

Alcorn won the SWAC title. Therefore, it is only fitting that in 1999, while Coach Whitney is on the brink of accomplishing that same goal with the very same program, that I take time out to recognize him.

At the age of 69, Coach Whitney's goal this time around is to get the basketball program back on its feet and train someone to replace him. Although some may view this as a wise decision, I know that there are many Braves fans out there who are lobbying for him to stay for as long as he wants.

Mr. Speaker, Coach Whitney exemplifies college basketball in every way. His track record shows that he has what it takes to be successful and stay successful in college basketball. Keep up the good work Coach and the best of luck to you and your ball club as you continue on your quest for greatness.

ELIMINATION OF AID TO TURKEY

HON. ROBERT E. ANDREWS

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 4, 1999

Mr. ANDREWS. Mr. Speaker, I rise today to recognize and applaud the action of the 105th Congress to withhold all aid for Turkey in the 1999 appropriations bills.

For the past 25 years, Turkey has brutally oppressed the people of Cyprus and committed atrocious human rights violations. Despite the condemnation of the international community, Turkey has refused to withdraw its troops from Cyprus or improve its record on human rights. The United States must take the lead in resolving this conflict in the Mediterranean. Not only is it our moral obligation to oppose unjust oppression and brutal human rights violations, but a lasting resolution to the Cyprus problem would also improve relations between Greece and Turkey, strengthen the peace and stability of the Eastern Mediterranean region, and serve important United States interests.

I have been delighted to work with Congressman JOHN EDWARD PORTER, a key member of the House Appropriations Committee and a great leader on these issues. Congressman PORTER and I introduced H.R. 388 and H.R. 1361 in the 105th Congress to address the situation in Cyprus. These bills proposed to withhold all American military and economic assistance to Turkey unless Turkey peacefully resolved the conflict with Cyprus and halted all human rights violations. I am very pleased that Congressman PORTER and I were able to achieve our goal when these funds were withheld in 1999 appropriations. I join my colleague in urging this Congress and the President to continue to deny aid to Turkey until these diplomatic and human rights requirements are met.

THE ETHERIDGE SCHOOL CONSTRUCTION ACT

HON. BOB ETHERIDGE

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 4, 1999

Mr. ETHERIDGE. Mr. Speaker, I rise today to announce the re-introduction of my legislation I originally introduced last year to assist

fast-growing states to build new schools, reduce class sizes and overcrowding and foster an orderly and disciplined learning environment. To date, I have gathered more than twice as many original cosponsors this year than the bill enjoyed in the last Congress, and I urge all of my colleagues to join me in signing on to this important legislation.

As the former Superintendent of North Carolina's schools, I know firsthand how important quality facilities are to our children's education. The General Accounting Office has identified more than \$112 billion in school construction needs across the country. The Secretary of Education has reported that the "Baby Boom Echo" will create an explosion of growth in the school-age populations in many states over the next ten years. In fact, the experts at the U.S. Education Department have projected that my state's high school enrollment will grow by 27.1 percent over the next ten years. Almost all of my Congressional District's nine counties have experienced tremendous growth this decade (Franklin County—19.6 percent, Granville County—9.9 percent, Harnett County—18.9 percent, Johnston County—25.3 percent, Lee County—17.1 percent, Nash County—17.3 percent, Sampson County—9.5 percent, Wake County—29.4 percent, Wilson County—2.6 percent).

Congress must assist the states to meet their school construction needs of the coming decade. My bill will use new tax credits to create \$7.2 billion in school construction bonds over the next ten years. These school bonds will be allocated to the states based on the growth we know they will experience in the coming decade. The Etheridge School Construction Act will complement the Administration's school construction initiative by using the same bond-leveraging tax credit but targeting resources to growing states. These targeted tax credits will provide resources directly where they are needed without adding any new federal government programs of bureaucracy. My state of North Carolina will qualify for about \$360 million in school construction bonds under this legislation.

By directing these bonds to the states with the most growth, we will provide desperately needed assistance to the states with the most critical needs and provide some relief to virtually every state. Specifically, the Etheridge School Construction Act will provide school construction bonds to these states at the following amounts: California—\$2.32 billion; Texas—\$840 million; New York—\$540 million; Florida—\$436 million; North Carolina—\$360 million; Georgia—\$303 million; Virginia—\$249 million; Massachusetts—\$241 million; Illinois—\$237 million; Arizona—\$233 million; New Jersey—\$191 million; Tennessee—\$166 million; Maryland—\$129 million; Colorado—\$112 million; South Carolina—\$104 million; Indiana—\$100 million; Alabama—\$100 million; Washington—\$83 million; Utah—\$83 million; Nevada—\$79 million; Missouri—\$58 million; Pennsylvania—\$54 million; Michigan—\$50 million; Connecticut—\$42 million; New Mexico—\$42 million; Rhode Island—\$37 million; Oregon—\$33 million; Mississippi—\$29 million; Idaho—\$29 million; Hawaii—\$29 million; Ohio—\$25 million; Delaware—\$25 million; Arkansas—\$20 million; Alaska—\$20 million; New Hampshire—\$17 million; District of Columbia—\$8 million; Louisiana—\$4 million; Kentucky—\$4 million; Kansas—\$4 million; Vermont—\$4 million.

The revenue costs of this legislation amount to the modest sum of \$2.3 billion which could easily be offset by tightening loopholes in the tax code and minimal reductions in current federal government spending. There is no need to utilize the current and future budget surpluses to pay for this legislation. Therefore, this bill is budget neutral. Below are listed examples of current government expenditures that could be trimmed or eliminated. My individual colleagues who support the Etheridge School Construction Act may not agree with each and every provision I suggest we curtail to finance this important priority, but the list illustrates opportunities for savings available to accommodate the pressing need for new schools. The Green Scissors Campaign and other sources have identified these items.

Mining Reform. Under the General Mining Law of 1872, anyone may explore open public lands for hardrock minerals including gold, silver, lead, copper, zinc and many others. Each year, approximately \$2 to \$3 billion worth of minerals are taken from public lands but no royalties are paid. Modest reform to require a fair market return to taxpayers for publicly-owned minerals extracted by mining companies, for example an 8 percent royalty, would raise roughly \$1 billion over five years.

Timber Sales. Over the last nine years, the U.S. Forest Service has lost \$2.8 billion on its timber program. The losses come from selling timber at below the Forest Service cost of preparing the timber for sale and subsidizing the construction of an extensive network of logging roads to support its timber sales programs. Requiring the receipts for National Forest commodity timber sales to cover the expenses of programs would save \$200 million annually or \$1 billion over five years.

Plutonium Manufacturing Project. This project known as "Rocky Flats II" would increase Los Alamos National Laboratory (LANL) pit production capacity. Pits are the plutonium cores of nuclear bombs and act as triggers for detonation. There is no need for new pit production because the U.S. retains several thousand pits in reserve. For example, there are more than 10,000 spare pits in bunkers near Amarillo, Texas and many of them could be substituted in currently-deployed weapons should a currently nonexistent need ever arise. Terminating this unneeded new construction would save approximately \$1.1 billion.

Oil and Gas Expensing. Firms engaged in the production of oil, gas and other fuels are permitted to expense rather than capitalize certain intangible drilling and development costs (IDCs). They are subsidies originally intended to increase investment and exploration into oil and fuel. These subsidies are designed to reduce dependence on foreign oil, but they increase the exploitation of our nation's resources and do nothing to abate the world's consumption of fossil fuels and the attendant effects on the global environmental health. Ending this subsidy would save \$500 million a year or \$2.5 billion over five years.

These are a few examples of large expenditures the federal government incurs that could be curtailed to achieve necessary savings. In addition to these big ticket items, one-time spending items are often included in the annual appropriations bills that serve parochial interests of individual Members and represent significant costs to the federal Treasury. For example, last October Congress passed the

comprehensive Omnibus Appropriations bill that contained many such items identified by Senator JOHN McCAIN during debate on the legislation in that body. Below is a partial list spending often characterized as "pork barrel," \$250,000 to an Illinois firm to research caffeinated chewing gum.

\$750,000 for grasshopper research in Alaska.

\$1.1 million for manure handling and disposal in Starkville, Mississippi.

\$5 million for a new International Law Enforcement Academy in Roswell, New Mexico.

\$1 million for Kings College in Wilkes-Barre, Pennsylvania, for commercialization of pulverization technologies.

\$1.2 million for a C&O Canal visitors center in Cumberland, Maryland.

\$250,000 for a lettuce geneticist in Salinas, California.

\$500,000 for the U.S. Plant Stress and Water Conservation Lab in Lubbock, Texas.

\$162,000 for research on peach tree short life in South Carolina.

\$64,000 for urban pest research in Georgia.

\$100,000 for vidalia onion research in Georgia.

An additional \$2.5 million for the Office of Cosmetics and Color.

\$200,000 for a grant to the Interstate Shellfish Sanitation Commission.

The items listed here are but a representative sample of unnecessary or wasteful government spending we should reduce or eliminate in favor of necessary investment like school construction. Congress must set priorities for the expenditure of the taxpayers' money, and I believe we must elevate school construction on our priority list.

Across the country today, there are 53 million children attending school in America's classrooms. Far too many of these children are not being educated in modern, well-equipped facilities where discipline and order foster academic achievement. For many of our nation's schoolchildren, class is being taught in a trailer or in a closet or in an overstuffed or run-down classroom. We must do a better job of building the quality schools we need to educate our children.

As the former two-term, elected Superintendent of my state's schools, I have probably spent more time inside of more classrooms than any other Member of Congress. I can tell you firsthand that it makes a tremendous difference to the children of this nation whether or not they are provided a safe, quality environment in which to learn. What message do we send to our children when we say to them that their education is not a high enough priority for us to find the will to build them decent educational facilities? If a child sees that the adults in the community take pride in the school and its mission, the child will embrace that school and engage mightily in the endeavor of learning. But if a child sees nothing but indifference and neglect, that child is robbed of the hope that is necessary to summon the will to take a chance to make something of himself or herself through the challenging pursuit of academic achievement. We must not allow the indifference of some rob the future from our many children.

No student in America should be forced to attend class in a substandard facility. No teacher should be required to struggle in an unsafe, undisciplined environment. No parents in America should be forced to witness their children condemned to school in a trailer.

We now have more children in our public schools than at any time in our nation's history. Indeed, even at the height of the Baby Boom there were fewer children in our public schools than there are today. And we know that the coming decade's "Baby Boom Echo" will compound this problem many times over. We must exercise visionary leadership to address this crisis in a timely, proactive and effective manner.

They say that life boils down to a few simple choices. I believe that if we can find the resources to build fancy new prisons to house the criminals, which I support, then surely we can scrape together some money to invest in our children's education. If we can buy more tanks and planes and guns for our military, which I support, then we can find the will to build new schools. And if we can put on the table every poll-tested tax cut proposal, then by God we can summon the political courage to spend some of our national treasure to ensure continued American prosperity in the next century.

The well-worn phrase that children are our future may have become a cliche. But, it also happens to be true. An investment in schools is an investment in our children and an investment in our nation's future. It is time for each Member of Congress to roll up his or her sleeves and get to work to help our communities to build the schools we need to educate the next generation of our citizens.

The Etheridge School Construction Act is a vitally important piece of legislation, and I urge this Congress to pass my bill as soon as possible.

WEBBER JUNIOR HIGH SCHOOL

HON. BOB SCHAFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 4, 1999

Mr. SCHAFER. Mr. Speaker, I rise today to pay humble tribute to the students, teachers, and parents of Webber Junior High School in Colorado for their efforts to help the needy during the holidays. I commend the faculty of the school as well as all the students, parents, and individuals who contributed to their benefit. Their selfless dedication has provided warmth, comfort, and happiness to families in Colorado. That the school produced so much for the Salvation Army for the benefit of the needy is testament to the true meaning of the spirit of Christmas and Hanukkah. Let us remember, as these good people have, that the holiday season is one of giving, one of joy, and one of hope. Let the children's example during the holidays be a beacon to us all throughout the year.

PERSONAL EXPLANATION

HON. LOIS CAPPS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 4, 1999

Mrs. CAPPS. Mr. Speaker, due to a family illness, I was unable to attend votes this week. Had I been here I would have made the following votes: Roll Call No. 29—"aye," Roll Call No. 30—"aye," Roll Call No. 31—"aye,"

Roll Call No. 32—"aye," and Roll Call No. 33—"aye."

THE ANNIVERSARY OF THE HUNGARIAN REVOLUTION

HON. JOHN D. DINGELL

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 4, 1999

Mr. DINGELL. Mr. Speaker, 1848 was a year of great tumult across the continent of Europe. Men, women, and children rebelled against the shackles of repressive aristocracies to demand a greater voice and greater freedoms. From these heroic uprisings, the seeds of change were permanently planted in Europe. Today, I rise to join Hungarian-Americans and the people of Hungary in commemorating the anniversary of start of one of these noble uprisings, the 1848 Hungarian revolution.

On March 3, 1848—as revolution gripped much of Europe—a brave Hungarian patriot, Louis Kossuth, stood up against the ruling Austrian Hapsburg empire. In his "inaugural address of the revolution", Kossuth enumerated 12 sweeping reforms that reflected some of the most progressive ideas of the age, such as a reduction of feudal rights and the emancipation of the peasant. This declaration struck an immediate chord with the Hungarian people. The reforms immediately spurred the Austrian people to demand similar rights, and on March 13, a full-fledged revolution broke out in Vienna.

On March 15, while Kossuth was in Vienna presenting his 12 points to the Habsburg monarchy, students in Buda-Pest armed only with Kossuth's reforms seized control in what has come to be known as the bloodless revolution. The following day the Hungarian delegation, led by Kossuth, submitted Hungary's demands before Emperor-King Ferdinand. The Austrian monarch quickly agreed to the points, prompting the Hungarian Diet to put the revolutionary reforms into effect. Thus, Hungary's future was forever influenced as the result of a peaceful, lawful revolution.

The Hungarian Diet immediately began to work nonstop to pass new laws. By April the Diet had passed 31 progressive measures, which essentially amounted to a new constitution. These "April laws" attempted to provide for the needs of a nation moving towards modernization.

Unfortunately, Hungarians did not have long to experience the effects of the new laws, because factions in the Austrian government were intent on squashing any semblance of Hungarian independence. On September 10, Baron Lelacic, with encouragement from the Habsburgs, let 40,000 Croatian troops across the Hungarian frontier. Hungary, led by Kossuth, was in the process of building up its army, and initially lost several battles to the invaders. Finally, General Arthur-Gorgey, who was to become one of Hungary's greatest generals, was given control of the Hungarian army. By April 1849 Gorgey's military brilliance and the tremendous bravery of the elite Hungarian Honved troops had driven all of the invaders out of Hungary, and Hungary had officially declared its independence from Austria.

The Habsburg's were humiliated and forced to call on Russian Czar Nicholas I for assistance in bringing the now independent Hungary