

lives without creating the urban and environmental problems that accompany commuters and their automobiles.

CCSU serves as a resource for the community at large by performing needs assessment and public opinion surveys, developing training workshops, and using its resources to help community organizations address specific needs. It is also conducting surveys for the Main Street New Britain Project to identify the combination of shops and restaurants that will bring more people to downtown Main Street.

In addition, it has partnered with the Klingberg Family Centers of New Britain, a day-school and residential facility for troubled children and families, to create a Community Outreach Center to better serve our families. CCSU's Tutor Corp, funded by Stanley Works, is a group of 40 students who work with 150 New Britain middle and high school students at risk for dropping out of school. The tutors also provide support to the Teen Pregnancy Prevention Program at Pathways Senderos.

I pay tribute to CCSU's remarkable history of leadership in education and creative development of partnerships strengthening our community and economy. As Central Connecticut State University nears its 150th anniversary on October 23, 1999, I salute this fine institution that has served as a stable and generous source of information, expertise, guidance and charity throughout its history as it prepares the state's youths for adulthood and partners with communities to solve problems. We congratulate CCSU on her long and successful history and thank her for her leadership into the new millenium.

HATE CRIMES PREVENTION ACT

HON. SUE W. KELLY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 13, 1999

Mrs. KELLY. Mr. Speaker, without check, hate can vein our society like subterranean mold, popping up now and then to spread vitriol over the land. On the occasion of the anniversary of Matthew Shephards' brutal killing, and in memory of those who have also lost their lives due to their race, national origin, disability or sexual orientation, I speak out today in support of the Hate Crimes Prevention Act of 1999. Additionally, I urge my colleagues to preserve its inclusion in the Conference Report for the Departments of Commerce, Justice and State and the Judiciary Appropriations Act for Fiscal Year 2000.

The hate crimes legislation in both the House and the Senate have been widely supported. The inclusion of the House and Senate versions of this bill in the C/J/S Conference report is critical to its success. I urge my colleagues on the Conference Committee to include this measure in their final report. Its long past time. Over the last year we have heard from the families of individuals whose lives have been viciously ended. These families, and those they speak for, have asked us to expand the federal jurisdiction to reach serious, violent hate crimes. With hope, the day will come that this type of measure will no longer be necessary. But until that time, let us

act now so that more families do not have to live through the tragedy of losing a loved one to this type of vicious hate.

STOP RESUMPTION OF MILITARY TIES TO PAKISTAN

HON. BILL McCOLLUM

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 13, 1999

Mr. McCOLLUM. Mr. Speaker, I rise today out of my great concern for the possible resumption of military supply between the U.S. and Pakistan. The Department of Defense Appropriations conference report allows the President to waive certain sanctions against India and Pakistan under the Glenn and Pressler amendments. While I am pleased that the economic and technological restrictions have been lifted, I am gravely concerned about the prospect of military exchanges with an unstable Pakistan.

As I am sure colleagues are aware, Pakistan's government has been "dismissed" by its army, leaving the country in much uncertainty. As a new nuclear state, this type of disruption should certainly cause concern for its neighbor. However, this is compounded by the role that the Pakistani military played in the recent Kargil episode which erupted this May. The Indian Army discovered the infiltration of Pakistani regular troops and an assortment of ISI-sponsored Mujahideen into the northern parts of Indian Kashmir.

There is no doubt that the Pakistani military supported, encouraged, and participated in this incursion. To allow U.S. military support to the very organization that prompted this action would send the signal that the U.S. supports such action. Late today, I received a communication from India's Prime Minister A.B. Vajpayee, expressing his government's concern over the repeal of the Pressler amendment. Mr. Vajpayee's statement echoes my concern over the signal that this action will send to Pakistan, endorsement of the action in Kargil.

I encourage my colleagues to carefully consider the ramifications of repealing this provision at this time and the potential that it has to seriously damage our relationship with a long-standing friend, India.

SENSE OF THE HOUSE URGING 95 PERCENT OF FEDERAL EDUCATION DOLLARS BE SPENT IN THE CLASSROOM

SPEECH OF

HON. DAVID M. McINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 12, 1999

Mr. McINTOSH. Mr. Speaker, I rise today in support of House Resolution 303 expressing the sense of the House of Representatives that 95 percent of Federal education dollars be spent in the classroom. Currently as few as 65 cents of every Federal education dollar is reaching the place where it can do the most

good. In some places across the country, the discrepancy is even greater. Consumed by the bureaucracy and special interests, funds are not reaching the people for whom they are meant—the children.

During the 105th Congress, the Education Subcommittee on Oversight and Reform investigated the trail of Federal dollars from the taxpayer's pocket book through the government money mill and back to the schoolhouse. In the course their investigations, they discovered quite a few leaks in the system. Taxpayer money is lost at each level on bureaucracy, paperwork, and other nonclassroom-centered activities.

Every year, millions of dollars, hours of work, and talent are lost on paperwork. Using resources which should be spent in the classroom on children, paperwork places a burden on teachers and local administrators taking them away from the most important work they perform.

According to the Education at a Crossroads Report released last year by the Education Subcommittee on Oversight and Investigations the U.S. Department of Education requires over 48.6 million hours' worth of paperwork per year—or the equivalent of 25,000 employees working full-time. Without fully accounting for all the attachments and supplemental submissions required with each application, the Committee counted more than 20,000 pages of applications states must fill out to receive federal education funds each year.

One governor noted in his testimony that local schools in his state had to submit as many as 170 federal reports totaling more than 700 pages during a single year. This report also noted that more than 50 percent of the paperwork required by a local school is a result of federal programs which account for 6 percent of the funding.

Principal Steve Hall of Muncie, Indiana who administers Federal funds for schools in my home town recently told me, "We still recommend and request a reduction in grant preparation and paperwork for the Title I program for our school district. If this preparation was reduced, we could spend more time for planning and preparing to work with high-needs students, and the more time with students means more educational success for our students."

Directing money away from paperwork and toward students has become a high priority for me during the reauthorization of the Elementary and Secondary Education Act. I am a proud co-sponsor of this resolution because I believe it should serve as a guide for every piece of education legislation we write this Congress.

The resolution clearly spells out our education priorities and draws a clear distinction between our vision and that of our opponents. We believe local educators are the best people to make resource allocation decisions about students, not Washington bureaucrats. Educators understand their students' background and needs and can respond directly to them. We trust parents and teachers to use the money to best meet the unique needs of children in their care.

This resolution raises the bar urging nothing less than 95 percent of funds go to children. We must prioritize the way we spend our education dollars, and put children first. It is that