

not been granted authority under any statute to alter this carefully balanced congressional design.

If this order is not overturned, just imagine the possible consequences of allowing the President to bypass Congress and issue directives on any and all matters relating to Federal contractors.

For example, President Clinton would be permitted to unilaterally impose on Federal contractors a mandate to implement the type of health care plan which he advocated last year and which was so thoroughly and soundly rejected by Congress and the American people.

In issuing Executive Order 12954, President Clinton has made a sweeping assertion of Presidential power which is completely at odds with our constitutional system of separated and enumerated powers. It should not be allowed to stand, and during the 104th Congress we should commit ourselves to reversing this ill-conceived precedent.

Mr. President, I yield the floor and suggest the absence of a quorum.

Ms. MOSELEY-BRAUN addressed the Chair.

The PRESIDING OFFICER. Will the Senator from North Carolina withhold his request? The Senator from Illinois is seeking the floor.

Mr. FAIRCLOTH. Mr. President, I am sorry. I did not see the Senator from Illinois.

I withdraw the request for a quorum call.

Ms. MOSELEY-BRAUN. I thank the Senator from North Carolina.

The PRESIDING OFFICER. The Senator from Illinois is recognized. The Chair apologizes. I was raptured by the Senator from North Carolina, and my head was turned the wrong way. I wish her a good day.

WINNERS AND LOSERS OF THE CONTRACT

Ms. MOSELEY-BRAUN. Mr. President, I would like to discuss the first 100 days of Congress, and the winners and losers of the Contract With America.

We have heard a lot from those who would compliment the leaders in the House for their speedy answers to some of this Nation's most pressing problems. Many will say that they have made history for their ability to address so many issues in a mere 100 days. I dare say, though, that if the Contract With America makes history, it will not be for its achievements, but for the reckless manner in which critical issues were considered, issues that have will have a severe negative impact on the lives of countless Americans.

At the outset, I want to say that we all know that spending must be reduced. We all know that the deficit must be brought under control. This is why I supported the balanced budget amendment. But out jobs as Members

of Congress means prioritizing the needs of the American people within our fiscal constraints. What the Contract With America does is give the wealthy a higher ranking over working class families and children in this country.

I can sum up the winners in the last 100 days easily, the super wealthy and the billionaires. Unfortunately the list of losers is much longer, children, students, hard working middle-income families, and the list goes on. The losers are those who would greatly benefit our investment in the people of this great Nation, quality education for our children, job training for young people and adults, efforts calculated to help prepare this Nation for the future.

WINNERS/EXPATRIOTS

Who are some of the winners in the first 100 days? Some of the winners have been big. The big winners include 24 billionaires who escape \$1.4 billion in income and estate taxes by renouncing their citizenship, the expatriots who abandon this great land that has helped them gather their wealth. Democrats tried to close that loophole in the Finance Committee we were outvoted by the Republican majority.

Our current tax laws are not neutral. To favor those that would renounce their citizenship over hard working loyal American citizens who are struggling to get by.

A few dozen ex-patriots take advantage of this loophole in Federal tax laws by removing their assets beyond the reach of U.S. taxing jurisdiction just before renouncing their U.S. citizenship, thereby avoiding taxation of the appropriated value of their assets.

While they enjoyed the benefits of U.S. citizenship—police protection, roads, schools, national security, and countless of other Government services—they looked for ways to get around paying their fair share of taxes.

Although the Senate Finance Committee voted to eliminate this loophole, the provision was restored in conference. This is nothing short of astounding. At the same time that Republican leaders in the House were proposing massive cuts to be placed on the backs of the children and families of this country, the House Republicans chose to continue granting massive benefits to billionaires.

WINNERS/HOUSE TAX PACKAGE

Among the other winners, are those that would benefit from the House tax and spending package that has been labeled the crown jewel of the Contract With America. I fail to see the glitter in this jewel.

Among the tax cuts is a provision which will give families that pay taxes eligibility for a \$500 tax credit for each child under the age of 18, including families earning more than \$200,000 a year.

But what this crown jewel does is reverse an original proposal which would have made the credit partially refundable, meaning that some low-income working families, who pay no income

tax but who do pay substantial social security and Medicare taxes, could have received the credit. This version is now nonrefundable. And what that means is that those earning \$200,000 will not be affected, but that the working poor of this country have once again lost out.

LOSERS/OPENING

And who else loses, well, these tax loopholes and tax breaks are paid for at the expense of middle Americans who will have to pay more to send their children to college or to a child care program. These breaks are also being paid for by the children in this country, thousands of kids, who are on waiting lists to attend a Head Start Program. For example, in my hometown of Chicago, only 26 percent of all poor children qualifying for Head Start are able to attend a program because of the shortage of slots available.

I would like to take a moment to talk about the many other educational programs that will suffer as a result of the past 100 days. I would also like to review, in somewhat greater detail, the consequences of these ill-considered actions to decimate programs that invest in this country's future.

Mr. President, it is an understatement to say that it is vital to the interest of our Nation that we maintain quality public education for all Americans. Education is not just a private benefit, but a public good. It is the cornerstone of a healthy democracy and as a society, we all benefit from a well educated citizenry. What quality education results in is the means by which we prepare our children to succeed, to earn a living, participate in the community and give something back to their communities.

LOSERS/EDUCATION AND THE WORKFORCE

Education is also the vehicle to understanding the technology that has reshaped our workplace. This country is experiencing a new era in economic competition. If we are to succeed and retain our competitiveness into the 21st century, there must be a renewed commitment to education in this country.

The results of a failed commitment to our educational system will have direct ramifications on this country's work force—the private sector—and this country's economy. Every day, businesses across this country are trying to cope with the fact that a great percentage of the work force is functionally illiterate. Every day, thousands of Americans are being told that they do not qualify for jobs because they lack a high school diploma, or a college degree.

Mr. President, our continued commitment to education will mean jobs for the American people.

Nonetheless, as other leaders of our countries continue to recognize the increasing importance of education, many in this country continue—and I am sorry to say, many Members of Congress—continue to wear blinders.

We must not retreat from this commitment.

HOUSE RESCISSIONS BILL

The rescissions bill sent to this chamber by the U.S. House of Representatives would cut \$1.7 billion from the 1995 Department of Education budget. It enacted this legislation would cut: \$481 million from the Safe and Drug Free Schools Program; \$261 million from vocational education and literacy programs; \$186 million from the Goals 2000 program; \$113 million from chapter 1, and \$50 million from bilingual education programs.

The House has also recommended rescinding critical funding for programs which advance our Nation's education technology infrastructure, which I will also address. These cuts include:

\$30 million from the Educational Technology Program, a program which promotes equal access for all elementary and secondary students to the educational opportunities made available through advances in technology.

\$10 million from the Star Schools—a program designed to improve instruction in math, science, foreign languages, and other subjects through telecommunications technologies. It also supports eligible telecommunications partnerships organized on a statewide or multistate basis to develop and acquire telecommunications equipment, instructional programming, and technical assistance.

\$2.7 million from the Ready to Learn Program, the first national goal which states that all children should start school ready to learn. The program helps local school districts meet this goal by supporting the development and distribution of educational television programming for preschool children.

GAO REPORT

Mr. President, last year, I asked the GAO to conduct a nationwide study on the condition of our Nation's public school facilities. Earlier this week, I elaborated on the second of those reports—released this week by GAO—which focuses on our Nation's education technology infrastructure needs. I would like to just briefly comment on this critical subject again.

This GAO report concludes that our Nation's public schools are not designed or sufficiently equipped to prepare our children for the 21st century. More specifically, the GAO report found that more than half of our Nation's schools lack six or more of the technology elements necessary to reform the way teachers teach and students learn including: computers; printers; modems; cable tv; laser disc players; VCR's, and TVs.

In fact, the GAO report found that even more of our Nation's schools do not have the education infrastructure necessary to support these important audio, video, and data systems. More importantly, this second GAO report confirmed our worst fears, the availability of education technology in our Nation's public schools is directly cor-

related with community type, the percentage of minority students, and the percentage of economically disadvantaged students.

Mr. President, this is simply unacceptable and the proposed cuts to educational programs are also simply unacceptable. There is no reason why our Nation's children should not have equal access to the best education technology resources available.

EDUCATION INFRASTRUCTURE

Let me mention briefly the first GAO report, released in February, on the state of school facilities. This report found that our Nation's public schools need \$112 billion to restore their facilities to "good" overall condition.

And what is the Republican response to our Nation's schoolchildren? I am sorry to report that the House rescissions bill would also slash funding for all new education initiatives, including the education infrastructure act which I introduced last April to help local school boards improve the physical conditions of our schools and ensure the health and safety of their students.

EDUCATION CUTS IMPACT ON ILLINOIS

While the Senate bill does restore some of the educational funding, it is not enough. The cuts are still deep and will have a great impact on children throughout this country. I would like to use my State of Illinois as an example. Some of the Senate-recommended cuts will result in the following loss to the children in Illinois alone: Disadvantaged Students Program, (Title I): -\$3.4 million; Safe & DrugFree Schools: -\$4.3 million; Goals 2000: -\$2.4 million.

HIGHER EDUCATION

The contract's attack on education does not stop at the grade school and high school levels. College students and middle-income American families will also pay a higher price.

For example, the proposed elimination of four higher education programs—supplemental educational opportunity grants, Federal work study, Perkins loans, and the State student incentive grants, along with the elimination of the "in-school interest forgiveness exemptions on student loans"—will increase the cost of college for American families by \$20 billion over the next 5 years.

Eliminating the subsidy on school interest forgiveness alone would mean the following for middle-American families: 4.5 million current borrowers will accrue interest on their loans while they are still in school; a student who borrows \$17,125 over 4 years would owe \$3,150 or more and have his or her monthly payments increased by more than 18 percent and, in my State of Illinois, the number of students who will pay more for student loans will increase by 198,053.

AMERICORPS

The contract's attack on young people continues. Republican attempts in the House to gut the AmeriCorps Program would eliminate opportunities for

thousands of students to serve their country while earning money for their own education. A promise that has been made to these thousands of young Americans; the communities they serve; the charitable groups they serve with; and, the partners who share the costs of the National Service program, will be broken. Thousands of working families who depend on the promise of college scholarships for service, will lose this valuable financial assistance.

The House rescission on AmeriCorps will mean that the almost 700 projected number of students who could take part in the program in fiscal year 1995 will be rejected.

Mr. President, I would like to use City Year Chicago—the model program that AmeriCorps is based on—as an example of some of the outstanding and desperately need work that is being done by students in the Chicago area. Some of the community service work includes: The Alter Group Team—Members work with Bethel New Life, a community development corporation in the Garfield Park neighborhood, a low-income area in Chicago. Projects include designing and piloting a computer-literacy program for adults and assisting in the renovation of both a hospital, which will become senior housing and a school, which will become transitional housing for battered women.

The First Chicago/Harris/LaSalle/Northern Trust Team—Members are running a teaching assistant program at the Brian Piccolo Elementary School in West Humboldt Park, a public elementary school serving approximately 966 African-American and Latino students. Each team member works as a teaching assistant in a classroom, tutoring children with special needs, assisting in bilingual classes, or helping to implement special art or education programs.

Mr. President, these are just two examples of what's being done under the AmeriCorps Program after only 6 full months of operation. I would like to submit for the RECORD, a complete list of the AmeriCorps Community Service Programs underway in Chicago, and ask unanimous consent that the list be printed in the RECORD following my statement.

The PRESIDING OFFICER. Without objection, it is so ordered.

(See exhibit 1.)

Ms. MOSELEY-BRAUN. Across this country, more than 20,000 AmeriCorps members have begun to serve their neighbors; children, the elderly, students, and persons with AIDS.

AmeriCorps members have taught or tutored more than 9,000 pre-school, elementary, and junior high school students in basic educational skills. They have launched after-school and summer tutoring programs for more than 4,600 kids. And they have organized hundreds of community service projects, cleaning up neighborhoods and providing food for the elderly.

CLOSING

In closing, I want to make clear what I am for and what I am not for. As I stated at the start of my remarks, a lot of what the spending process includes is prioritizing. By providing the needed and long overdue support for educational programs, job training programs, and programs for children, we invest in this country's future. Cutting these opportunities is clearly in the wrong direction. We must not retrench on our commitments to young people and American families.

Mr. President, before the celebrating of the contract and the first 100 days begins, the American people need to understand who's been invited to this party. If you are a billionaire, or part of the small percentage of the super-wealthy elite in this country, your invitation has been signed, sealed, and delivered.

For the rest of American people—the children, students, or hard-working, middle-income Americans—I dare say, your invitation has been lost in the mail.

EXHIBIT 1

CITY YEAR CHICAGO—COMMUNITY SERVICE
UPDATE—AS OF MARCH 1995
THE ALTER GROUP TEAM

The Alter Group Team is working with Bethel New Life, a Community Development Corporation in the Garfield Park neighborhood. In the mornings, the Alter Group Team members participate in a variety of group and individual projects under the direction of Bethel New Life staff. Corps members are designing and piloting a computer-literacy program for adults; organizing community improvement and gardening projects; helping to organize a volunteer week and other community events; and assisting in the renovation of both a hospital which will become senior housing and a school which will become transitional housing for battered women. In the afternoons, the team members tutor students in the after school program in Bethel's affiliate elementary school.

THE FIRST CHICAGO/HARRIS/LASALLE/NORTHERN
TRUST BANK TEAM

The Bank Team is running a City Year in Schools Program at the Brian Piccolo Elementary School in West Humboldt Park, a public elementary school serving approximately 966 African-American and Latino students. Each team member works as a teaching assistant in a classroom, tutoring children with special needs, assisting in bilingual classes, or helping to implement special art or physical education programs. Corps members also act as role models for the young students by establishing an environment of common goals and values and promoting the City Year values of team work and inclusivity. When the school day is finished, the team continues working on a project designed to improve students' self-image and enliven the school environment through the creation of inspirational banners.

THE AMOCO TEAM

The Amoco Team also works in partnership with an elementary school: the John Spry Community School in Little Village. Spry is a pre-kindergarten through eighth grade school with approximately 1,300 students. By working individually in classrooms as teaching assistants, City Year corps members are helping to give students the con-

fidence to excel academically. They lead small groups in math and reading, work closely with troubled students and teach lessons in English as a Second Language and art. The Team also participates in such special programs as the celebration of Young Readers Day, for which corps members rotated classrooms and read to over 700 children. The creation of perfect attendance and honor roll certificates for the entire school, and the renovation and reorganization of the Spry School Library for reopening can also be credited to the team members. The Amoco Team is currently working on a violence prevention curriculum, which the team will take to classrooms throughout the school.

THE RONALD MCDONALD CHILDREN'S CHARITIES
TEAM

The Ronald McDonald Children's Charities Team is helping to run an after school club at the Chicago Youth Centers-Lower North in Cabrini Green for over 100 children. The team's service is focused on expanding the curriculum offered at the youth center and strengthening the educational components of the program. The team members not only tutor the young children in the program, but create and run after school clubs such as Arts and Crafts, No-Bake Cooking, Tumbling, Volleyball/Softball, Basketball, and Chorus. Along with their work with the After School Club, the team is succeeding in changing the face of the Youth Center. The team has painted most of the building's interior surface, repaired the outside fence, created a mural in the gymnasium, and completed many other physical service projects at the Center. When not at the Center, the Ronald McDonald Children's Charities Team works in partnership with Careers for Youth and Uptown Habitat for Humanity on the West side. They are painting and installing light fixtures in a two-flat apartment building, so that a family can move in this Spring.

THE DIGITAL EQUIPMENT CORPORATION TEAM

The Digital Equipment Corporation Team runs an after school club for approximately 80 children at the Price School in the Grand Boulevard community through Chicago's Youth and Family Resource Center. Under the supervision of the Digital Team, the children study and work on their homework for two hours tech day. Corps members give the special attention and individual tutoring that is often difficult for teachers to provide in a classroom context. Following completion of their homework, the children can participate in one of the Digital Team's After School Clubs: "An Exploration of Culture;" Art; Rap Session (a discussion group); Dance; Music; Reading and Writing Workshop; and Athletics. The Team also works with Habitat for Humanity/Careers for Youth doing renovation and carpentry for low cost housing on the West Side. In addition, Team members work with the Chicago Historical Society's Neighborhoods; Keepers of Culture Exhibition, a project created to collect, interpret and exhibit the histories of four Chicago neighborhoods. The entire Digital Team is also being trained as AIDS Counselors, and this Spring will begin doing AIDS/HIV outreach in the Little Village community.

(Mr. FAIRCLOTH assumed the chair.)

AFFIRMATIVE ACTION

Ms. MOSELEY-BRAUN. Mr. President, I would like to take up another subject that is probably as controversial as the Contract With America and what has happened in the last 100 days.

I recently met with a group of concerned women in Illinois to discuss the continued relevance of affirmative action. The idea of the meeting arose quite naturally. As with any other debate that is happening here in Washington, I try to reach out to those in my State who will be impacted by changes that Congress might make, in order to get the input of their collective wisdom.

The meeting was arranged when we, at last, had a few days to spend back in the State. As you know, Mr. President, we have not been able to get back home as much as we would like. So the meeting was arranged somewhat hastily; we did not have a great opportunity to plan for it. Nor were we able to provide interested parties with much in the way of advance notice.

However, as it turned out, the meeting was a resounding success. Frankly, I do not think I could have even imagined how successful it would be, or how many people would rearrange their plans to meet with me on a moment's notice.

My office was filled with women who spanned the political and economic spectrum. There were women who had spent their lives doing grassroots political organizing, and women who had spent their lives working in corporate America. There were women who had started their own businesses from scratch, as well as women working in unions and associations. Many of the women present had also spent years exclusively as homemakers.

Despite the diversity of viewpoints and backgrounds represented at the meeting, there was a near unanimity of response. The women in that room wanted to know why Congress would choose this moment in time to turn its back on the promise of equal economic opportunity, when so much work remains yet to be done; at a time when, despite all of our efforts, a glass ceiling still works to prevent qualified women and minorities from making full use of their collective talents.

The women at the meeting wanted to know how Congress could ignore the overwhelming evidence that affirmative action benefits not only individuals, but employers and society as well. Finally, they wanted to know what they could do to help preserve this country's commitment to equality, opportunity, and fairness.

Every woman at that meeting agreed that she would have been denied opportunity in the absence of affirmative action. Every woman agreed that she had been provided with opportunities because the climate created by affirmative action helped to encourage diversity and inclusion, and helped to open up fields of endeavor that might have otherwise been closed to her. And, more importantly—or as importantly—every woman there could recall a roadblock that had been placed in her way