

The havoc on the ground in terms of human suffering must be understood. Our friends in India will be facing monsoons very soon. We must move fast to ensure all support possible to prevent epidemic and further tragedies in the earthquake's aftermath.

Today, Mr. Speaker, I would like to address five strong areas where I think we could continue to help. Several of these ideas were discussed at a subcommittee hearing of the Committee on International Relations by several of my colleagues who visited the region after the earthquake.

First, I ask the World Bank and the Asian Development Fund to move quickly to approve India's petition for soft-window or low-interest loans funding. The ADF recently finished its appraisal of the Gujarat disaster and increased its earlier estimate of aid loans from \$350 million to \$500 million. This increase in the appraisal by the ADF clearly demonstrates the terrible need on the ground.

The President of the Asian Development Bank has pledged his support, and I laud him for that; but currently this proposal is held up before their board. The board is meeting late March to decide the \$500 million funding for ADF's Gujarat Earthquake Rehabilitation and Reconstruction Project.

Now normally the Asian Development Fund does not offer concessional loans to India due to India's size, but clearly Gujarat is in the midst of a great human and fiscal disaster and definitely merits these loans. We as a donor country can and must ask the ADF to make this exception.

Second, Mr. Speaker, I would like to ask the Office of Management and Budget to improve 416(b) disaster mitigation funding. This proposal sent by nongovernmental organizations in India to the U.S. Department of Agriculture allocates estimated relief at 60,000 metric tons of vegetable oil and other commodities, valued at over \$32 million for this year. This proposal, originally designed for aid to the entire country, is now being focused on Gujarat in light of the earthquake.

We must understand that this region suffered a horrible drought in the last 2 years, so this is an emergency within an emergency. The proposal has gone through technical reviews, has received positive endorsements from USAID, State Department, and the Department of Agriculture, but is still stalled at OMB. I encourage OMB to release this funding for India immediately.

Third, Mr. Speaker, we must focus on detailed talks between the Indian National Government and FEMA to help create a FEMA-type model for India. Currently, there is an active debate in India about creating an agency like FEMA, and the Indian Government has shown great interest in collaborating with the U.S. Government. The FEMA talks are currently in the how-to stage.

We must move quickly so we can implement the plans expeditiously as possible.

Fourth, Mr. Speaker, we must also work with local governments in India to help create a local response system similar to ones we have in the United States, in Fairfax, Virginia, and Miami, Florida. This would certainly improve rescue operations and help minimize loss of life in the crucial hours after disaster has struck.

In addition, we should have technical experts from the earthquake-prone areas such as California work together with the Indian officials to create appropriate public-warning procedures, routine earthquake drills, civilian protection mechanisms, and earthquake-safe foundation structures. We must share the lessons we learned from the devastating Northridge earthquake in California in 1992 to help Gujarat rebuild itself, as well as prepare for such future disasters.

Finally, Mr. Speaker, we must focus on creation of a better U.S. rescue response system around the world. The current system, while successful in rebuilding procedures, needs revamping of its international rescue response procedures in the immediate hours after an emergency. Switzerland, the UK, and Israel were on the ground in India within 48 hours to start rescue operations while it took the U.S. Government more than 72 hours to get our first official relief efforts there.

USAID is considering repositioning resources by setting up ground offices in disaster-prone regions of the world to expedite aid disbursement during calamities. I support setting up such an office in India.

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An important thing for us to understand is how vital a strong India is for U.S. interests. With India increasingly showing signs of political strength and stability, and stronger restraint in the resolution of the Kashmir dispute, we must demonstrate that we stand by our friend in their hour of need. Indians are not looking for handouts. They are very strong, resilient people who can and will rebuild Gujarat back. However, we must not leave them alone in coping with this devastating earthquake.

Mr. Speaker, I therefore ask my fellow colleagues to stand strong with me in pushing these recommendations immediately for long-lasting support to India.

MASSIVE IMMIGRATION INTO  
UNITED STATES MUST BE  
STOPPED

The SPEAKER pro tempore (Mr. CANTOR). Under a previous order of the House, the gentleman from Colorado (Mr. TANCREDO) is recognized for 5 minutes.

Mr. TANCREDO. Mr. Speaker, the gentleman from North Carolina (Mr. JONES) was up here a moment ago, and while I was waiting to speak to the House tonight, I listened to his concerns with regard to the black beret issue, and I want to add my voice to his in expressing that concern; and to add one other point that I do not believe he made, and I just recalled it as I was sitting here.

To add insult to injury, the berets are being purchased, being made in China, being purchased from the communist regime in China, and being imposed as the gentleman from North Carolina (Mr. JONES) said, for political correctness. I want to add my voice to his in expressing deep concern about this particular proposal.

Mr. Speaker, I rise this evening to bring to the attention of the House a tragic accident that occurred in Colorado just yesterday. It took the lives of 6 Mexican nationals and injured 13 others.

All of these people were in a van. The van was hit by a truck on the highway which hit a patch of ice. The van was transporting these people, Mexican nationals, to jobs in the United States and they were crossing Colorado. This has become an all too common event. We have had 8 or more people killed in Colorado, I know the numbers are expanded by events in other States. Always the same thing. People being transported, people being exploited by others, having money taken from them for the purpose of bringing them to jobs in the United States, transporting them illegally into this country. They are abused many times. They are certainly exploited, and oftentimes they are exploited when they get here, working under conditions that we would not tolerate in any other situation, oftentimes at lower pay. All of this because, of course, some employers, unscrupulous employers, know that they can do that because the employee, being here illegally, is afraid to go and report it for fear of what would happen to them.

The problem that this raises is not just the problem of the tragic toll of human life that occurred in Colorado yesterday, and that is our primary concern this evening. But I think it is important for us to understand that this underscores a much more significant problem that we face as a Nation.

Mr. Speaker, this Nation cannot absorb the number of people that are coming across our borders, both legally and illegally. The immigration into this country over the last 10 years has been extraordinary. Now we are, of course, a Nation of immigrants. I understand that very well. My own grandparents, like everyone else's here in this room, with the exception of Native Americans who might have claim to some other way of being here, the fact is that most of us are here as a result

of our grandparents coming in the recent past.

I do not blame for a moment the people who are seeking a better life, the people trying to come here for the purpose of getting a better life for themselves and their families. I do not blame them; I blame the system.

We must begin the debate, although it is a difficult one, we must begin the debate on exactly what this country will look like. How many people are we going to let in here, both legally and illegally. The fact is we are letting them in and I say that, letting them in because essentially there is no border. It is a porous border. People come across almost at will, millions annually. Several million, it is estimated between 1 and 4 million people, no one knows exactly how many end up here, we have a net increase every year of immigration through illegal immigrants of that number.

Mr. Speaker, massive immigration into the United States must be stopped. We must begin at least to debate the costs of this immigration. There are extraordinary financial costs, both for infrastructure development, for schooling, housing, social services, for the incarceration of aliens here who have violated State or local laws. We have to look and see exactly what American businesses may need in terms of both skilled and unskilled workers, and then come up with a plan to deal with it. We must begin the debate.

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#### EDUCATION POLICY

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from New York (Mr. OWENS) is recognized for 60 minutes as the designee of the minority leader.

Mr. OWENS. Mr. Speaker, I would like to use most of my time to talk about education, but I think it is important to begin by setting the discussion on education in the proper context, within the proper context of what is developing here in Washington and in the House of Representatives.

Last week we voted, the majority voted, to begin the massive tax cut proposed by the President. This is a massive amount of money to be spent on tax refunds. A tax cut is a kind of expenditure. That is an important item to understand, put in place, because it is part of setting the parameters for any kind of action on education or any other program of the government. All other programs will have to respond to the fact that there is less money available if we have a huge tax cut.

We have tried to set different parameters. Instead of a huge tax cut, the Congressional Black Caucus and the progressive caucus have proposed that at least 10 percent of the surplus be used for education. If we used 10 per-

cent of the surplus for education, we would still have 90 percent left to use for other programs. So we propose that we use another 10 percent for housing, for social programs, for other kinds of programs that are important for human resource development. In other words, invest at least 20 percent in education and human resource development. There would still be 80 percent left of the surplus after that investment was made. So that additional 80 percent, we propose, should be used to pay down the debt and to give a tax cut.

Tax cuts make a lot of sense. I am in favor of a tax cut, but the tax cut should be targeted, the tax cut should not be extravagant, and the tax cut should not jeopardize our budgeting process for the next 10 years. It should not throw us into a deficit. It should not throw us into a situation where, in order to balance the budget, we are forced to cut more and more programs. Education would be one of the programs that we would be forced to cut.

Let me just start by saying also that it is an early hour. It is only 10 after 7, and I assume that large numbers of elementary school students and high school students are awake. I hope a few are listening, because on past occasions when I have had the opportunity to address the House early, I always send a special message to the children of America, to the students of America.

All students out there, whether they go to public school or private school, although the great majority, more than 53 million children go to public schools, it is important for all young people to understand the kind of America we are going to live in; the kind of Nation that they are going to grow up in and provide the leadership in and begin their families in. That Nation will be determined mostly by the degree to which we address the problems related to education.

It is not new. I think H. G. Wells said something, I am not sure I am quoting correctly, but Civilization is a race between education and chaos, or something similar to that. I would certainly endorse that idea. We live in a world where things are more and more complicated. And we want it that way, because as things get more complicated, we increase productivity. An individual worker can do so much more and groups can do so much more when we have highly automated systems. When we apply the digital science related to computers or mass communication, all of that creates the kind of better world that we want to make and are already in the process of making.

It is what I call a cyber-civilization; a civilization that is going to be far more productive, and we can contemplate being able to actually meet the needs of all of the 6 billion people in the world. The capacity to do that is there if we fully develop the resources

and educate all the people who can be educated. It is important we begin to apply the benefits of our technology, the benefits of our cyber-civilization on a widespread basis, whether that means the more efficient production of drugs that allow people to get better health care or whether it means new methods in education, automated methods, or methods using distance learning, making it possible to teach more people faster in all parts of the world.

There is great possibility out there. It is a great new world that we are moving into. So it is important that the pupils, young people, students understand what we have at stake here. We are at a critical point where we have the resources now to do what is necessary to make a world-class education system, an education system which is fitted for the challenge that we face in this coming cyber-civilization.

We have an education system now which is still lagging and very much mired in the old needs of an industrialized economy, when we did not have to educate everybody to the maximum degree because there was work available in the factories for people who did not know anything about computers or did not know math. Large numbers of people, in fact the vast majority 50 years ago, of the people who went to school, did not graduate from school. Most of them did not get past the 8th grade. But now we have a need for a highly educated population, and we need to think that way, we need to budget that way, we need more than the rhetoric of people who say they support education. We need to spend dollars the way we spend them on an activity like defense.

We recognize that modern defense units or the modern defense systems that we have decided we need cost far more money than the old cavalry with the rifles and the wagons or the cannons. Common sense says that these things cost much more money. But when it comes to education, we do not want to make the decision that we need to invest heavily in maximizing the kind of physical facilities we have; buildings, laboratories, and computers. We need to maximize that now. At this point where we have a huge budget surplus, now is the time to take those steps.

Young people have to wake up and communicate with all the people in decision-making positions that they want the resources available right now to be used to invest in education. We certainly do not want to stagnate. We certainly do not want to go backwards. Young people need to tell their mayors that; tell their legislators in the State legislatures, tell their city council people and their Congress people and their Senators and the people in the White House that they do not want to go