

yet through a grassroots effort was able to raise the amounts of money that he needed to wage very difficult campaign battles.

Mike was 45 years only when he died. Not many of us who have lived much longer could have accomplished what he did.

The test, Mike, of someone's life is how much you leave in others. You leave a lot in a lot of us. We carry on much better because we know that you are behind us and we know the example that you have set for us.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Connecticut [Mr. SHAYS] is recognized for 5 minutes.

[Mr. SHAYS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

TRIBUTE TO MIKE SYNAR

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey [Mr. PALLONE] is recognized for 5 minutes.

Mr. PALLONE. Mr. Speaker, I wanted to follow up in part of my 5 minutes and also pay tribute to Mike Synar as my colleague from West Virginia just did.

Mike Synar was the first person, actually, from Washington, or a Congressman, if you will, who came down when I first ran for election in 1988. He was also a champion of the environment, and I was largely elected to Congress back in 1988 because during that summer in New Jersey we had our beaches closed and huge washups of debris that came ashore and caused us to lose billions of dollars in our tourism industry.

Mike came down as a leading environmentalist in Congress and did a press conference with me and met with some of the editorial boards. It was for the first time I saw him on the train coming from New York to New Jersey. I never met anybody who was so dynamic and cared so much about the environment and about the principles of the Democratic Party and the Nation as a whole.

I watched him here. He was sort of a mentor in a way because he was on the Committee on Commerce, then it was called the Energy and Commerce Committee, which is the committee that I am now on, that deals so much with environmental issues. He encouraged me to become a member of the committee and helped me to get on the committee. I often looked to him for advice.

He was almost exactly the same age that I am, and when I heard about his illness and when I heard that he had actually passed away, I was very saddened because there really were very few people in the House of Representatives who had the dynamism, who cared so much about his country, who cared so much about the principles

that he espoused and was able to translate that into action. He will be sorely missed.

BUDGET CUTS IMPACT ON EDUCATION

Mr. Speaker, I came here today because I was concerned about the budget and where we are going in terms of education programs in this country. Last night during the State of the Union address, President Clinton stressed education. He stressed the need for a properly educated America because of the challenges that we face in the future, particularly with regard to job opportunities, competing in the global marketplace.

Mr. Speaker, I think it is a shame, and he certainly challenged the Congress to do something about it, but it is a shame that in the last year in this House of Representatives the Republican majority has really cut funding for education programs, whether it is on the secondary school level or the higher education level. I think over the next few months, unless something dramatically changes and the Republican leadership decides that they are going to prioritize education as they promised, we are going to see dramatic change in the ability of our schools and our colleges to provide affordable educational opportunities for the average American.

The budget, as many of us know, manifests itself in many ways. There has not been appropriation for the Education Department. The budget that the Republicans passed actually cuts back significantly on a number of education programs. The CR, the continuing resolution that we are operating under now that was proposed by the Republican majority, cuts funding or lets the Department operate its various education programs at significantly lower levels than what is necessary to keep going with the programs that we have.

Already, we are beginning to hear that some of the Republican suggestions for spending or appropriation levels for next year will also severely impact our educational programs.

One of the things I am most concerned about is the GOP proposal to eliminate \$1.9 million in direct student loans. They do not favor the direct student loan program. In the last couple of years, the Democrats put forward this new program where the loans would be coming directly from the colleges and universities rather than banks and financial institutions.

In my district, at Rutgers University, Rutgers has been able to take advantage of this program and provide a lot more loans to a lot more students than would be available under the existing institutional student loan program. Officials at Rutgers, and a lot of other colleges in the State, have told me that if this program is abolished or limited, as the Republicans propose, to certain schools and eventually phased out, that there will be a lot less student loans available.

We have also seen programs with the Pell Grants because of the shutdown

and the uncertainty. The Education Department now really does not know what kind of schedule or information it can provide to the colleges and universities about student loan availability for next year or Pell Grants and other higher education grant availability for next year.

I think that what the Republican majority is forgetting is that when we talk about higher education loans or grant programs, students need to know in advance what kind of funding levels are available and what kind of student loans are available. This process of shutting down the Government and not having an appropriations bill, not being able to plan for next September or even next semester is having a terrible impact on our educational programs.

Mr. Speaker, we need to wise up and prioritize education. That is what President Clinton said last night, and I hope the Republican leadership gets the message.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Connecticut [Ms. DELAURO] is recognized for 5 minutes.

[Ms. DELAURO addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas, Mr. GENE GREEN, is recognized for 5 minutes.

[Mr. GENE GREEN of Texas addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Michigan [Mr. KILDEE] is recognized for 5 minutes.

[Mr. KILDEE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

CUTS IN EDUCATION FUNDING COULD RESULT IN HUMAN DEFICIT

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Minnesota [Mr. VENTO] is recognized for 5 minutes.

Mr. VENTO. Mr. Speaker, our children's future is at risk as the Republican Congress is defunding education. I very much agree with my colleague from New Jersey, Mr. PALLONE, and his comments about education, especially higher education.

The initial 7-year budget plan, in fact, sliced \$10 billion out of the higher education loan and grant programs. Now, since then, some of the message has gotten through and that has not persisted in the final version of the budget. But, nevertheless, they in fact deauthorized the direct lending program, which will indeed mean that the dollars do not go as far in terms of

loans and, second, they reduce in essence the Pell grants to fewer recipients. Furthermore, there is a cutback on the work-study programs.

Mr. Speaker, I think it is important to recognize for anyone, and for my colleagues, that Federal higher education assistance is the total package for many students. And with the unavailability of jobs today, it is not possible to work and go to school as so many of us have done to achieve and to gain our education.

Mr. Speaker, more importantly, of course, which has not been highlighted, are the dramatic cuts that have occurred in elementary and secondary education. Mr. Speaker, it has been 20 years since I taught science in Minneapolis, but I can tell you that the problems that science teachers in 1996 face are much more serious than what I faced in 1976.

The fact is that the kids coming into those classrooms today are much more disadvantaged. They are obviously coming from families, sometimes single families, families with less income. In fact, of course we know of the children in our Nation, almost 1 in 4 live below the poverty level. They do not have the resources and the support at home.

The Federal programs in education tend to try to eliminate the valleys that exist in terms of kids that are more greatly at risk. The kids at risk, the kids that receive the sort of title I program, the kids that get the nutrition programs, that need the meals. I can tell my colleagues one thing, if kids do not eat in the morning they do not sit still to listen to someone even as forceful as I am. The fact is, in fact very often they are not aware and able to pay.

The title I program goes well beyond this. In fact, what is happening and what this Congress is proposing, I hope my colleagues are listening, is a 17-percent cut, a 16- to 17-percent cut in title I education. And they are not cutting the increase. They are cutting the program 17 percent below in 1996 what was spent in 1995. So, we can eliminate that particular argument when we are talking about education.

They are, of course, defunding Goals 2000. They are defunding or attempting to cut out the school-to-work programs. They are cutting out important programs. The President pointed out last night the Drug-free and Safe Schools Act, a 57-percent cut in a program of that nature.

Now, we all know the problems that our youth are having. The problems in the communities with drugs come into the school. Here are the important programs like the D.A.R.E. Program that the President pointed out last night, and many, many other programs. Programs, in fact, in which almost every school district in our Nation participates are being cut in half by this particular budget. So, where are the priorities?

Mr. Speaker, I point out frequently that we need the smart machines, we

need the smart research, but we need the smart children and the workers to run these machines. Who is going to operate these fantastic military systems that my colleagues seem hellbent on spending money on? Who is going to run this particular equipment? The fact is we need to have a good education program. We are not going to get it, based on the direction that we are going in this budget.

The American people, in almost any poll that we see, will suggest that education is one of their highest priorities. And why? Why does education persist in being a high priority? Because it deals with a core value of the people of this Nation and of families. It deals with the value and the concept that I want my kid, I want my grandchild, to do better and to have an opportunity to do better than I had.

What is the road to success and what has been the American story and the American chapter? What is the chapter we have written? I would suggest to my colleagues it is that we have provided that opportunity to many, many children and to many kids in elementary and secondary where it counts. In nutrition, so the kid has the right type of growth so that he is not impaired by retardation because of lack of proteins in terms of sustenance and by lack of dollars.

In total education, one aspect is the schools, but we must do much more to invest in people and that is where we need to focus our attention. Yes, we need a fiscal budget balance, but we also do not need a human deficit. That is where we are headed with the type of priorities that we are reflecting in this Congress today.

Mr. Speaker, I submit the following for the RECORD:

Mr. Speaker, I rise today to oppose initiatives proposed by the Republican majority that would work to drastically reduced our Nation's commitment to America's schools, students, parents, and educators. My colleagues on the other side of the aisle have spoken about the importance of investing in America, such as increasing our savings rate, supporting our Nation's infrastructure, and creating jobs that are able to support our Nation's working families. However, one type of investment that their budget plans ignore is an investment in our nation's most vital resource, our young children.

Previous versions of the Republican 7 yr budgets sliced \$10 billion from higher education loans and other programs some of that has been restored. But funding restrictions persist for direct lending Pell grants and work study. Federal support largely makes up the total higher education assistance package for students.

Without investing in the education and training of our citizens, these other investment initiatives cannot succeed. People are the driving force behind America's success. It is our Nation's people, through hard work and dedication, that allows technology and infrastructure to enhance our quality of life and maintain our Nation's competitive edge in the global economy. And it will be the skills and knowledge of future generations that will allow those genera-

tions to maintain America's place as a global leader. We need smart machines, i.e., the computers, and the smart research and creative ideas, but all this and more is based upon smart workers and that comes about because of schooling and more broadly education, total education.

For these reasons, education is consistently considered a top priority for the Nation and a priority that Congress should take seriously. The funding cuts being proposed by the Republican majority do not take this responsibility seriously, in fact, Republican budget proposals relinquish that responsibility altogether.

One of the most obvious examples of this abandonment of a reasoned commitment to education is the reduction in funds proposed for elementary and secondary education programs fundamental to the success of our most vulnerable students. One such program, which has been targeted for a 16-percent funding cut under the misguided Republican budget plan, is the title I program. Title I provides additional academic assistance to those students who have fallen behind or are at risk of falling behind academically. These children are also part of moderate and low-income families that often lack the network of support and enrichment that contributes to successful education and schooling.

Unfortunately, more and more children in our Nation are at risk, therefore, the need for such help is greater than in past years. The single parent families, the low levels of income means that nearly 1 in 4 children live below the established poverty level of minimum income.

In the Twin Cities, title I funds are used to provide these students extra time with teachers and to promote parental involvement in their schools. These funds also support efforts to educate homeless children, sending educators to homeless shelters so that these children have the opportunity to learn and succeed. As with many other types of investment, investing early is the key. Providing extra assistance to students before small problems become big ones is easier and less expensive and ensures that those students are able to get the most out of future school years.

Another example is the defunding by the Congress this past year of the Safe and Drug Free Schools Program, assisting nearly every school system across the country, is slated for a 57-percent cut by the Republican budget scheme—including under funding of the D.A.R.E. Program included in this program. This program has become increasingly important as drugs and violence are increasingly present among our Nation's youth. We must maintain our commitment to help educators keep their hallways free from drugs, gangs and violence and give all students a safe environment in which to learn. The safe and drug free school law and funding provides for the instruction about the negative impacts of these activities early and giving students alternatives to these types of lifestyles is an important part of ensuring not only students' academic success, but their prosperity after graduation as well.

Funding cuts have also been proposed for programs such as educators professional development, the very successful Head Start Program, and vocational education which cuts would compound the problems for schools already trying to do more with less. Similarly, school to work initiatives are short changed by

this Republican budget an innovative new effort to empower education and schooling with new dynamic programs responsive to the current needs of our constituents. School systems and educators should not be forced to choose which students receive the aid they require and which must go without that assistance. All students must have the opportunity to succeed, and it is the responsibility of Congress to join with localities and States to ensure that each student receives a quality education. The budget package proposed by the Republican majority in Congress falls very short of the investment needed to ensure that our students are receiving the help they require to succeed and prosper today and tomorrow.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California [Ms. WOOLSEY] is recognized for 5 minutes.

[Ms. WOOLSEY addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.]

DISAPPEARANCE OF CHERYL ANN BARNES

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Florida [Mrs. THURMAN] is recognized for 5 minutes.

Mrs. THURMAN. Mr. Speaker, I would like to take this opportunity today to talk about something that happened earlier this month in Sumter County, FL, which is in my district.

On January 3, Cheryl Ann Barnes, a 17-year-old high school senior, disappeared. Cheryl is a white female, 5-foot-4-inches tall, and has brown hair and brown eyes. At the time of her disappearance, Cheryl was driving to school in her 1988, metallic grey Mazda 626. The license plate number is RQP74X.

Mr. Speaker, I took this time today to talk about Cheryl's disappearance for a number of reasons. First, despite the continuing efforts of law enforcement and the Sumter County community, 21 days have passed since Cheryl was last seen driving to school. I am hoping that someone watching on C-SPAN today may have seen Cheryl's car somewhere recently and will contact me or the Sumter County Sheriff's Department.

Second, the problem of missing children is a national issue. Just recently, President Clinton issued an Executive order making it easier for pictures of missing children to be posted in Federal buildings.

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Getting information out regarding Cheryl's disappearance has not been a problem. In fact, the Barnes family and the Sumter County sheriff's department say they have been very gratified by the level of cooperation that they have received from all missing children's organizations. And yet 21 days have come and gone without any word about Cheryl's whereabouts.

I cannot imagine the agony Cheryl's grandparents, William and Shirley Barnes, are continuing to experience daily or her older sister Sheila Burgess or many of her friends. Cheryl is one of those students who is a friend to everyone. She is a devoutly religious young woman who is very active in school and community activities. They think it would be totally out of character, according to those who know Cheryl, for her to have run away or left voluntarily. That is just not a possibility. In fact, the last time Cheryl was seen, she had made one stop about four blocks away from her high school; then she disappeared.

Again, I am asking that if anyone has seen someone resembling Cheryl, 5 feet, 4 inches tall and about 120 pounds with brown hair and brown eyes, to please call me or the Sumter County sheriff's department at 904-793-0222. I know that the Barnes family has still a lot of hope that Cheryl will one day return. I hope someone listening today can help make that happen.

I also know that the Barnes family would like me to let people know within the Sumter County area how much they have appreciated the support that they have received, the countless hours that they have spent in their searches, and certainly all of law enforcement's help in trying to get this done.

If anybody might have or is asking or needs any kind of information or a picture or anything, please do not hesitate to either call me or, as I said, the Sumter County sheriff's department at 904-793-0222 and we will be glad to get this information. Any businesses that would like to have these pictures, remembering this is a nationwide search, this is not just in the State of Florida, any help that any of you can give us, we would appreciate it.

I thank the Speaker for letting me have this opportunity to get out this information that is extremely important to this Nation.

INTRODUCTION OF THE NORTHERN MARIANAS DELEGATE ACT

The SPEAKER pro tempore (Mr. HUTCHINSON). Under a previous order of the House, the gentleman from Guam [Mr. UNDERWOOD] is recognized for 5 minutes.

Mr. UNDERWOOD. Mr. Speaker, today I have introduced the Northern Marianas Delegate Act, to provide for a nonvoting Delegate to the House of Representatives to represent the Commonwealth of the Northern Mariana Islands.

The Commonwealth of the Northern Mariana Islands became the newest territory of the United States and an American commonwealth in 1976. This commonwealth is comprised of the northern islands in the Mariana Island chain, the principal islands being Saipan, Tinian, and Rota. Guam is also a part of the Mariana Island chain, and it is fitting that the people of Guam have the honor today to share in the

introduction of this bill for our Pacific neighbors, and for our brothers and sisters of Chamorro heritage in the Northern Marianas who share Guam's indigenous identity.

It is important that the Northern Marianas be accorded representation in Congress, not just for fair and just representation of an American community whose interests are affected by the actions of Congress, but more importantly for what the people of Northern Marianas can contribute to the Nation through their Delegate.

The American relationship with the Northern Marianas began just over 50 years ago when American forces fought on the beaches of Saipan and Tinian, and at great human cost, expelled a colonial power that had acquired these islands as part of a Pacific empire. The Americans, in the years to come, established the seeds of democracy that have resulted in this new American commonwealth. This commonwealth, whose roots to America are traced to a violent military encounter in World War II, is the first American soil acquired by conquest in this century. That the people of the Northern Marianas have freely chosen to become a part of the American family is a great credit to the United States; that they do not enjoy any participation in the national political process as citizens discredits our commitment to democratic principles.

Today the American citizens who live in the Northern Marianas contribute to the Nation and participate in the life of our Nation in all the same ways that every other American citizen does in his own community. They pay taxes, serve in the military, and work hard for the progress of their communities. They are part of the fabric of our great Nation.

Participation in this American democracy is not based on a particular citizen's tax contribution to the Treasury and it is not based on a preordained size of a community. It is based on a community's commitment to our democratic form of government and our Nation. Our American citizenship has as its foundation a promise of fair and equal treatment by our Government and that promise extends to Congress where fair and equal treatment demands that the Northern Marianas be represented by a Delegate.

The bill that I introduced today mirrors the legislation which granted Guam and the U.S. Virgin Islands representation in 1972 and the legislation which granted American Samoa representation in 1980. The Northern Marianas will join the ranks of Delegates representing these islands, Puerto Rico and the District of Columbia, and the Northern Marianas will add its voice to those who represent American citizens who do not reside in the 50 States, but who do reside in a diverse group of American communities on American soil.

In introducing this bill today I commend the work of the resident Representative of the Commonwealth of