

produces enough food to feed the world. But he saw poverty and hunger in many areas of our nation. He saw men and women, parents and families fighting to make a living in rural areas that were losing population and business to the cities. He also saw that same hunger and poverty in the faces of those who had migrated to the cities to try and better their lives and the lives of their families.

To combat this tragedy, Senator Talmadge authored legislation to ensure no American would go hungry. He wrote the law establishing the school lunch program. He helped to develop the food stamp program for needy individuals and families. At their inception, Senator Talmadge ensured these programs would help those who needed the help. He also believed that these programs should help those who helped themselves. Herman Talmadge was raised with a strong work ethic and he supported provisions to the law that able-bodied people should work for these benefits. Senator Talmadge did not want federal assistance to become a way of life for any American.

Senator Talmadge created an Agriculture Subcommittee to focus on the problems and opportunities of rural America. Through his leadership, Congress passed legislation that provided low interest loans to local governments for sewers, water treatment plants and health facilities. He also worked to pass legislation providing industrial development loans to local governments which they used as "seed" money to attract industrial projects to rural areas. I would like everyone here to note the fact that these programs were not federal "give-aways." The money provided to local governments and rural communities was paid back to the federal treasury—with interest.

As I have pointed out, Senator Talmadge has always been a guardian of the people's money. As a member of the powerful Senate Finance Committee, he supported legislation to eliminate fraud and abuse in the Federal Medicare and Medicaid programs. Senator Talmadge saw early on the potential costs of these programs to American taxpayers and worked to bring accountability to them.

I think it is appropriate we note that Senator Talmadge firmly believed that the federal government, like its state counterparts, should balance its budget every year. He supported a 1973 Constitutional amendment to prohibit the federal government from spending more than it took in—except in a Congressionally declared national emergency. In 1976, Senator Talmadge introduced a resolution calling for a balanced budget. He said that continued unrestricted spending would bring the nation to bankruptcy.

If Congress had heeded the wisdom of Senator Talmadge and acted upon his budget proposals, America's government and economy would be more financially secure. We who serve in Congress today, are working to enact the legislation proposed by Herman Talmadge over twenty years ago. We are working to balance the federal budget. We are working to save Medicare and Medicaid from the fraud and abuse that drains its precious financial resources. We are working to see that our children and grandchildren can grow up in an America that allows them to achieve their dreams.

Senator Herman Talmadge was a giant among giants in the United States Senate. He counseled Presidents and world leaders. He crafted and helped to pass legislation that has enhanced and enriched the lives of all Americans. And let none of us forget, Herman Talmadge and his colleagues also made our country strong in the face of communist aggression. Their courage in facing that threat allowed the United States to finally win the cold war and make our world a safer place to live.

For three decades, Herman Talmadge served Georgia and America. But he not only served, he led. That is the mark of a great public servant. And while Herman Talmadge achieved great power and success, he tempered it with grace, wisdom, compassion and a love for the people who elected him to high office.

We all owe Senator Talmadge our appreciation and our gratitude for dedicating his life to public service. He touched the lives of every Georgian and millions of Americans. He is truly a special man and he is very special to me. Thank you and God Bless you Senator.

THE WORKERS MEMORIAL

HON. PETER J. VISCLOSKY

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 24, 1997

Mr. VISCLOSKY. Mr. Speaker, tomorrow, April 25, 1997, the officers and delegates of the Northwest Indiana Federation of Labor, AFL-CIO, will hold their 23d Annual Labor Awards and Community Service Banquet at the Knights of Columbus Hall in East Chicago, IN. This event honors those individuals who have provided outstanding service to labor and the community. It also serves as the Federation's "Workers Memorial", activity recognizing those who have been seriously injured or killed in the workplace. This event is northwest Indiana's largest labor celebration of the year, involving 45,000 member unionists and their friends. Participants will gather together to celebrate an evening of labor solidarity.

The Federation's highest honor, the 16th Annual President's Award, will be bestowed upon the Honorable Robert A. Pastrick, mayor of the city of East Chicago. This honor is awarded to an individual enhancing the well being of workers throughout northwest Indiana by countless contributions which have furthered the philosophy of the labor movement. In addition, Mr. John Buncich, Lake County sheriff, will be this year's recipient of the annual Service to Labor Award. This award is presented in honor of an individual's dedicated service and support to the labor movement. The Federation's Community Services Award will be presented to Mr. Ed Hiatt for offering both organized labor and the people of northwest Indiana dedicated leadership, compassion and service. Mr. Hiatt assisted with various Federation of Labor projects, including union counseling and the AFL-CIO Christmas Drive.

In addition, two members of the Steelworkers Organization of Active Retirees [SOAR], Mr. John Mayerik, age 89, and Mr. Walter Mackerel, age 96, will be honored with the "Old Warrior" Award. This award is presented in recognition of the recipients' lifelong commitment to the labor movement and the principles which it embodies. Specifically, Mr. Mayerik served as president of Local Union 1014 and staff representative of the United Steelworkers of America. Presently, he is serving as trustee of SOAR Chapter 7-31-14. Mr. Mackerel actively served Local Union 1066, and he was instrumental in establishing and leading the retiree organization in District 7 of the United Steelworkers of America. Both gentlemen have unselfishly devoted their time and effort to assisting both individuals and the

communities in which they live for a number of years.

Also, the Federation's Union Label Award will be presented to the United Steelworkers of America, District 7. District 7 will be awarded this honor for demonstrating the true meaning of labor "solidarity" during the Bridgestone Firestone labor struggle. USWA, District 7 has been attributed with providing the leadership and commitment needed to win this fight for labor, as well as revitalizing the entire labor movement in northwest Indiana.

Each year, the Lake and Porter County area United Ways join with the Northwest Indiana Federation of Labor, AFL-CIO, to conduct an 8-week basic union counselor training course. Upon completion of this program, those participating will be qualified to provide the labor community with invaluable information concerning available health and human services assistance. This year's counselor course participants will each receive a certificate of achievement at the awards banquet. They include: Jack Atwood, James Dilbeck, and Bruce Foreman from UAW #2335; William J. Brady and John F. Martinez from Carpenters #1005; David Brock and Andrew Cummins from Boilermakers #524; Duke Defflorio and Mike Winarski from Carpenters #599; James Dilbeck and Bruce Foreman from UAW #2335; Denise Drake, Lillian Garth, and Linda Shedrow from Consumer Credit C.S.; Hilario G. Gonzalez from USWA #1010; Jon L. Iglar and Herbertine Peck from AFSCME #1448; Jack Joyce, Robert Milsap, and Lon C. Powe from USWA #1014; Andrew J. Kremke and Joaquin Lopez from Teamsters #142; Lee Lynk, UAW 3235; Jessica Morris, Community Representative; Thomas Parker from USWA #1066; and Isacc R. Rosado from USWA #2281.

Mr. Speaker, I ask you and my other distinguished colleagues to join me in commending all of the award recipients chosen by the Northwest Indiana Federation of Labor, AFL-CIO, for their contributions to the labor movement. Their devotion to this cause has made America work.

INTRODUCTION OF TWO MAJOR EDUCATION BILLS

HON. WILLIAM (BILL) CLAY

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 24, 1997

Mr. CLAY. Mr. Speaker, today I am introducing two major education bills that address both elementary and secondary, and higher education.

Last week I cosponsored President Clinton's Hope Scholarship proposal because I support the President's commitment to help parents finance their kids' education. Admittedly, I have concerns that the President's plan does not provide enough assistance for low-income families.

My view is that the most fair and effective way to improve college access and affordability for low-income families is through strengthening the Pell Grant program. That is why today I will introduce the College Access and Affordability Act of 1997.

As the chart to my immediate right illustrates, the value of Pell Grants has substantially decreased in recent years. In current dollars, the value of the maximum Pell Grant was

over \$4,000. Sadly, it is only \$2,700 today. Our bill increases the maximum Pell Grant through mandatory spending to \$3,300 for fiscal year 1998, and \$300 a year thereafter, through fiscal year 2002. The net effect of the fiscal year 1998 increase would be that 3.6 million additional students would receive an increase of up to \$600, and an additional 215,000 families would become newly eligible for Pell.

My bill contains a number of other very important features including elimination of student loan origination fees, loan forgiveness for students who take teaching jobs in low-income public schools, and extension of special rules afforded historically black colleges and universities with regard to participation in student loan programs, and also included in here is a change to the Pell needs analysis that will help older, independent students and students working their way through college.

My second proposal addresses the growing movement in local communities to recognize that some of our public schools need renewal. Those pushing vouchers are capitalizing on growing parental anxiety about their children's education. As a supporter of public schools, I am not content with just saying no to vouchers. Therefore, the second bill I will introduce today is the Public Schools Renewal and Improvement Act of 1997. Here are some of its key features: A local consortium, composed of the local educational agency and a group of parents, students, representatives of teachers and school employees, community and business leaders and others, may submit a request to the President for a declaration that a major public schools renewal effort is underway in that community.

As part of its request, the consortium must prepare and submit a 3-year locally inspired public schools renewal plan that spells out specific details concerning the consortium's commitment to public school renewal in such areas as parental involvement, training of teachers, administrators and counselors, technology enhancements, school and classroom safety, and truancy and drop-out prevention.

The President, along with the Secretary of Education, may approve the consortium's request for assistance and may direct various types of Federal assistance, including not just dollars, but also equipment, infrastructure improvements, et cetera.

My bill is a 3-year effort and I am requesting \$750 million for the first and second years. I intend to pursue passage of both bills at every opportunity, including work on the budget and higher education reauthorization.

THE COLLEGE ACCESS AND AFFORDABILITY ACT OF 1997 BILL SUMMARY

Increases Pell Grants. The bill increases the maximum Pell Grant through mandatory spending to \$3,300 for FY 1998, and \$300 a year thereafter through FY 2002. The FY 98 increase would make over 3.6 million students eligible to receive an increase of up to \$600 and make an additional 215,000 families newly eligible for Pell grants.

The value of Pell grants has substantially decreased in recent years as appropriation levels have lagged behind increases in college costs and authorization levels. Ten years ago, Pell grants covered an average of 55 percent of a student's college costs at a public university. Today, it covers less than 40 percent. The bill will greatly enhance access and affordability to millions of low income students pursuing higher education.

Eliminates Student Fees. Student origination fees are reduced from 3 percent to 2 per-

cent on July 1, 1998; to 1 percent in 2000; to zero after January 1, 2002. The current 1 percent insurance premium is eliminated on July 1, 1998. These savings will provide significant benefits to all students, and will provide additional funds to borrowers up front, at the time the loan funds are needed to pay for the cost of attendance.

Provides Loan Forgiveness for New Teachers. The bill allows new teachers in Title I school with a high concentration of poor students (30 percent) to have their Direct or FFEL loans forgiven. Eligible teachers would have 15 percent of their loans forgiven in the first and second years of teaching; 20 percent in the third and fourth year; and 30 percent in the fifth year. The amount of the loan forgiveness is not considered "income" for purposes of the Internal Revenue Code.

Helps Older, Independent Students and Dependent Students. The bill proposes substantial improvements in the way financial need is established for disadvantaged independent students who do not have dependents other than a spouse. The bill increases the living offset (the amount of income allotted for the student's living expenses) for single students (and married students if both are enrolled in college) from \$3,000 to \$6,000, and \$9,000 for married students where one is enrolled. The allowance is adjusted for inflation in future years. The bill also increases the dependent student earning allowance from the current level of \$1,750 to \$4,200. The current earning allowance is too low and is a disincentive to student employment. The change helps a category of low income students who were adversely affected by the 1992 higher education reauthorization.

Protects Historically Black Colleges and Universities. The bill extends the date (to October 1, 2002) that HBCU's with high default rates are exempted from disqualification in student loan programs. Without the exception, the Department's default prevention policies will have an adverse effect upon 4 year colleges and universities which serve large percentages of minority students.

Reduces Interest Rates for Unsubsidized Loans. The bill reduces the applicable interest rate on all subsidized and unsubsidized FFEL and Direct Loans during in-school, grace, and deferment periods to the same rate as the Department of Education's own borrowing rate, although the interest rates would be capped at the same levels as current law. The change will reduce Federal costs by reducing excess profits to lenders during times when there are few servicing costs associated with subsidized loans, but the highest profit margins.

Guaranty Agencies and Lenders. The bill proposes a number of changes to the FFEL guaranty agency system in recognition that these State and private nonprofit entities are not the ultimate guarantors of FFEL and act only as administrative agents of the Federal government. Because the Federal government is the sole insurer of FFEL loans, the Secretary would undertake the obligation to pay lenders directly using his agents and recall guaranty agency reserves over the next five years, saving some \$2.5 billion.

To address structural deficiencies that hamper default prevention activities, guaranty agencies would be authorized to retain no more than 18.5 percent of default collections—comparable to the Department's cost of collections. To further encourage default prevention, lender risk-sharing would be increased from 2 percent to 5 percent.

Direct Lending and FFEL Loan Provisions. The bill allows FFEL borrowers to have the same extended and graduated repayment options currently available only to Direct Loan borrowers. The bill also makes a number of changes that make FFEL consolidation loans more comparable to Direct consolida-

tion loans, thus reducing cost for, and providing greater flexibility to, FFEL borrowers.

PUBLIC SCHOOLS RENEWAL AND IMPROVEMENT ACT

SECTION-BY-SECTION SUMMARY

Sec. 1. Short Title.

Cites the bill as the "Public Schools Renewal and Improvement Act of 1997."

Sec. 2. Findings and Purposes.

Findings—Sets forth a number of Congressional findings, among them:

The fact that many of our nation's public schools need assistance and resources to achieve immediate reform.

Ongoing reform of underachieving schools demonstrates the promise of public school reform when parents, students, teachers, school administrators and business and community leaders join forces.

The Federal government should encourage locally-based, public school reform efforts.

Purpose—The purpose of the bill is to assist local communities that have taken the initiative to renew their public school systems.

Sec. 3. Definitions.

Defines "local schools consortium" to mean the LEA and a group of other stakeholders, including parents, teachers, students, and community and business leaders.

Defines other relevant items.

Sec. 4. Procedure for Assistance Declaration.

A local school's consortium may submit a request to the President seeking Federal aid (dollars and other resources) to complement indigenous 3-year public school reform plans. The plan is submitted through the State's Governor, who must pass the request along to the President within 30 days. The Governor may or may not choose to comment on the request.

The President shall review the request, in consultation with the Secretary of Education. If the President is satisfied that the request meets the requirements and conditions spelled out in the legislation, the President may declare that "a major education renewal effort is underway" in that LEA, and authorize and coordinate a range of Federal assistance. Requires the consortium to submit annual updates and progress reports.

Sec. 5. Plan.

A major component of the request for assistance is a locally-developed public schools renewal plan that must:

(1) Spell out the "adverse conditions" confronting that community's public schools, which conditions must constitute one of the following:

A substantial number of students have been failing to meet certain national or state benchmarks in basic skills.

The schools have severe overcrowding or physical plant conditions that threaten health and safety.

There are substantial shortages in certified teachers, training opportunities and instructional materials.

Schools are located in areas where crime is so prevalent that student achievement suffers.

(2) Provide a host of "assurances" concerning the commitment of the consortium to genuine public school reform, including:

That the consortium developed the plan after extensive consultation with state education officials, teachers, parents, business and community leaders and other public education stakeholders.

That improved parental involvement in the public schools will be addressed.

That there will be regular, objective evaluation of the plan.

That use of funds and other resources provided under the plan will be prioritized to address overcrowding and school infrastructure problems, improved teacher certification and training, readiness for technology, and health and safety concerns.

That the State or local government will match Federal resources (unless the President waives matching requirements).

That funds received will supplement, not supplant, other Federal and non-Federal resources.

Sec. 6. Federal Assistance.

The President may authorize the Department of Education and other Federal agencies to provide personnel, educational equipment and facilities, and other services to an LEA to which the President has made the requisite declaration.

The Secretary of Education may be directed by the President to distribute money and other resources to selected LEAs. The Secretary is required to determine the best way to distribute funds through personnel and procedures applicable to existing Federal elementary and secondary education programs.

General Education Provisions Act (GEPA) provision apply.

Sec. 7. Use of Assistance—Allowable Reforms.

Broadly spells out the kinds of reforms the plan must address in order to receive a Presidential stamp of approval.

School-based reforms—including increased early childhood education, comprehensive parent training, intensive truancy prevention programs, new and alternative schools for dropouts, and enhanced special needs assistance (e.g. ESL students and students with disabilities).

Classroom focused development—including teacher and principal training academies, recruitment programs at area colleges and universities, stronger links between local law enforcement, schools, and parents, and teacher-mentor programs.

Accountability reforms—including higher learning standards and meaningful assessments, monitoring schools and determining how to more effectively employ resources, and promotion and graduation requirements (particularly in the basics).

Sec. 8. Duration of Assistance.

Provides that assistance is available for FY 1998–2000.

Sec. 9. Report.

Requires the Secretary of Education to submit a report to relevant committees of Congress regarding progress under the Act.

Sec. 10. Authorization of Appropriations.

Authorizes \$250 million for FY 1998, \$500 million for FY 1999, and “such sums” for FY 2000.

Grants the Secretary of Education regulatory authority to determine matching requirements for non-monetary Federal resources.

Grants the Secretary waiver authority with regard to matching requirements.

TRIBUTE TO NATIONAL COMMUNITY THEATER WEEK

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 24, 1997

Mr. BROWN of California. Mr. Speaker, I rise today to bring National Community Theater Week, which is being celebrated April 19 to 26, to the attention of my colleagues.

The year 1997 marks the second annual National Community Theater Week. This very special celebration, sponsored by the American Association of Community Theater [AACT] in cooperation with Stage Directions magazine, is being held to recognize the contributions of countless volunteers in thousands of community theaters across the country.

Local events are the core of National Community Theater Week because they bring the most recognition to the performing arts. For this reason, Mr. Speaker, I want to express my sincere appreciation to the staff and volunteers of the Bilingual Center for the Performing Arts for their contributions to the Inland Empire. Without their effort and work, performing arts programs would be affordable to only the wealthy in their community.

Arts and culture are a vital part of human existence and the opportunity to enjoy and appreciate the arts should be open to all of our citizens. As a member of AACT, the Bilingual Center for the Performing Arts strives to raise the level of public consciousness and the value and importance of performing arts to the people of the Inland Empire.

Mr. Speaker, I ask my colleagues to join me in recognizing the hard work that performing artists, not only in the Inland Empire, but across the country have put into National Community Theater Week. Let us help them celebrate the contributions performing arts provide to our society. Congratulations and best wishes to all for a most successful week and a most successful year of performing arts.

SWEATSHOP WORKERS SHOULD NOT BRING DAUGHTERS TO WORK

HON. NYDIA M. VELÁZQUEZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 24, 1997

Ms. VELÁZQUEZ. Mr. Speaker, today across the country parents took their daughters to work. There is one group of workers, however, that does not celebrate taking their young children to work. I bring to your attention this article that appeared in the New York Times. The article reminds us that sweatshops and child labor are a reality in our country.

Let us give our daughters positive goals to strive for. At the same time, though, let us work together to fight sweatshops and child exploitation.

[From the New York Times, Apr. 23, 1997]

TAKE DAUGHTERS TO WORK? UNION OFFERS
ANOTHER IDEA

(By Steven Greenhouse)

Upset that so many New York garment factories still use child labor, the nation's largest clothing union has come up with a novel approach to combat this longstanding problem—it is called Don't Bring Our Daughters to Work Day.

While the union says it applauds the American parents who will take their daughters to work tomorrow to excite them about potential careers, the garment union will spend the day telling thousands of garment workers, many of them struggling immigrants from China, not to take their daughters to work tomorrow, or any other day for that matter.

The campaign seeks to draw attention to the sweatshop conditions by capitalizing on the growing prominence of Take Our Daughters to Work Day. In fliers and educational

meetings, the Union of Needletrades, Industrial and Textile Employees is warning garment workers who let their daughters work in garment factories that such child labor is often illegal and dangerous.

“Child labor in the shops is a serious problem, especially in the summer,” said Danyun Feng, coordinator of the don't Bring Our Daughters program. “Unfortunately, these children are very easy to exploit, and their wages are usually very low.”

The union is pushing this program because it thinks child labor is wrong and hurts youngsters, and it asserts that child labor undercuts union wage scales. It also recognizes that campaigning against such violations could make the union more popular among the Chinese-American workers it is seeking to unionize.

The child labor campaign is concentrated in two Chinese-American neighborhoods where garment factories flourish: Chinatown in Manhattan and Sunset Park in Brooklyn.

“Child labor has been a source of heartache for garment workers past and present,” said May Ying Chen, assistant manager of Local 23-25, representing 24,000 New York garment workers.

Ms. Feng said garment workers often tell her that they have little alternative but to take their daughters to work on Saturdays or summer days. They often take 3-year-olds who play next to their sewing machines and frequently take 13-year-olds who are employed at nearby machines.

“They tell us they are low-income families who have to work very hard and need almost everybody in the family to help earn money,” Ms. Feng said.

The campaign aims not just to discourage children from working but also to develop ways for children to spend their nonschool days somewhere other than a clothing factory. Last summer, the union funneled some teen-agers into a voter registration drive.

This summer, the union hopes to establish a program in which teen-agers can take courses, care for children and clean neighborhoods.

Union officials feared that the Ms. Foundation for Women, which sponsors the nationwide Take Our Daughters to Work Day, would attack their program for mocking the name of the national effort. But Marie Wilson, president of the Ms. Foundation, said: “I think it's great. When we created this day, it was really to call attention to the conditions in which girls live. This day is all about respecting your daughter, and that's what this program does.”

Union officials acknowledge that part of the Don't Bring Our Daughters drive is intended to encourage the children of garment workers to aspire to better-paying, more stimulating careers. The union also wants to make sure children appreciate how hard their parents toil and how bad factory conditions often are.

“Of course, we want our children to get better jobs than we have,” said Chung Siu, a garment district seamstress. “They should go to college. We hate these garment shops.”

ORGAN DONOR AWARENESS WEEK

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 24, 1997

Mr. MENENDEZ. Mr. Speaker, I rise today in support of Organ and Tissue Donor Awareness Week. In 1985, Congress set aside this week to promote a greater understanding about the lifesaving benefits of organ donation.