

on the majority side and our side would at least have had this occasion for this whole day passing, if there is some way we can negotiate in good faith and some way to find a solution to prevent this kind of a deadlock. And now we bring ourselves here to the floor with this kind of a situation that I feel very, very bad about. I sincerely wish there could have been some other way of resolving this issue. Now that we are before the floor and reluctantly and with tremendous respect that I have for my good friend from Nevada, I had just hoped that we would have resolved this issue in some way or somehow, but somehow this matter has not been resolved.

As I said, with tremendous reluctance, I have to respectfully oppose this piece of legislation.

Mr. Speaker, I yield back the balance of my time.

Mr. HANSEN. Mr. Speaker, I yield such time as he may consume to the gentleman from Nevada (Mr. GIBBONS).

Mr. GIBBONS. Mr. Speaker, to my great friend from American Samoa, I want to say that this land of 8.7 acres is squeezed in between condominium developments and a Safeway shopping center right in front of it. This is not the pristine type of ground that one normally envisions when we talk about environmentally sensitive lands with great vistas looking out over Lake Tahoe. The fact is that this land is going to be better off being utilized as a school because the environmental sensitivities will be taken into consideration by the school in its development plan. It will actually enhance the environmental sensitivity of the land as well.

Let me also say that the League to Save Lake Tahoe, the well-known, well-respected environmental group that looks after much of the Lake Tahoe area does not oppose this bill. This is a critical piece of legislation for the students of Nevada. There have been many attempts on the other side to have legislation passed which also sets a precedent. I know my friends on the other side of the aisle have oftentimes passed legislation which will convey land for free for educational purposes, such as the San Juan College Act passed, that is H.R. 695 of our good friend and colleague the gentleman from New Mexico (Mr. UDALL). It conveyed land for educational purposes with a restriction in it as well. We also have an opportunity to look at other pieces of legislation which the other side has passed which would convey for even free, without the cost to the United States, land for educational purposes for the Lewis and Clark National Historic Interpretive Center. That passed 355-0 and was signed into law last year.

Mr. Speaker, there are other opportunities. H.R. 2737 of the gentleman from Illinois (Mr. COSTELLO) that was going to convey 39 acres of government land for free to the State of Illinois. We talked about that one. As I am saying,

even H.R. 2890 which many of my friends and colleagues on the other side of the aisle support, transfers the land of Vieques Island that is currently used as an artillery bombing range to Puerto Rico at no cost. Now, here is thousands upon thousands and thousands of acres that belong to the Federal Government that are supported in being transferred to a State agency for that matter without a cost to the Federal Government in giving up that. So it is not an issue here today. We are talking about 8.7 acres. It is not an issue of fair market value. We are talking about getting an education for 400 children.

Without this, Mr. Speaker, without this land, without being able to construct this new school, 400 children are going to be forced into classrooms or denied an education, and 400 children, I do not think, want to be subject of standing in their classroom without so much as room for their desk in order to get that education. We have to pass this bill. It is now, it is critical, and time is of the essence for this bill.

I once again thank my friends and colleagues for their support and hope everyone will support this piece of legislation.

Mr. HANSEN. Mr. Speaker, I yield myself such time as I may consume.

I congratulate my friend from Nevada for his excellent presentation. I would like to point out that in my 20 years on the Committee on Resources, we have done this many, many times. Education in this year is one of the big things we are all looking at. I hope it does not become a partisan issue. We are trying to educate some kids. I could give example after example of my many years on this committee where we have done exactly that, to give some acreage so we can expand a school, so we can help some children out. The backbone of this country is educating our children. I commend the gentleman from Nevada for his excellent presentation.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. RYAN of Wisconsin). The question is on the motion offered by the gentleman from Utah (Mr. HANSEN) that the House suspend the rules and pass the bill, H.R. 4656.

The question was taken.

Mr. FALEOMAVAEGA. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

PROVIDING FOR CONCURRENCE BY HOUSE WITH AMENDMENT IN SENATE AMENDMENT TO H.R. 150, EDUCATION LAND GRANT ACT

Mr. HANSEN. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 621) providing for the

concurrence by the House with an amendment in the Senate amendment to H.R. 150.

The Clerk read as follows:

H. RES. 621

Resolved, That upon the adoption of this resolution the House shall be considered to have taken from the Speaker's table the bill H.R. 150, with the Senate amendment thereto, and to have concurred in the Senate amendment with the following amendment:

In lieu of the matter proposed to be inserted by the amendment of the Senate, insert the following:

SECTION. 1. SHORT TITLE.

This Act may be cited as the "Education Land Grant Act".

SEC. 2. CONVEYANCE OF NATIONAL FOREST SYSTEM LANDS FOR EDUCATIONAL PURPOSES.

(a) **AUTHORITY TO CONVEY.**—Upon application, the Secretary of Agriculture may convey National Forest System lands for use for educational purposes if the Secretary determines that—

(1) the entity seeking the conveyance will use the conveyed land for a public or publicly funded elementary or secondary school, to provide grounds or facilities related to such a school, or for both purposes;

(2) the conveyance will serve the public interest;

(3) the land to be conveyed is not otherwise needed for the purposes of the National Forest System; and

(4) the total acreage to be conveyed does not exceed the amount reasonably necessary for the proposed use.

(b) **ACREAGE LIMITATION.**—A conveyance under this section may not exceed 80 acres. However, this limitation shall not be construed to preclude an entity from submitting a subsequent application under this section for an additional land conveyance if the entity can demonstrate to the Secretary a need for additional land.

(c) **COSTS AND MINERAL RIGHTS.**—A conveyance under this section shall be for a nominal cost. The conveyance may not include the transfer of mineral rights.

(d) **REVIEW OF APPLICATIONS.**—When the Secretary receives an application under this section, the Secretary shall—

(1) before the end of the 14-day period beginning on the date of the receipt of the application, provide notice of that receipt to the applicant; and

(2) before the end of the 120-day period beginning on that date—

(A) make a final determination whether or not to convey land pursuant to the application, and notify the applicant of that determination; or

(B) submit written notice to the applicant containing the reasons why a final determination has not been made.

(e) **REVERSIONARY INTEREST.**—If at any time after lands are conveyed pursuant to this section, the entity to whom the lands were conveyed attempts to transfer title to or control over the lands to another or the lands are devoted to a use other than the use for which the lands were conveyed, without the consent of the Secretary, title to the lands shall revert to the United States.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Utah (Mr. HANSEN) and the gentleman from American Samoa (Mr. FALEOMAVAEGA) each will control 20 minutes.

The Chair recognizes the gentleman from Utah (Mr. HANSEN).

Mr. HANSEN. Mr. Speaker, I yield myself such time as I may consume.

On June 8, 1999, the House passed H.R. 150, the Education Land Grant Act, by voice vote. Since that time, the bill was amended in the other body. However, the committee nor the author are agreeable to the amendments. Thus, this resolution strips the Senate amendments and inserts the original text as passed by the House.

Mr. Speaker, H.R. 150 is a good piece of legislation that will help school children in rural communities throughout the country. I commend the gentleman from Arizona (Mr. HAYWORTH) for his hard work on this bill.

The Education Land Grant Act was designed to alleviate a problem that many small western communities face. These towns are often hemmed in by government-owned lands such as BLM land, Indian reservations, national forests, State land and now all over the West national monuments, national parks, et cetera. Since so much of the land base in these areas is nontaxable government land, they often find it difficult to afford school facilities.

H.R. 150 was designed to help these towns and cities surrounded by or adjacent to Forest Service land. They would be able to buy parcels of land for school facilities from the Forest Service at nominal cost. We have the opportunity to provide communities across our great Nation with the ability to purchase public lands to facilitate the education of our youth. This is a good cause and a great idea. H.R. 150 is simply legislation that resolves an extremely difficult problem for rural school districts. I urge my colleagues to support this resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. FALEOMAVAEGA. Mr. Speaker, I yield myself such time as I may consume.

(Mr. FALEOMAVAEGA asked and was given permission to revise and extend his remarks.)

Mr. FALEOMAVAEGA. Mr. Speaker, first of all I certainly want to commend my good friend the gentleman from Arizona (Mr. HAYWORTH), the chief sponsor of this bill.

Mr. Speaker, H.R. 621 would have the effect of returning to the Senate the House-passed language in the bill H.R. 150, the Education Land Grant Act. The House originally passed this measure in June of last year and the Senate subsequently took up the bill and sent it back to the House in April of this year with an amendment.

The Senate amendment is a significant change in the purpose and scope of H.R. 150 as passed by this body. There are a number of serious problems with the Senate amendment in terms of policy and its application. Whereas the House bill was narrowly focusing on making land available for schools, the Senate amendment greatly expands the authorized purposes, includes new detailed language on the transfers and reverts as well as making a number of other changes in the bill. It is our understanding that the administration

strongly opposes the language of the Senate amendment.

Given the problems with the Senate amendment, we do not object to disagreeing with the Senate language and returning the bill to the Senate with the original House-passed provisions.

Mr. Speaker, again I want to commend my friend from Arizona for this legislation. I urge my colleagues to support the bill.

Mr. Speaker, I reserve the balance of my time.

Mr. HANSEN. Mr. Speaker, I am happy to yield such time as he may consume to the gentleman from Arizona (Mr. HAYWORTH), the author of this bill.

(Mr. HAYWORTH asked and was given permission to revise and extend his remarks.)

Mr. HAYWORTH. Mr. Speaker, I thank the gentleman from Utah for yielding me this time. I would also ask the indulgence of those who join us this evening as I battle a bit of a cold.

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Mr. Speaker, tonight before us is an important bipartisan bill that will help school districts around the country by allowing those districts to apply for conveyances of small tracts of Forest Service land at a nominal cost for the purposes of building, renovating or expanding school facilities.

Currently, only school districts near Bureau of Land Management lands can apply for conveyances under the Recreation and Public Purposes Act, and modeled after that act this legislation simply adds Forest Service lands to the equation.

It is worth noting, as my colleagues have before me, that H.R. 150 unanimously passed this House by a recorded vote with 420 of us in attendance voting yes; not a single voice, not a single vote, Mr. Speaker, in opposition in June of last year.

By unanimous consent, as was mentioned earlier, Mr. Speaker, the Senate passed an amendment in the nature of a substitute to H.R. 150 and while this was a bipartisan agreement, objections have been raised. They were enumerated by my good friend, the gentleman from American Samoa (Mr. FALEOMAVAEGA). Therefore, by disagreeing to the Senate amendments to H.R. 150, we can send the House-passed bill back to the Senate in the form of H. Res. 621 and send it directly to the President after the other body passes the legislation.

To recount, this new Education Land Grant Act authorizes the Secretary of Agriculture to convey Forest Service lands for educational purposes if certain conditions are met. First, the entity seeking the conveyance must use the land for a public or publicly funded elementary or secondary school.

Second, the conveyance must serve the public interest.

Third, the land conveyed cannot be environmentally sensitive land and cannot be otherwise needed for purposes of the national forest system.

Finally, the total acreage to be conveyed cannot exceed the amount reasonably necessary for the proposed use.

Furthermore, our new Education Land Grant Act limits the amount of acreage to be conveyed to 80 acres. It also provides that conveyances under this legislation shall be for a nominal cost using the guidelines of the Recreation and Public Purposes Act, which allows for conveyances or transfers to be made at \$10 per acre.

The bill would require expedited review of applications by requiring the Secretary of Agriculture to acknowledge receipt of an application within 14 days of receiving it. A final determination about whether to convey the land must be made within 120 days, unless the Secretary submits a written notice to the applicant explaining the delay.

Mr. Speaker, oftentimes rural school districts cannot afford the costs of buying land and building new school facilities. In fact, in the 104th Congress, I introduced legislation which was signed into law that helped one of these aforementioned financially strapped school districts, the Alpine School District in Eastern Arizona. This district desperately needed new facilities. However, they could not afford the cost of acreage which was estimated to be approximately one quarter of a million dollars, as well as the cost of new school facilities.

This legislation seeks to set up a national mechanism for school districts to apply to the Agriculture Secretary for Forest Service land without having to come to Congress every year to pass legislation for their particular school district. Indeed, Mr. Speaker, part and parcel of the exercise tonight is perhaps to an onlooker, Mr. Speaker, a crazy quilt of small applications or conveyances of land. The beauty of the new Education Land Grant Act is to offer a uniform mechanism that can be used.

Mr. Speaker, I would point out that although it is of special interest in the rural West, it is important to note that this legislation would help school districts in 44 of our 50 States.

The Constitution gives our Congress authority in article IV, section 3 when it states that Congress shall have the power to dispose of and make needful rules and regulations respecting the territory or other properties belonging to the United States. I mention the conditions unique to the West. It has been part and parcel of discussion on earlier legislation tonight. Private land in the West is extremely expensive, and while it is true most federally controlled land is located in the western States, we also confront a problem there: Rapidly growing populations. In fact, Arizona, Utah and Nevada have the three fastest growing States in the Nation. With less and less private land on which to build schools and other facilities, the West will increasingly need to find new solutions to growth problems. The Education Land Grant Act provides one of the ways we can alleviate some of these concerns and at the

same time help our children receive the education they need and deserve.

Not only is there rapid growth in the West but nationwide. As has been part of the discussion on this floor and in other venues, many school districts find themselves financially strapped. We have the opportunity tonight, in the tradition of Justin Smith Morrill, who consulted with then candidate Abraham Lincoln, in the election campaign of 1860, for an Education Land Grant Act that allowed for conveyances of land for the construction and establishment of institutions of higher learning in the agricultural and mechanical arts, in that tradition that Lincoln made the centerpiece of his campaign for the presidency and, of course, a terrible war intervened and his assassination. Ultimately, the Morrill Land Grant Act was signed into law. Indeed, from the vantage of time we see how important that was to higher education in this country.

Mr. Speaker, tonight we again have the opportunity to stand and deliver, and though it is virtually ignored by the fourth estate, in retrospect, Mr. Speaker, this legislation is of great importance because it enables local districts to free up their precious resources to help teachers teach and help children learn.

Certainly despite our many differences, as we take a look at the political calendar we can agree on that basic mission. In the tradition of original passage last year, unanimous passage by this House, I would ask this House again to support this legislation now by calling for passage of H. Res. 621 so that this new Education Land Grant Act can become reality, so that we can streamline this process for the greater good of all America's children in our finest traditions.

Mr. FALEOMAVAEGA. Mr. Speaker, I yield back the balance of my time.

Mr. HANSEN. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. RYAN of Wisconsin). The question is on the motion offered by the gentleman from Utah (Mr. HANSEN) that the House suspend the rules and agree to the resolution, H. Res. 621.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

PLACEMENT AT LINCOLN MEMORIAL OF PLAQUE COMMEMORATING SPEECH OF MARTIN LUTHER KING, JR., KNOWN AS "I HAVE A DREAM" SPEECH

Mr. HANSEN. Mr. Speaker, I move to suspend the rules and concur in the Senate amendment to the bill (H.R. 2879) to provide for the placement at the Lincoln Memorial of a plaque commemorating the speech of Martin Luther King, Jr., known as the "I Have a Dream" speech.

The Clerk read as follows:

Senate amendment:

Strike out all after the enacting clause and insert:

SECTION 1. PLACEMENT OF PLAQUE AT LINCOLN MEMORIAL.

(a) PLACEMENT OF PLAQUE.—

(1) IN GENERAL.—The Secretary of the Interior shall install in the area of the Lincoln Memorial in the District of Columbia a suitable plaque to commemorate the speech of Martin Luther King, Jr., known as the "I Have A Dream" speech.

(2) RELATION TO COMMEMORATIVE WORKS ACT.—The Commemorative Works Act (40 U.S.C. 1001 et seq.) shall apply to the design and placement of the plaque within the area of the Lincoln Memorial.

(b) ACCEPTANCE OF CONTRIBUTIONS.—

(1) IN GENERAL.—The Secretary of the Interior is authorized to accept and expand contributions toward the cost of preparing and installing the plaque, without further appropriation. Federal funds may be used to design, procure, or install the plaque.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Utah (Mr. HANSEN) and the gentleman from American Samoa (Mr. FALEOMAVAEGA) each will control 20 minutes.

The Chair recognizes the gentleman from Utah (Mr. HANSEN).

Mr. HANSEN. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H.R. 2879, introduced by the gentleman from Kentucky (Mrs. NORTHUP). H.R. 2879 would provide for the placement at the Lincoln Memorial of a plaque commemorating the speech of Martin Luther King, Jr., known as the "I Have a Dream" speech. The plaque would be placed in an appropriate location in the vicinity of the Lincoln Memorial where Dr. King delivered his famous civil rights speech on August 28, 1963. This bill also directs the Secretary of the Interior to accept contributions to help offset any costs associated with the preparation and placement of the plaque.

Mr. Speaker, this is an important bill. It has bipartisan support. I urge all of my colleagues to support H.R. 2879, as amended.

Mr. Speaker, I reserve the balance of my time.

Mr. FALEOMAVAEGA. Mr. Speaker, I yield myself such time as I may consume.

(Mr. FALEOMAVAEGA asked and was given permission to revise and extend his remarks.)

Mr. FALEOMAVAEGA. Mr. Speaker, H.R. 2879 as passed by the House directs the Secretary of the Interior to insert on the steps of the Lincoln Memorial a plaque commemorating the speech of Dr. Martin Luther King, Jr., known as the "I Have a Dream" speech.

The bill originally passed the House by a voice vote on November 9 of last year. The Senate passed the bill last week and has returned the measure to the House with an amendment.

The Senate amendment makes a number of clarifying and technical changes to the bill. We support these changes. In fact, we believe these changes strengthen the bill by pro-

viding greater flexibility on the placement of a plaque and by making sure that this action is carried out in conformance with the Commemorative Works Act.

Mr. Speaker, I want to note that our colleague, the gentleman from Georgia (Mr. LEWIS) was present and was one of the speakers that day in the summer of 1963 on the steps of the Lincoln Memorial and was with Dr. King when rendering the "I Have a Dream" speech that occurred at the Lincoln Memorial, which certainly had a profound impact not only on the civil rights movement but I would say that this Member particularly was very touched by the speech that Dr. King gave on that day. I ask my colleagues to support this measure.

Mr. Speaker, I yield back the balance of my time.

Mr. HANSEN. Mr. Speaker, I yield such time as she may consume to the gentlewoman from Kentucky (Mrs. NORTHUP), who has worked so diligently on this legislation, and I commend her for the good work she has done.

Mrs. NORTHUP. Mr. Speaker, this bill originated because one of my constituents, Thomas Williams, came to Washington, D.C. with his wife to see Washington, as so many Americans do. He wrote to me when he got home and talked about the moving moments he had as he went around Washington walking in the footsteps and being reminded of what a democracy this was and some of our important leaders.

He wrote to me about what he thought was missing, and I would like to share with you some of those words: I looked for the spot on which Martin Luther King stood when he spoke. I looked for a marker to remind me and others that for a single moment on a hot August day a descendant of a slave held the most prominent space in our Nation and delivered words that will always stay with that space. I could not find a marker or the words on those steps. And he goes on to say that markers such as this are reminders that an ordinary space we sometimes occupy can become forever changed by the deeds of a person that has stood there.

Looking even further, he said, into the future I saw a day when I could bring my yet unborn children to that spot where Martin Luther King spoke and I could show them that marker and read them the words of his dream.

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"I could tell them that this is still a nation where a simple Kentucky farmer could rise to the heights of president, and that a son of a slave could inspire future generations with the power of his words and his compassion."

Mr. Speaker, this plaque gives us these memories. All of us see schoolchildren that come to Washington each year. I reminded them that they are not only visiting the past, walking in the footsteps of our history, but that