to represent Rhode Island in the Senate and to represent a State that produced Senator Claiborne Pell and, particularly as we face this massive burden of debt, to come to the floor to participate in this colloquy in support of the Pell grant.

I will turn to my colleague, Senator TESTER, in one moment. First, I wish to say how important this is to individual people who wouldn't have the chance otherwise. I was at the University of Rhode Island just a few weeks ago. I met a woman named Amber, who is 29 years old. She is not the standard "come out of high school and go on to college" student. She is actually a mom. She has two kids. She works full time and she goes to school full time and she is the mother of two kids. This is a very busy person and a very energetic and capable person. The only way she can make things work in her life and enable her to be a full-time mom,

and a full-time employee, and a full-time student is because the Pell grant that she gets bridges the gap between what she can earn, what she can borrow, what she has to pay, and gives her the chance to move into the college-educated status.

As we know from looking at this recession we are in right now, there are two economies in America. There is an economy for college-educated people—an economy in which the top unemployment rate is below 5 percent—and then there is the economy for people who have not had the benefit and the good fortune of a college education, for whom unemployment is nearly twice as high and for whom the suffering brought on by the Wall Street meltdown and the subsequent recession has been much more acute.

I will turn now to Senator TESTER. I appreciate so much that he has come to join us today to help our colleagues, I hope, come to the realization that cutting Pell grants as we face our debt and our deficit problem would be a wild mistake, a terrible mistake, would undercut the progress we are trying to make, and would be one of the worst places to go for spending cuts. Even though I admit we need to make them, the Pell grant is the wrong place to look.

I yield to my distinguished colleague, Senator TESTER.

Mr. TESTER. Madam President, I thank the Senator from Rhode Island. We appreciate his leadership on the issue of Pell grants. I very much appreciate the opportunity to address Pell grants and what they mean to not only our young people and to the folks who are being retrained to find different lines of work with the economic slowdown but also to our economy in general overall.

If we are going to go to an institution of higher learning at this point in time, it takes money. If Pell grants are reduced or potentially even taken away, as some want, it takes away that opportunity. It takes away that opportunity for upward mobility within our society, within the economy. Without education, if a person is born poor, that person is liable to stay poor. Without education, if a person wants to improve their quality of life, it becomes much more difficult.

When I meet with students, both traditional and nontraditional, around the State of Montana, the first question they ask me or one of the first questions is, What is the Federal Government doing to make college affordable? Because if one is unfortunate enough to be born without economic means, these Pell grants are critically important to be able to allow people—students, young people, folks who need to be retrained—to go to college and get that training, thereby adding to our economy and enabling them to get a better job and potentially become business owners and down the line.

Why is this important? It is because Pell grants have been under attack in the House.

H.R. 1 would cut \$5.7 billion from Pell grants and 1.7 million students would have been denied access to education because of that cut. Some people in the House even call Pell grants 21st century welfare. It couldn't be further from the truth.

Then, after H.R. 1 was put down in the Senate in a bipartisan way, the House passed the Labor-HHS bill which cut \$8 billion from Pell grants, thereby eliminating Pell grants for folks who are going to school less than half time. That eliminates a good portion of the nontraditional students because a lot of these folks are trying to make a living, trying to support a family, and trying to improve themselves in the economic strata of this world. Some of them have been laid off.

There is an individual, for example, in western Montana who had a tile business, with 27 years' experience in the tile and stone business. He had a family, and because of the economic downturn and because of, quite frankly, physical limitations in a business that is very difficult, he had to find a different line of work. Work had dried up and, quite frankly, the back was getting weak. So he was able to get a Pell grant, go back to school on a part-time basis, and study for a job where there was a job once he got out in the culinary arts—something he had wanted to do and something that would allow him to support his family. Without those Pell grants, he would have possibly been on workers' comp or potentially making far less money.

So when the Pell grants come forward in the House and they do things such as cut Pell grants, either their amount or eliminate the numbers available to our students across this country, traditional and otherwise, we are basically doing bad things to the economy, cutting the economy down because, quite honestly, the affordability issue is critically important as we move forward and people go to get retrained and move themselves up in the economic strata.

The other issue, finally, is the importance to Indian Country. With the tribal colleges, the Pell grants are used to a great extent there. Why is this important? In Montana, in Indian Country, the unemployment rate is very high—70 percent and higher—on many of the reservations around Montana. Quite honestly, if we are going to dig into the unemployment rate across this country, whether it is Indian reservations or wherever, education is a key component to making that happen. Pell grants are a key component to giving access to our students, both traditional and nontraditional.

As we move forward, we need to understand that for men and women alike, young people and middle-aged, who need the training to be able to get good jobs, Pell grants are a critical component of that.

With that, I kick it back to the Senator from Rhode Island.

Mr. WHITEHOUSE. I thank the Senator. As my colleague knows, we have a very distinguished colleague from the

Senate who has now gone on to be the Secretary of the Interior of the United States, Ken Salazar. I see former attorney general and now Senator BLUMENTHAL from Connecticut has joined us for this colloquy, and he knows Ken Salazar was the attorney general of Colorado, an attorney general with both of us. Ken grew up on a farm in Colorado that, until his generation, didn't have running water and didn't have electricity. His generation was the first generation to go to college. When I got here, he was a Senator and his brother was a Congressman. It never would have happened if it hadn't been for the Pell grant. It was the Pell grant that allowed those boys, from a faraway corner of Colorado, who were eighth-generation Americans, to be the first generation that got their foothold in college and were able to propel themselves from that to remarkable leadership of our country. It shows what ordinary Americans are capable of when the Pell grant gives them that launching pad.

I appreciate that the Senator from Montana brought up the effects on Indian Country as well.

I know Senator BLUMENTHAL wishes to say a few words.

Mr. BLUMENTHAL. Madam President, I wish to thank my colleague from Rhode Island for organizing this colloquy, and the Senator from Montana has been a tireless advocate of opportunity for all the people of the United States and particularly his State. So I am honored to follow my colleague from Montana in this discussion.

Claiborne Pell, whose name is on the grant, is an example of how an individual can make a difference in this institution. His contributions have left a legacy not only for himself and the State of Rhode Island but also for the entire country in advancing the cause of higher education and putting it on the map in the American understanding of how critically important it is and how it is evermore important today for the United States to compete in the global economy. It is important for individuals to compete within the United States. It is important for middle-class people to continue to have viable, healthy families. In fact, the Pell grant is important to the economic health and even the viability of our middle class. The failure to fund it and support it will endanger educational opportunities for middle-class Americans across the country.

What we know about the modern economy is that more and more, a high school education alone means less and less. High school is vitally important but, economically, it is not enough. That is reflected in an overwhelming—almost an avalanche—of statistics and studies. The most recent issue last Friday by Georgetown University Center on Education shows clearly and dramatically that Americans who have only a high school education are less likely to have a good income and a good economic status.

Workers who had a high school diploma alone, in 1973, were qualified for

72 percent of jobs—much more than two-thirds. Today, people who have only a high school diploma are qualified for only 44 percent of the jobs available. In 2018, that number will drop to 37 percent. That set of numbers is more than just a statistic, it is human lives and families and income—dollars in people's pockets they can spend in our economy. It affects particularly women who more and more shoulder the largest burden of changes in our educational requirements and have been hit the hardest in the unemployment crisis we face. In our advancing economy, employers need highly skilled individuals. More and more, what I hear as I go around the State of Connecticut is there are jobs available, but there aren't people with the skills to fill them. When we talk about a Pell grant and college degrees, we are not talking about only a 4-year diploma, we are talking about an associate's degree that enables somebody to run a computer on an assembly line or do welding or the other kinds of practical skills that enable people to fill those jobs, enable America to compete, and enable employers to compete successfully.

In 2018, only one-third of the jobs available to noncollege-educated workers will provide a living wage. That is a statistic that ought to be a wake-up call to the Congress and to Washington. I think it is reflected not just in the overall picture but in the individual human stories that both my colleagues expressed in their remarks and that I hear from people who not only have benefitted from Pell grants but who hope to benefit from them, including educators who believe they are vital to the future of American education.

I wish to cite a few this morning and quote first from a letter I received from Norma Esquivel, who lives in Greenwich, CT, and who said to me in her letter:

I recently received news regarding the possible elimination of the Pell Grant. As a recipient of the Pell Grant, the mere thought of losing such an essential feature of my financial aid package is devastating. . . . I was brought up in a Latino household where the lack of money was often a catalyst for stress and hopelessness. Neither of my parents could afford to attend college. My father worked as a janitor and is currently retired due to his debilitating Parkinson's disease while my mother is a housewife.

She goes on to talk about how her parents gave her the hope and aspiration to attend college and how she is now doing it at Sarah Lawrence because of the Pell grant.

Gena Glickman, who is the president of Manchester Community College, writes to me about the students whom she meets and she sees every day who benefit from these programs. She says:

Pell grants not only help low-income and first-generation students to access postsecondary education and training, they enable them to complete degrees and certificates.

Senator WHITEHOUSE has given us this statistic that is astonishing and alarming: \$1 trillion of debt that our students now bear—larger than the amount Americans owe on their credit cards, I believe, and threatening not only their futures but all of our economic futures and the viability of our economy.

I would like to ask my colleague from Rhode Island whether and how much funding is projected to be necessary for the continued viability of this program and for America and Americans to compete in the global economy?

Mr. WHITEHOUSE. I say to Senator BLUMENTHAL, one of the things that has taken place is that the value to the individual student of the Pell grant has actually declined quite a lot over the years since it was first initiated.

When the first Pell grants came out, they paid for nearly three-quarters of the typical 4-year public college tuition; 72 percent of that tuition. Now they are down to 32 percent; less than one-third. So there is a lot of room to increase what we can spend on Pell grants. I think it is pretty clear from what the Senator has said and from what Senator TESTER has said that once someone is college educated, they step into a different economy with a top unemployment rate through this awful recession of below 5 percent, they step into a whole new set of opportunities, and they step into opportunities that have a higher income potential for them, all of which redounds back to the benefit of our country in higher revenues, in a stronger economy, and in more innovation and economic development.

So we are going in the wrong direction is the way I would respond, and it is time, instead of doing what the Republicans in the House have suggested, which is to go even further in the wrong direction, even potentially eliminating this grant, calling it welfare, for Pete's sake—remember Amber. This is a woman with two children, working full time and going to school and what enables her to tie that together—the last piece, the keystone in the arch—is the Pell grant. You call that welfare? This is a welfare recipient? I do not think so. But that is the kind of attack these things are under, and it is not just institutions like Connecticut is famous for and Rhode Island is famous for—super high-end institutions that are internationally renowned—but it is also basic community colleges and technical colleges, places where people can get a solid career.

I know Senator TESTER wants to say a few words about that and then Senator LANDRIEU.

Mr. TESTER. Yes, I do. I thank Senator WHITEHOUSE.

We have talked about the unemployment rate and job opportunities for people who get higher education. I was talking to a welding shop in Fort Benton, MT. Fort Benton is in the north

central part of the State. The oil play in the east has been having some impacts even in that area of the State. This welding shop that is in Fort Benton—I talked to the fellow, and he had some issues he wanted to talk to me about.

I said: What is one of the biggest things you have to deal with right now?

He said: Right now, I could hire a half a dozen welders. I could hire them tomorrow. The work is out there for them to do.

When we talk about getting this economy going again and getting things moving, it is so critically important we not only talk about the 4-year colleges that develop our entrepreneurs and businesspeople but we also talk about the community colleges, the technical colleges, the tribal colleges that do a great job developing a well-trained workforce.

With that, I will kick it over to Senator LANDRIEU.

Ms. LANDRIEU. Madam President, I am so happy to join my colleagues who have done a beautiful job this morning expressing the importance of Pell grants to not only the individuals and their families but to the economic vitality of our Nation. I thank Senator WHITEHOUSE, who has taken up this as a cause. We need a champion for Pell grants.

I am here to help him and to help Senator TESTER, who stepped forward to be a leader as well, to say to them that when I go back to my State and check—the Senator from Connecticut knows this—when I go back to my State, what I hear is: Senator, without Pell grants, I could not make this happen. Senator, without Pell grants, my parents could not afford it.

It is not the whole part of tuition, but I think, as Senator WHITEHOUSE has said, it is the keystone, it is the cornerstone, it is the centerpiece, it is the foundation of what our students—and some of our students who are parents who are raising two and three children, holding down one or two jobs—we cannot pull that out from underneath them, I say to the Senator. We just cannot do it.

Secondly, I would say I know we have to find a way to balance our budget. I just left the Go Big Conference. I am one of the ones who is standing in the middle, hoping we can come up with not a \$1.2 trillion solution but a \$4 trillion solution. This is tough. This is hard. But one of the things that should not be on the chopping block is Pell grants, not because it is a government program—we have to cut back government programs—this is the seed corn. This is the seed corn, I say to the Senator, for our future vitality as a nation. We need to be sending more kids to college, not less. We need to be producing more engineers, not less; more mathematicians. This is our basic grant program.

So I just wanted to come to the floor and join you all. I say to the Senator,

I want to personally give you letters from people—children and adults—from my State. I have a letter from a student from Tulane University, a letter from a freshman named Araisa at Loyola University, and a letter from a young man named David, who attends Louisiana Tech University. These letters speak for themselves. I will put them in the RECORD, but, I say to the Senator, I wish to also actually give them to you because I want you to be able to hear from students from Louisiana as well as Rhode Island, and I tell the Senator that I want to join the Senator in this movement to not throw out the seed corn while we are trimming the hedges.

Madam President, I ask unanimous consent that the letters I referred to be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

SENATOR LANDRIEU, I am a third-year pre-medical student at Tulane University with a major in Cell and Molecular Biology and minors in Spanish and Business. . . .

I am in support of the Pell Grant because I would like to continue my education at Tulane. . . . I've watched my parents struggle over the years just to enroll me into private schools to ensure that I receive a good education, and I seek to follow their honorable example. Their financial hardships have inspired me to pursue an improved lifestyle. I hope to take these obstacles and utilize them for what they're worth, applying persistence, dedication, and passion towards my ultimate goal of attaining a medical degree.

I love being challenged by my classes and having the opportunity to represent my hometown of New Orleans in an extraordinary way, and Tulane allows for both of these things. I know that with the help of the Pell Grant, I can continue to study at Tulane University and someday be of great service to my family and community. . . .

Sincerely,

CONCERNED COLLEGE STUDENT.

DEAR SENATOR LANDRIEU, My name is Araisa and I am a freshman at Loyola University New Orleans. I am majoring in accounting and music industry studies. . . . The Pell grant makes it possible for me to go to Loyola, a university that has a much higher graduation rate than the other schools I was considering. The Pell grant also helps my family avoid the burden of loans. I'm so grateful for the opportunity.

Sincerely,

ARAIISA.

DEAR SENATOR LANDRIEU, My name is David. I attend Louisiana Tech University. I major in Business-Marketing. I would like to create my own products and put them on the market. The Pell grant makes a huge difference, because without it I would not be able to afford the classes required for me to receive my degree. Without the Pell grant, my plan would not be what it is today actually, and thanks to the Pell grant, I will guarantee success out of what I was given. I'm so thankful for the Pell!

Sincerely,

DAVID.

Ms. LANDRIEU. I hope people understand there are differences in some government programs. This is a partnership between the Federal Government and our own individual citizens, a partnership with them and a partnership with the universities, saying: We

believe in you. We believe in the future of our country and this is our investment and it should not be cut.

I am sure the Senator from Connecticut hears this in Connecticut.

Mr. BLUMENTHAL. I thank the Senator. If the Senator will yield?

Ms. LANDRIEU. Yes.

Mr. BLUMENTHAL. I agree wholeheartedly with everything the Senator has just said so eloquently about the importance and the partnership of the Pell grants, and I would like to again ask a question to my colleague from Rhode Island, whom I thank, by the way, for organizing this colloquy. His leadership on this issue has been so instrumental, carrying on the great legacy and tradition of Senator Pell.

Isn't it a fact, I ask Senator WHITEHOUSE, that throughout its history, the Pell Grant Program has enjoyed strong bipartisan support; there has been nothing partisan or Republican or Democratic about advancing American higher education in this way?

Mr. WHITEHOUSE. Yes. That is a great point, I say to the Senator. One of the unfortunate aspects of the current condition we have in Washington, DC, is that a party that has long supported Pell grants—it has long enjoyed bipartisan support—has suddenly, after—what has it been, 30 years of support for the Pell grant—has suddenly walked away from it, has suddenly decided: No, we have a new agenda. Helping people who cannot otherwise afford college to have a chance to go to college, without carrying that trillion-dollar burden of debt and to be able to move up into the college-educated economy and into the opportunities and potential that creates, that is not what we are interested in any longer. We are interested in other things.

Clearly, they are interested in protecting the tax breaks for people making over \$1 million. We tried to get jobs legislation through here. It was paid for with a tiny tax only on the dollars over \$1 million that people earning over \$1 million earn. On the first million dollars, there is no difference. The second million dollars is where it started to kick in. No, no. We stopped jobs legislation over that. But when it comes to a kid who cannot afford college, that is a program they suddenly want to take a whack at. I think it is regrettable because there is a long history of very honorable, sincere, and enthusiastic Republican support for the Pell grant. Frankly, there is nothing Democratic or Republican about an American young person having the chance to begin to climb the ladder of success. That is a common American dream. That is common to both parties. Yet now, in this strange environment we now have to inhabit in Washington, this other party has decided: No, we are walking away from that.

In the House, they tried to knock more than \$1,750 out of the average grant. They would have put nearly 5,800 students in Rhode Island off the Pell

grant. When we hear from people such as Amber, who would not be able to do it but for that—this group I spoke with at URI was so impressive. We had regular students who were right in line. We had the nontraditional students, such as Amber, who had their kids. We had faculty who years ago had gotten their Pell grants and now they are teaching others. They have made a career in academia as a result of that first foothold they got in higher education through the Pell grants. How one would want to cut it at that point by that much, when we have these people—it is just enough to make it possible for them. When we cut it by over \$1,750 for a lot of those kids, for a lot of those working moms, it means: No, we are pulling, as the Senator said, the rug out from under them. They do not get that chance.

We all win when young Americans step forward. Everybody in America wins when young Americans reach their full potential and create industries and do a great job and save lives as surgeons or nurses or EMTs and pay revenues through their taxes through their successes to support our great country.

Ms. LANDRIEU. I would say this program is one of the most effective antiwelfare programs in the country that we fund in Washington. A student from Xavier University wrote in. This student is a first-year student majoring in biology, in premed. This is an African-American Catholic University—the only one in the country and it produces more premed students and more doctors than almost the largest.

Madam President, I know we have just 1 minute. I ask unanimous consent for 1 more minute.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

Ms. LANDRIEU. Madam President is the product of a single-family home and was the only individual employed in her household. So as she is going to school, she is also employed, supporting the whole household, basically keeping them off other government programs that might not be as effective.

The Senator's, leadership is to be commended. I thank him for it.

I am going to submit more of these specific stories from specific students and families for the RECORD so people understand this is not politics. This is just trying to do what is smart for our country and to do what is right for these young people who are trying so hard.

Madam President, I ask unanimous consent that this material be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

ADDITIONAL STORIES FROM LOUISIANA STUDENTS

Student A from Xavier University is a sophomore, majoring in chemistry/pre-pharmacy. During the last two years of high

school, she became homeless. She relied on friends and grandparents until she found an apartment during the end of her senior year of high school. Then she worked two jobs to keep a roof over her head. As a student without parental assistance or scholarship funding, she receives \$5,500 per year. She would be unable to remain in college without Pell Grant assistance.

Student B from Xavier University is a first-year student majoring in biology/premed with the goal of becoming a specialized surgeon. She is the product of a single-parent home, and was the only individual employed in her household before enrolling at Xavier. She has paid the balance of her tuition and expenses but still owes Xavier \$3,000. This amount must be paid before she can take her final exams. If she loses her Pell Grant, she would owe an additional \$5,500. She is the first person in her family to attend a four-year college. Receiving the Pell Grant helped make that possible.

Student C from Loyola University at New Orleans is a first-year visual arts student. He had a 3.0 GPA at the midterm of his first semester. He is a work-study student in graphic arts and has to spend a lot of his earned money on art supplies. He receives the full Pell Grant, \$5,550 per year. Without these funds, his mom would not be able to afford to send him to Loyola, or likely to any 4-year university. His mom is his primary next of kin—she is not employed and currently lives in a shelter.

Student D from Loyola University at New Orleans is a sophomore pursuing biochemistry. She is from Mississippi and wants to be a doctor or biomedical engineer. She has a work study job on campus. She receives the full Pell Grant, \$5,550 per year, and could not afford to be there otherwise.

Ms. LANDRIEU. I thank the Senator.

Mr. WHITEHOUSE. Madam President, I will yield the floor with appreciation to my colleagues, Senator LANDRIEU, Senator TESTER, and Senator BLUMENTHAL, for coming together to urge our colleagues to support the Pell grant.

The ACTING PRESIDENT pro tempore. The Senator from Tennessee.

Mr. ALEXANDER. Madam President, is it time to begin the Republican time?

The ACTING PRESIDENT pro tempore. Yes.

Mr. ALEXANDER. Madam President, will you let me know when I have used 4½ minutes?

The ACTING PRESIDENT pro tempore. Yes.

Mr. ALEXANDER. Thank you, Madam President.

BOILER MACT RULE

Mr. ALEXANDER. Madam President, last week during the debate on clean air, in which I opposed overturning a rule that allows dirty air from other States to blow into Tennessee, costing us jobs, and hurting our health, I said: Why should we be picking on a good rule when the Environmental Protection Agency is a happy hunting ground of unreasonable regulations.

I just wish to take a moment to talk about perhaps the foremost of those unreasonable regulations, which we call the boiler MACT rule. This is a regulation that will force thousands of industrial boilers around America to