

family earning \$200,000 would pay 14 percent. The family allowances also take millions of lower-income taxpayers off the tax rolls entirely.

Economic Growth. By eliminating the bias against saving, slashing marginal tax rates, and allowing resources to seek their most efficient use, the bill will spur productive investment and economic growth. If the bill passed this year, it would increase the annual income of the typical American family by \$4,300 by 2002.

Protects against higher deficits

The bill is carefully designed to safeguard taxpayers against higher deficits. In the first year after enactment, the tax rate is set at 20 percent to provide modest tax relief while limiting initial revenue loss. This initial tax cut is fully paid for with cuts in federal spending. In the third year, the rate is lowered to 17 percent, providing additional tax relief. Lowering the rate will be possible for two reasons. First, the bill's low marginal rate and neutral treatment of saving will spur economic growth and thus expand revenue to the Treasury. Second, the bill's spending reforms, detailed in Title 2 below, will reduce expenditures. In short, higher revenue coupled with lower spending will reduce future deficits, free up resources to be returned to the American people, and thus permit a freedom dividend to the American taxpayer in the form of a lower tax rate.

Guards against higher taxes

To help prevent a future Congress from raising taxes, rewarding a special interest, or complicating the tax code, the bill contains a provision which requires a 60 percent supermajority of the House and Senate to (1) raise the tax rate, (2) create multiple tax rates, (3) lower the family allowance, or (4) add a loophole.

TITLE 2—REAL SPENDING RESTRAINT

Sunset most federal programs

All discretionary and unearned entitlement programs are sunset, i.e., set to expire automatically, within two years of enactment of the bill, and again following each decennial census thereafter. The following earned entitlements are not sunsetted: Social Security, Medicare, veterans' benefits, federal retirement. Across-the-board sunset setting will force Congress to reexamine every program individually and decide which ones deserve to be continued rather than which ones should be cut—the true way to reinvent government.

Caps entitlement spending

The bill provides that the total level of entitlement spending, excluding Social Security, may not exceed the increase in inflation as measured by the consumer price index, plus the growth in eligible population. If the increase in these programs, exceeds this level, an automatic entitlement sequester to eliminate the excess spending will fall on all entitlements except Social Security.

Entitlement spending now accounts for more than half of all federal spending and is the fastest growing portion of the budget. The entitlement sequester will place strong pressure on Congress to make genuine reforms when reauthorizing sunsetted programs.

Caps total federal spending

The bill sets caps on overall federal spending, bringing the federal budget to balance by the year 2002. If spending exceeded the maximum spending amount established in law, an across-the-board sequester would cut 80 percent from domestic discretionary spending and 20 percent from defense spending.

The bill also contains a "look-back sequester." On July 1 of each fiscal year, the Presi-

dent's Office of Management and Budget is required to determine the extent to which the spending cap may be exceeded. If OMB finds the limit will be exceeded, a look-back sequester will eliminate the excess spending under the same 80-20 formula.

Brings the President back into the budget process

The bill restores the President to full participation in the annual budget process by requiring that Congress pass a joint resolution, which requires his signature, rather than a concurrent resolution, which does not require his signature, at the beginning of the process each year. Requiring a joint resolution not only restores some of the President's lost influence over spending, but it prevents the House and Senate from disregarding the budget resolution, because a joint resolution, unlike a concurrent one, has the force of law.

TRIBUTE TO ZELMAR STEVENSON GORDON

HON. JAMES E. CLYBURN

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mr. CLYBURN. Mr. Speaker, I rise today to pay tribute to Mrs. Zelmar Stevenson Gordon as she celebrates her retirement from Browne Junior High School in the District of Columbia.

Mrs. Gordon was born in Florence, SC, to the late Rev. Leo T. Stevenson and Mrs. Utensile Jackson Stevenson. She was educated in the Florence County public schools and later received her bachelor of science degree from Savannah State College. Mrs. Gordon continued her post graduate studies at the University of the District of Columbia.

Mrs. Gordon's teaching career began in Georgia as a classroom teacher. In 1964 she moved to Washington, DC, and began her career with the District of Columbia public schools. After more than 30 years of service in education, she is retiring from Browne Junior High School, where she has served as a teacher and assistant principal. Truly, her commitment to education has taken her well beyond the call of duty. In addition to her duties as assistant principal, Mrs. Gordon sponsored many after-school programs designed to keep children from the ills of society, including school trips and educational enrichment.

Active in her community, Mrs. Gordon is a member of Trinidad Baptist Church, where she sings in the gospel chorus and works diligently to serve the church and community. Her civic and professional affiliations include: Delta Pi Epsilon National Professional Honorary Society for Business Education, Alpha Kappa Alpha Sorority, and the Fort Washington Area Boys and Girls Clubs.

A dedicated family person, she is married to John Gordon and is the mother of three sons, Jeffrard, Jon, and Jason. Mr. Speaker, I congratulate Mrs. Zelmar Stevenson Gordon on her retirement and join her family and friends in saluting her on July 22, 1995, at the Trinidad Baptist Church in Washington, DC.

ATTITUDES TOWARD EDUCATION

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, July 12, 1995 into the CONGRESSIONAL RECORD.

HOOSIER ATTITUDES TOWARD EDUCATION

One of the more interesting questions to ask Hoosiers is what they expect from the public schools. My general impression is that Hoosiers have a favorable opinion of public education in their own community, but they have many opinions about improving the quality of education.

Teaching the basics: Hoosier parents strongly support effective teaching of the basics. They want their children to master the essential skills of the ability to read and write English, to do arithmetic, and to have a good basic understanding of science, history and geography.

I find that Hoosiers generally give their local elementary and secondary schools high marks and think very well of the teachers, principals, programs and overall effort. Most parents believe that their children are well prepared for work and higher education.

Employers and college educators do not always agree. They frequently find missing the discipline and dedication to learning, and proficiency in the basic literary and computational skills. They also want to see more emphasis on standards of behavior, such as how to speak and dress properly, and how to be punctual.

I am always impressed by how traditional Hoosiers are in their approach to education. Adults seem to think they got a better education in the basics than children are getting today. They certainly want to see academic standards raised and they believe that schools should hold students accountable for doing their best.

I also find among Hoosiers some discomfort with the new teaching methods that educators often espouse, such as the teaching of English composition by encouraging students to use the written word early and often with less emphasis on spelling and grammar; or the new math which places more emphasis on teaching theories and concepts as opposed to learning by rote.

Discipline and safety: Parents emphasize repeatedly the importance of schools providing a safe and orderly environment in which education takes place. Their biggest concern is the lack of discipline in the local school system and they always put discipline as the most important factor needed for a student to learn along with good teaching.

Parents recognize that providing a safe and orderly environment conducive to learning is a much more difficult task today than it was in their generation. They believe that the schools have to be very tough in emphasizing good habits such as being on time and being disciplined and dependable.

Across the country there is deep concern about drugs and gun violence in the nation's schools. I really do not find much emphasis on that in talking with Hoosiers about Indian schools but there is some concern about gangs, fighting and other disciplinary problems. They certainly do not approve of students bringing drugs or weapons to school.

Traditional values: I have been especially interested in the attitude of Hoosiers toward the teaching of values, morals and character. Parents want public schools to teach values, but they put strong emphasis on tolerance. Hoosiers understand, however, that the best

schools cannot take the place of a strong and loving family.

Parents are quite clear about the values they want taught: honesty, respect for others, solving problems without violence and a heavy emphasis on equality, fairness and getting along with other students. They like the idea that all of us should live together harmoniously and believe schools have to teach values which unite us as a nation, rather than divide us on racial and ethnic lines.

Most seem to favor teaching specific moral values in the classroom, but when it comes to a broad concept of character education Hoosiers seem divided, many of them supporting it but many of them saying it should be left to the parents and the churches.

Federalism issues: Hoosiers favor the long-standing approach of having state and local governments take primary responsibility for elementary and high school education. They believe that decisions on school curricula, administration and organization should be made at the state and local levels, not in Washington. They reject the federal government mandating education goals and standards.

Hoosiers strongly favor federal support for higher education, particularly in providing grants, loans and other federal assistance to students from moderate income families. Many parents tell me of the importance of sending their children to college, but express concerns about the rising costs of a college education. For many families, federal education assistance makes a difference in whether and where a child can go to college.

Conclusion: A strong education system in Indiana and around the country is important for many reasons. It helps boost the productivity of our economy, which means higher living standards for workers and their families. It also means Americans better able to participate in the workings of democracy, and, most importantly, an improvement in the quality of individual lives. One of the best investments our country can make is in education.

I share the priority Hoosier parents give to education. I agree that state and local governments must take the lead on education issues. The federal government can, where appropriate, lend a helping hand, but should focus its main efforts on providing a strong and healthy economy which can free up resources at the state and local level for education programs.

I do not believe Congress should meddle in the educational affairs of the nation's schools. It should not write guidelines for instruction, textbooks or tests, or teacher preparation, or other matters. Congress must be extremely careful that in pushing for national standards it exercise restraint, and not try to direct what is taught, how it is taught, and how it is tested. Schools work best when they are managed by people closest to them.

PERSONAL EXPLANATION

HON. SUE MYRICK

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mrs. MYRICK. Mr. Speaker, on June 21, 1995, during consideration of H.R. 1854, the Legislative Branch Appropriations Act for fiscal year 1996, I am on record as having voted "nay" on rollcall vote No. 402, offered by Representative MICHAEL CASTLE. This amendment addressed funds for Members' official mail expenses, reducing them by \$4.6 million. The

Castle amendment was offered as a substitute to Representative MARK NEUMANN's amendment, which would have reduced Members' representational allowances by \$9.3 million.

I felt Representative NEUMANN's amendment was a more fiscally responsible proposal, as it offered a greater reduction in funding—and did not focus solely on Members' official mail expenses. I, therefore, voted against the Castle substitute, and intended to vote in favor of the Neumann amendment when it was brought up for a rollcall vote.

Unfortunately, a recorded vote was not allowed on Representative NEUMANN's amendment, due to a technical parliamentary procedure and the Chair failed the amendment by a voice vote. Therefore, I would like to state for the record, Mr. Speaker, that had a recorded vote been called for the Neumann amendment—reducing funds in the legislative appropriations bill for Members' representational allowances by \$9.3 million—I would have voted "aye."

DEPARTMENT OF THE INTERIOR AND RELATED AGENCIES APPROPRIATIONS ACT, 1996

SPEECH OF

HON. RANDY "DUKE" CUNNINGHAM

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 1995

The House in Committee of the Whole House on the State of the Union had under consideration of the bill (H.R. 1977), making appropriations for the Department of the Interior and related agencies for the fiscal year ending September 30, 1996, and for other purposes:

Mr. CUNNINGHAM. Mr. Chairman, today I rise in opposition to any effort to alter the longstanding ban on offshore oil drilling on the California coast.

As I am sure that you are well aware, the House Appropriations Committee voted on June 27, 1995, by a 33 to 20 margin, to continue a ban on oil and gas drilling operations on the Outer Continental Shelf. The vote reversed an earlier vote by the Appropriations Interior Subcommittee to remove the moratorium, which has been maintained for the last several years as part of the annual Interior Department appropriations bill.

I have been closely following this issue for many years. I have written to Chairman LIVINGSTON, Appropriations, Chairman REGULA, Subcommittee on the Interior, and to Chairman YOUNG, Resources, to maintain the ban. I have tried to encourage members of Appropriations, and whoever would listen to my pleas, to include the ban in their appropriations bill.

I believe that the Congress must operate in accordance with California's interests in this regard. Governor Wilson has made it clear that Californians are in favor of the moratorium. In fact, the State of California recently enacted a permanent ban on all new offshore oil development in State coastal waters. Californians agree that the environmental sensitivities along the entire California coastline make the region an inappropriate place to drill for oil using current technology. The 1989 National Academy of Sciences [NAS] study confirmed that one exploration and drilling on existing

leases and on undeveloped leases in the same area would be detrimental to the environment.

The findings of the NAS study encouraged me to introduce legislation on the opening day of this Congress to address the offshore oil drilling issue for California. My bill, H.R. 219, would prohibit the sale of new offshore leases in the southern, central, and northern California planning areas through the year 2005. In other words, H.R. 219 will ensure that there is no drilling or exploration along the California coast unless the most knowledgeable scientists inform us that it is absolutely safe to do so.

Unfortunately, the moratorium, as included in the Interior appropriations bill, is only extended through October 1996. Therefore, I am hopeful that my legislation will allow for the moratorium to be extended on a longer-term basis until environmental and economic concerns can be addressed.

For all these reasons, I commend the committee for including the moratorium and will oppose any effort that would allow for oil and gas drilling on our U.S. shoreline.

COMPREHENSIVE TELECOMMUNICATIONS REFORM

HON. BART GORDON

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mr. GORDON. Mr. Speaker, as we begin debate on comprehensive telecommunications reform, this statement offers a unique perspective on one aspect of the industry.

GOVERNMENT CAN CONTINUE SERVICES WITH PAY-PER-CALL

(By Richard J. Gordon, Chairman, Teleservices Industry Association)

When Abraham Lincoln was President there were no telegraph machines in the White House. To receive reports from his generals on Civil War battlefields, the President had to walk to the building next door. That building housed the federal government's only telegraph equipment, equipment already commonplace to the railroads and a good many private businesses.

Until Herbert Hoover was President, the Oval Office did not have a telephone. By the time there was one on the President's desk, millions already were in heavy use by businesses and private citizens.

American businessmen have long been ahead of their governments in accepting, developing and using the latest technology.

Today, audiotext, already a four-billion-dollar business in the private sector, finally is getting attention in the public sector. Both state and federal government agencies, such as the Occupational Safety and Health Administration, are taking advantage of pay-per-call.

At the Office of Planning and Building in Sacramento, California, citizens can telephone a 900 number, request information by punching in their fax numbers and receive copies of requested documents in about the time it will take the reader to finish this article.

Moreover, to provide information on over one million corporations, New York's Department of State operates a 900 number that costs a caller \$4.00 per call. This "teleservice" keeps seven people busy answering some 500 calls per day. What once cost the State \$250,000 yearly to answer telephone inquiries, now is a faster service whose users bear the costs.