

Mr. DOGGETT. Mr. Speaker, the real language problem in this country is not the one we just heard about, but it is the fact that our Republican colleagues cannot understand in any language the call of the American people to deal with the real problems that affect their lives. Instead, we have a House Republican majority that has produced one failure after another in the last 14 months.

As if that were not enough, they are proposing to chalk up yet again another failure this weekend as they head home in the face of a third Government shutdown. It is as if no matter what language you speak, they cannot hear the voice of the American people, because instead of solving these problems, they continue to bicker among themselves.

The House Republicans cannot agree with the Senate Republicans concerning how many American young people they should deny an educational opportunity to. The Senate yesterday rejected the extreme House Republican cuts in education. They have got a great battle going on between the far right, the extremists who want to cut out any Federal commitment to education, and the not-so-right that say, "Well, let's just cut a few children."

The American people, whatever the language is, want to support educational commitment and opportunity for our young people, and we ought to get about that job.

#### STOP THE CENSUS BUREAU BEFORE IT DESTROYS FAMILY FARMS

(Mr. FUNDERBURK asked and was given permission to address the House for 1 minute.)

Mr. FUNDERBURK. Mr. Speaker, the Bureau of the Census, in its infinite wisdom, has recently proposed to change the definition of a farm. This is a bad idea for America. America's most basic industry is agriculture and the family farm. In North Carolina, under the current definition of a farm, we have over 50,000 farms, but under one of the new proposed definitions, we would magically be reduced to only 25,000 farms. Mr. Speaker, changing the farm definition will affect the allocation of Federal funding since it also changes the distribution of the farm population among States. The Cooperative Extension and many other agriculture agencies use farm population to allocate funds. Small farms in my State represent a significant share of total production of commodities such as tobacco. Over 65 percent of minority farms would no longer be defined as farms. Mr. Speaker, now is the time for Congress to take action to stop this proposal before it economically destroys the small family farms in the Second District of North Carolina and throughout the Southeast.

#### GIVE THE MIDDLE CLASS A RAISE AND A DECENT EDUCATION

(Ms. MCKINNEY asked and was given permission to address the House for 1 minute.)

Ms. MCKINNEY. Mr. Speaker, in their infinite wisdom, House Republican leaders are once again pushing the Government of the United States to the brink of another Government shutdown.

The reason this time is their insistence on cuts to education and the environment. These cuts are so egregious, however, that even the Republican Senate voted 84 to 16 in favor of a Democratic amendment restoring education and job training funds.

Mr. Speaker, in this changing economy, the last thing we should be doing is cutting funds for programs that will help our children compete against highly educated workers in Germany and Japan.

This Congress, Mr. Speaker, should be concentrating on how to give the American middle class a raise and a decent education, not a Republican-sponsored wedge.

#### WHEN WILL WASHINGTON LEARN?

(Mr. BALLENGER asked and was given permission to address the House for 1 minute.)

Mr. BALLENGER. Mr. Speaker, President Clinton, in his recent State of the Union Address proposed another Federal education program to provide merit based scholarships to the top 5 percent of high school graduates. This despite the fact that there are already 47 scholarship and fellowship programs operated by the Federal Government. In fact, President Bush's Presidential Access Scholarship Program—a merit based program—is still on the books.

This highlights an important point. The Education Committee has discovered over 760 Federal education programs spanning 39 separate agencies, departments, and commissions. Many of these programs were designed to meet the exact same goals—yet each has its own application process and regulations.

So why does President Clinton propose one more education program—program 761? Is it to improve the education of our children or merely to make us feel like we are educating our children by spending money and creating programs? This is a critical question we must answer—the education of our children is at stake.

#### REPUBLICANS DECLARE WAR ON EDUCATION FUNDING

(Mr. MENENDEZ asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MENENDEZ. Mr. Speaker, I would like to draw attention to the war that has been declared on education funding at the elementary, sec-

ondary, and postsecondary levels by the Republican majority.

If the Republican majority's continuing resolution is extended at its current level, it would mean a \$3.3 billion cut in education programs from the fiscal year 1995 level, and this would be a devastating blow to many of the educational services our children depend on. For my State of New Jersey, this would mean a cut of \$23.5 million to title I, \$2.6 million to Safe and Drug-Free Schools, \$2.2 million to goals 2000, \$3.7 million to vocational education, \$3.7 million to the professional development grant programs, \$36 million in New Jersey alone cut in our children's educational future.

The majority's war on education is coming at a time when New Jersey's unemployment rate is above the national average of 7.3 percent. It comes at a time when we ought to be preparing our children for a more globally integrated, more technologically advanced and more competitive workplace.

Shortchanging our students today means shortchanging the National tomorrow. We should not be shutting down the Government, and we should not be shutting down our children's educational future.

#### HOW DO WE JUSTIFY THE DEPARTMENT OF EDUCATION?

(Mr. MICA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MICA. Mr. Speaker, when you think you have heard it all from this administration, they never cease to amaze me. In today's Washington Times, the U.S. Education Secretary Richard Riley responded to an editorial that questioned the role of the Department of Education.

To justify the Federal Department of Education, let me read what Secretary Riley said: "Most recently, the President asked me to distribute the manual on school uniforms," and I have got a copy of it here, the manual on school uniforms.

I have not read this invaluable tool that helps justify the existence of the U.S. Department of Education. Maybe Secretary Riley suggests color coordination on uniforms. Maybe Secretary Riley suggests now mixing plaids and stripes. Or maybe, in fact, this manual justifies the employment of 4,876 Department of Education employees, of whom 3,322 are in Washington, DC, working on this manual on school uniforms.

#### REPUBLICANS HURT LOCAL EDUCATION

(Mr. HILLIARD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HILLIARD. Mr. Speaker, the Republicans have our citizens facing the

largest education tax cuts in history. The Republican right wing extremists in Congress seem to enjoy the prospect of bringing public education in this country to its knees.

The Republicans have slashed funds for reading and math programs, they have slashed funds for safe and drug-free schools, for vocational education and adult education programs. There seems to be no end to this madness.

Mr. Speaker, public education is the foundation of our democracy. Public education must be maintained to preserve and protect our democracy. The Republican madness must not be tolerated, but, Mr. Speaker, it must be stopped.

#### GENERATIONAL ACCOUNTING ASKS: WHO IS GOING TO PAY THE BILL?

(Mr. LARGENT asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. LARGENT. Mr. Speaker, I came to the House with one speech in hand to give but I feel compelled to give another.

I just came from a committee meeting of the House Budget Committee where we talked about generational accounting. I just want to say that we have heard many passionate pleas from the other side of the aisle about how we cannot reduce spending, we cannot cut funds in education, in the environment, so on and so forth.

The bottom line is, who is going to pay that bill? It is going to be many of the young people sitting in the House Chamber at this very moment that are going to have to pay that bill.

Generational accounting does this. It says if we continue the current policies that we have in place today, what will the tax rate be on the future generations, my children and my grandchildren? Those experts that testified before that committee said this: that children that are born today will face an effective tax rate of 84 percent over their lifetime if we continue current policies.

Yes, we have tough decisions that we have to make, but it truly is about the future of our country and the future of our children. Just imagine yourself keeping 16 cents of every dollar you earn in the future if we do not make these tough decisions.

#### HOW CAN WE IMPROVE THE LIVES OF OUR CHILDREN?

(Mr. FRAZER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. FRAZER. Mr. Speaker, we are about to lose two generations of young people due to our failure to act. Corporations are downsizing and factories are closing. Parents are working two jobs, spending less time doing homework with their children. Summer jobs

are being cut along with summer school.

So I ask my colleagues, what will we do to make a difference? How can we improve the lives of our children?

I suggest that we work to pass legislation which promotes and sustains a healthy nation. That means passing legislation which funds Head Start, public education, and student loans programs.

We must all work together to insure that the Government decisionmaking processes are deliberative and open. We must also insure that Government institutions are accountable and responsive to the public.

I urge my colleagues, let's do the work of the people. We are elected to serve.

#### REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H.R. 1591

Mr. FROST. Mr. Speaker, I ask unanimous consent to withdraw my name as a cosponsor of H.R. 1591.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

□ 1130

#### PERMISSION FOR SUNDRY COMMITTEES AND THEIR SUBCOMMITTEES TO SIT TODAY DURING THE 5-MINUTE RULE

Ms. PRYCE. Mr. Speaker, I ask unanimous consent that the following committees and their subcommittees be permitted to sit today while the House is meeting in the Committee on the Whole House under the 5-minute rule: Committee on Banking and Financial Services; Committee on Commerce; Committee on Government Reform and Oversight; Committee on International Relations; Committee on National Security; Committee on Resources; and Committee on Transportation and Infrastructure.

It is my understanding that the minority has been consulted and that there is no objection to these requests.

The SPEAKER pro tempore (Mr. EVERETT). Is there objection to the request of the gentlewoman from Ohio?

There was no objection.

#### COMPREHENSIVE ANTITERRORISM ACT OF 1995

Ms. PRYCE. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 380 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

#### H. RES. 380

*Resolved*, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 1(b) of rule XXIII, declare the House resolved into the Committee of the Whole House on the State of the Union for consideration of the bill (H.R. 2703) to combat terrorism. The first reading of the bill

shall be dispensed with. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chairman and ranking minority member of the Committee on the Judiciary. After general debate the bill shall be considered for amendment under the five-minute rule and shall be considered as read. No amendment shall be in order except those printed in the report of the Committee on Rules accompanying this resolution and amendments en bloc described in section 2 of this resolution. Each amendment printed in the report may be considered only in the order printed, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment except as specified in the report, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against amendments printed in the report are waived. The chairman of the Committee of the Whole may postpone until a time during further consideration in the Committee of the Whole a request for a recorded vote on any amendment. The chairman of the Committee of the Whole may reduce to not less than five minutes the time for voting by electronic device on any postponed question that immediately follows another vote by electronic device without intervening business, provided that the time for voting by electronic device on the first in any series of questions shall be not less than fifteen minutes. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommend with or without instructions.

SEC. 2. It shall be in order at any time for the chairman of the Committee on the Judiciary or a designee to offer amendments en bloc consisting of amendments printed in the report of the Committee on Rules accompanying this resolution that were not earlier disposed of or germane modifications of any such amendments. Amendments en bloc offered pursuant to this section shall be considered as read (except the modifications shall be reported), shall be debatable for twenty minutes equally divided and controlled by the chairman and ranking minority member of the Committee on the Judiciary or their designees, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. For the purpose of inclusion in such amendments en bloc, an amendment printed in the form of a motion to strike may be modified to the form of a germane perfecting amendment to the text originally proposed to be stricken. All points of order against such amendment en bloc are waived. The original proponent of an amendment included in such amendments en bloc may insert a statement in the CONGRESSIONAL RECORD immediately before the disposition of the amendments en bloc.

SEC. 3. After passage of H.R. 2703, it shall be in order to take from the Speaker's table the bill (S. 735) to prevent and punish acts of terrorism, and for other purposes, and to consider the Senate bill in the House. It shall be in order to move to strike all after the enacting clause of the Senate bill and to insert in lieu thereof the provisions of H.R. 2703 as passed by the House. If the motion is adopted and the Senate bill, as amended, is passed, then it shall be in order to more that the House insist on its amendments to S. 735 and request a conference with the Senate thereon.