

other staff provided to the minority party members of the Committee.

RULE 7. BUDGET AND TRAVEL

*Budget*

(a)(1) The Chair, in consultation with other members of the Committee, shall prepare for each Congress a budget providing amounts for staff, necessary travel, investigation, and other expenses of the Committee and its subcommittees.

(2) From the amount provided to the Committee in the primary expense resolution adopted by the House of Representatives, the Chair, after consultation with the ranking minority Member, shall designate an amount to be under the direction of the ranking minority Member for the compensation of the minority staff, travel expenses of minority members and staff, and minority office expenses. All expenses of minority Members and staff shall be paid for out of the amount so set aside.

*Travel*

(b)(1) The Chair may authorize travel for any member and any staff member of the Committee in connection with activities or subject matters under the general jurisdiction of the Committee. Before such authorization is granted, there shall be submitted to the Chair in writing the following:

(A) The purpose of the travel.

(B) The dates during which the travel is to occur.

(C) The names of the States or countries to be visited and the length of time to be spent in each.

(D) The names of members and staff of the Committee for whom the authorization is sought.

(2) Members and staff of the Committee shall make a written report to the Chair on any travel they have conducted under this subsection, including a description of their itinerary, expenses, and activities, and of pertinent information gained as a result of such travel.

(3) Members and staff of the Committee performing authorized travel on official business shall be governed by applicable laws, resolutions, and regulations of the House and of the Committee on House Administration.

RULE 8. COMMITTEE ADMINISTRATION

*Records*

(a)(1) There shall be a transcript made of each regular meeting and hearing of the Committee, and the transcript may be printed if the Chair decides it is appropriate or if a majority of the members of the Committee requests such printing. Any such transcripts shall be a substantially verbatim account of remarks actually made during the proceedings, subject only to technical, grammatical, and typographical corrections authorized by the person making the remarks. Nothing in this paragraph shall be construed to require that all such transcripts be subject to correction and publication.

(2) The Committee shall keep a record of all actions of the Committee and of its subcommittees. The record shall contain all information required by clause 2(e)(1) of rule XI of the Rules of the House and shall be available for public inspection at reasonable times in the offices of the Committee.

(3) All Committee hearings, records, data, charts, and files shall be kept separate and distinct from the congressional office records of the Chair, shall be the property of the House, and all Members of the House shall have access thereto as provided in clause 2(e)(2) of rule XI of the Rules of the House.

(4) The records of the Committee at the National Archives and Records Administration shall be made available for public use in accordance with rule VII of the Rules of the

House of Representatives. The Chair shall notify the ranking minority member of any decision, pursuant to clause 3(b)(3) or clause 4(b) of the rule, to withhold a record otherwise available, and the matter shall be presented to the Committee for a determination on written request of any member of the Committee.

*Committee publications on the Internet*

(b) To the maximum extent feasible, the Committee shall make its publications available in electronic form.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Ms. MILLENDER-McDONALD) is recognized for 5 minutes.

(Ms. MILLENDER-McDONALD 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 Oregon (Mr. DEFAZIO) is recognized for 5 minutes.

(Mr. DEFAZIO 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 New Jersey (Mr. PALLONE) is recognized for 5 minutes.

(Mr. PALLONE 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 the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

TRIBUTE TO JOHN RUIZ, FIRST HISPANIC HEAVYWEIGHT CHAMPION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. BACA) is recognized for 5 minutes.

Mr. BACA. Mr. Speaker, it is with great pride that I rise to salute John Ruiz, who with his victory this past weekend became the first Hispanic heavyweight boxing champion of the world.

The victory will be an inspiration to all Hispanic youth, indeed to all Americans, that if you work hard, that if you have tenacity and if you have persistence and the vision, there is nothing that you cannot achieve.

That is the American dream, the hope that some day greatness will rise up in all of us.

In the past several decades, several notable Hispanics have fought for the world heavyweight champion title and despite their valor have not achieved it.

John's win has a special personal significance. The fight this weekend

meant a lot to me and many individuals across America. As a former baseball player both in high school and semi-pro and major league softball and a golfer, I recognize the special labor of our athletes and the inspiration that athletics can play in our lives and particularly to minority youth.

Athletics can be a motivational factor, something that gives us a sense of identity, something to work for. Athletics ultimately caused me to finish school, serve my country in the military, go to college, become a community college trustee member, an assembly member, a State Senator and a Member of Congress. It is not always easy, but I had role models. And I am pleased that John is a role model for today's youth. I would hope that Hispanic youth, indeed all of the youth of America, look at the achievement of John Ruiz and see that they can reach ultimately great heights. Whether it is in athletics, academics or in the world of business, science, public service or arts, America's youth need to know that we believe in them and that they should believe in themselves because God gave us all that talent.

In the short run, there is nothing so sweet as a victory and nothing so stinging as defeat, but what is ultimately important is good sportsmanship, good conduct, playing a worthy game and facing a worthy adversary and living to fight another day.

In that sense, both John Ruiz and Holyfield are to be saluted and honored, for they fought with their heart, they fought for their souls and they gave America a very exciting match, one that demonstrated athletic artistry and great courage under fire. They should raise their hands together in a clasp of goodwill, knowing that they have fought the good fight, the noble fight. Their bruises will heal but they will always share a brotherhood of having met in the ring where champions are made and courage is tested.

I am sure that John's community where he got his start in boxing is very proud of his achievement. John's hometown is Chelsea, one of the largest Hispanic populations in greater Boston. It is a mecca for most of all-time boxing greats.

I also would like to salute John's family, his wife Sahara and their children, John and Jocelyn, and this achievements. I say, congratulations. God bless you.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Hawaii (Mrs. MINK) is recognized for 5 minutes.

(Mrs. MINK of Hawaii addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

CHILDREN AND THEIR EDUCATIONAL OPPORTUNITIES

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from North

Carolina (Mr. ETHERIDGE) is recognized for 60 minutes as the designee of the minority leader.

Mr. ETHERIDGE. Mr. Speaker, tonight I want to spend some time talking about an issue that is very important to me and to the Members of this Congress, I trust. I have a number of my colleagues joining me this evening to talk about a group of young people who need champions and a group who, because of their age, not because of their ability, are not allowed to serve in this body so we have to be their spokesman and their advocate.

Tonight I want to talk about our children and their educational opportunities. I had the privilege of serving for 8 years as the State superintendent of schools for North Carolina and work with some wonderful people who deeply care about the education of our children. Just yesterday, I was in Eastern Wake County working with some tremendous people there, a lady by the name of Linda Johnson, who had previously been a teacher and school board member, who had pulled together three communities really to work together with children in a program they called Lights on for Education. They have taken on the monumental challenge in Eastern Wake County.

What they are about is by 2003 they have committed to have 95 percent of their children in grades three through eight reading at or above grade level by 2003.

□ 1900

That is a monumental task, because reading is the key skill of all of the trainings we need to have in education. But for these people to come together, and what was so significant about that, and I want to share it just briefly before I ask my colleagues to join me, is that we have to understand that in North Carolina education is a State responsibility, augmented by about 7 percent Federal money and maybe about 20 to 25 percent local money, that is, local money from the counties.

But in this situation, we had three mayors, Bob Matheny who is the mayor of Zebulon; Lucius Jones, who is the mayor of Wendell; and the Knightdale mayor, Joe Bryan, and we were joined by the superintendent of schools for the county, Bill McNeil. It is unusual for three mayors to come together to work on educational issues. Some people would say it is unusual to get three mayors to come together, as difficult as it is to get three Congressmen together; but they were willing not only to put their political prestige on the line to help children, they were willing to reach out into the community, get the business people together, and we had a substantial number of the business community working, Glaxco, Smith Kline hosted it on their campus; and we were able to light a tree that will burn uninterrupted, we trust, barring any natural interruptions of it, until 2003 when they have reached their goal. I think that is what we need in every community.

But one thing I think is significant that I want my colleagues to know about tonight, and that is so many times we say, we really need local initiative, we need the local folks to take charge and do it; and that is true. But if the people from eastern Wake County were here tonight, they would say to us, that job would have been very difficult, if not near impossible, had it not been for Federal money coming down that was appropriated by this Congress last year, several million dollars that are going to be used as the glue to pull all of this together over the next 3 years to make a difference. It does take money, folks. Certainly it takes effort, certainly it takes commitment, but it is our responsibility to provide the leadership, and some places cannot do it on their own.

I believe that we have a responsibility to be frugal. I was in business for 20 years before I was State superintendent, and I can tell my colleagues that it takes resources, I would like to remind my colleagues from time to time. We won the Cold War, and we did not win the Cold War on the cheap. We spent a lot of money. We spend a lot of money on education; it is going to take more. We have over 53 million children this year in the public schools in this country, and that number is continuing to grow.

My State is not unlike any other State. We have spent money building buildings, but we have great needs. I will talk about that more in a few minutes. Even though we passed substantial bond issues, we are the fourth fastest-growing State in America right now. Even though we are only the 10th largest, we will be the fourth fastest-growing for students entering high school over the next 10 years. So we can see the challenge we face. We need money for infrastructure. I am going to talk about that more.

Now, I would like to yield to a real strong leader on public education, a person who came to this Congress 2 years ago and at that point provided tremendous leadership in the area of science. He is a scientist himself, he understands education, he understands the commitment that all of us have to make to help, the gentleman from New Jersey (Mr. HOLT).

Mr. HOLT. Mr. Speaker, I thank the gentleman from North Carolina (Mr. ETHERIDGE), who knows firsthand about what it takes to have excellent schools for our children. And he has talked about reading, and over the past couple of years he has talked at great length and with great effectiveness about the need for good facilities.

I would like to talk for just a couple of minutes about another aspect of our public education, education in math and science. It is important for our economics, for our national security, really for our democracy, but also I would argue for personal well-being, because math and science bring order and harmony and balance to our lives. It is through math and science that

children understand that our world is intelligible. It is not capricious. It gives them the skills for lifelong learning, really for creating progress itself.

Now, from evidence of all sorts that is available to us now, it is clear that we are not providing the quality education in math and science that we should to our children; and I think my friend, the gentleman from North Carolina (Mr. ETHERIDGE) knows that very well.

I am proud to have served for the past year on the National Commission on Mathematics and Science teaching chaired by former Senator, former astronaut John Glenn, including leaders from business, industry, education, and professional organizations. The Glenn Commission, as it has come to be known, released its report a few months ago; and it identifies teaching as the key for dealing with the problems that this country faces in math and science education. The teachers are the key. The commission calls for major changes throughout the teaching profession and within scientific professions and in the institutions that produce our teachers. Our country must devote attention to the quantity and the quality and the professional environment of our teachers in math and science.

I cannot emphasize too strongly that in the next 10 years, we will have to hire in the United States 2.2 million new teachers just to stay even, not for smaller class sizes, just to stay even; and most of those teachers, including all elementary schoolteachers, will be called on to teach math and science; and many will feel inadequate to teach it because of the preparation we make available to them, actually because of the way we approach science and math as subjects only for specialists, not for the general public, not for the general teacher. We must address that.

But here is an example of the important role of the Federal Government. There is a role. We cannot expect the school district of Stockton in my district or the school district of Freehold to deal with this national problem of recruiting 2.2 million teachers. This is a national problem, it deserves national attention, and it deserves national resources. And providing the training for these teachers once they are hired and the continuing atmosphere of a good professional development, that is going to require resources.

The President has talked about professional development of teachers in his early statements on education, but if we look at his sketch of the budget, we do not find it. So I think we have to step back and look at what we as a country are planning to do to help in math and science teaching and in reading and see that the resources are there. I would like to have that budget in front of us now before we do anything else to see whether we are dealing with need number one, education, and see whether the resources are there in the budget.

Mr. Speaker, I would ask my colleague if he agrees.

Mr. ETHERIDGE. Mr. Speaker, if the gentleman would yield, that is a critical point. The point where the gentleman is talking about training, and teachers having worked with the schools and knowing, the problem we face is daunting; but we can do it if we are committed to it. First of all, not only do we need the training, we need mentors for those teachers because today, in the first 3 to 5 years, we lose over 25 to 30 percent of those teachers; they leave, because the job is so daunting and overwhelming. I stopped by a school this morning to have breakfast, a national breakfast program with our children. It was cold. I had on a topcoat. In North Carolina this morning it was very cold. The chill factor was probably about 20 degrees or less, and guess who was standing out in the cold with coats on to greet the children? The teachers. And this was at 7:30 in the morning, they had already been there for 30 minutes, because some of the children come early.

I think our colleagues need to understand that teaching is not just teaching reading, writing, and math. I went into the classroom and had breakfast with the children, kindergartners. As the teachers came in with those children, they taught them how to stay in line, they go through the breakfast line, how to carry their tray along, they go sit down at the table with them, have breakfast with them, they watch them. They are taught manners, taught how to do certain things. With kindergarten, you have to start pretty early and build. Teachers do that for 13 years, kindergarten through the 12th grade, not just those details, but a myriad of other things.

I think we need to honor our teachers more, make sure that we understand how tough their job is. We certainly do not pay them enough, so we ought to at least give them the honor they are due, and I agree with the gentleman.

Mr. HOLT. Mr. Speaker, if the gentleman would yield, I would say that we must treat teachers as the professionals they are. When I talk about a need for an environment in the schools of continual development, professional development, it means mentoring teachers; it means time in the day and in the week and in the school year for teachers to get the professional development that professionals in other fields are expected to get; and it means devoting resources to allow that to happen.

Mr. ETHERIDGE. Mr. Speaker, reclaiming my time, I could not agree more. I thank the gentleman.

When we think of that, there are a lot of ways we can help, the Federal Government, the Congress. Too many times I hear people say, well, that is not Congress' responsibility. The fact is that Congress has a heavy responsibility, and we show up short time and time again.

Last year, our colleagues on the other side of the aisle talked about

children with special needs. I could not agree with them more. We ought to fund the 40 percent we said we would fund and fund it now that we have the money.

Mr. Speaker, I now yield a few minutes to my colleague who is new to this Congress, but is not new to this issue, the gentleman from California (Mr. HONDA). He understands the need. If we fund that 40 percent, and he has already shared this with me many times, and I could not agree more, we could free up a lot of local money, and I yield to my colleague to talk about that.

Mr. HONDA. Mr. Speaker, I thank the gentleman. I really appreciate this discussion on education, because I believe that the President has made education one of the cornerstones of his administration for this next 4 years.

One of the things that I found as a principal is that one of our jobs is to identify youngsters who need special education and need to be assessed. But that is not an obligation of the principal nor the teacher, because we are just good guys. It is also a mandate by the Federal Government. Public Law 94-142 requires everybody in schools to be able to go out and seek youngsters who may need special education services, and the PL 94-142 also said that they would fund the cost of special ed at the level of 40 percent. Currently, in the past few years, it has not gone beyond 12, 13, 14 percent.

What that does for local school districts, and I was on a board of a local school district in San Jose, and we found that we had to struggle very, very hard to come up with the general fund moneys to supplement the funds that did not come from the Federal Government. What we find ourselves in is a bind that we have this requirement, this duty to seek out youngsters who need special education and also assess them and cover the costs and then cover the costs for the services that they would need. But we have to also use general fund monies to supplement the lack of the money that is not coming from the Federal Government. That puts the local districts into even more of a bind, because the general fund money that are allocated to special ed becomes siphoned off for services for other needs that the schools have to align the costs to.

I think that what we have found ourselves in is fulfilling a mandate without the funding. I believe that having mandates without the full funding that we were promised is a disservice not only to the school districts, but ultimately to the youngsters. This pits parents and schools against each other, because we all have this great expectation now to meet the needs of our youngsters, but not having the resources to follow through.

Mr. ETHERIDGE. Mr. Speaker, reclaiming my time, having served in the State as State superintendent where you have districts with resources, other districts without resources, I would be interested in the gentleman's

comments as it relates to the disparity even these youngsters find. Because even though we have an obligation to serve them, they are served in a disproportionate way, even though we are serving, for a child who lives in a school district where we have substantial resources available, they get quality because the IEP, or individual education plans, have to be written for each one of these students; and as we are writing those plans, we may have one-on-one attention. I happen to support that, because I happen to believe that these young people become committed, taxpaying, productive citizens in American society. So I think we have an obligation to do it.

However, my point is, have my colleagues seen that in their situations where some do not get the kind of attention they ought to get just because of resources?

□ 1915

Mr. HONDA. Mr. Speaker, many districts who do not have the local resources to fulfill their obligation find themselves not being as great of an advocate for the youngsters. They may want to, but they do not have the resources to cover it.

There are other school districts who are well off, and they are still battling with parents and trying to minimize the identification of youngsters, because even in a well-to-do school district, it is still a drain on the general fund, but the mandate is still there. What it really does is pits parents against school districts, and that is not healthy for a public school system.

I believe that what the gentleman mentioned, having an IEP for every youngster, should be a right of every youngster before they even start school, because what an IEP does is present all the needs that a youngster has, and you can develop an educational strategy so that the parent, the teacher at the get-go knows what they have to do.

From that point, you can have great expectations. You can have accountability. You have benchmarks that we are all talking about, and we are talking about accountability. We have not had the real tools from which to judge the teaching and the youngsters. People say that developing an IEP is very expensive, but then I guess how expensive is ignorance.

Mr. ETHERIDGE. If the gentleman would yield, I think what the gentleman is talking about is absolutely right, and what the gentleman is really talking about is an investment.

Mr. HONDA. That is correct.

Mr. ETHERIDGE. It is an investment in our future, and an investment in the future of this country because the dollar investment today will return rich dividends in years to come.

One of the challenges we face not only of having the dollars to develop the plan and help teachers carrying them out and do them depending on the district, because if we funded the

full 40 percent that we committed to, I cannot think of a better tax break for local systems, for local taxpayers than to make sure that every child in this country, not only special needs children but all children, have a good education. That will take more off their backs than anything else we can do from Washington this year or next year or the year after.

Mr. HONDA. If the gentleman would yield, we also found in the penal institutions and the juvenile justice systems, we found there is an inordinate amount of folks in the penal system who have special ed needs.

If we do it in the front end, we can save a lot of money in the criminal justice system, the juvenile justice system, and divert and invest our money properly and in a positive vein.

Let me just close, if I may, by saying that we still have an obligation, we created that obligation with 94-142. We created that expectation. We said to parents, when we passed that law, that your children have a right to an equitable education, even if they have special needs. We have to cover that.

If we fulfill that, our 40 percent, then that would allow the local districts to be able to function at a higher rate and more efficiently, but what concerns me this year is that the idea of creating a block grant funding for education to our States, to me that dissipates the direction of the funding that we need to specifically target to these youngsters and to the school district.

I am hoping that we will be able to persuade our colleagues and the administration that special education needs to be very clear in its funding and as its direction and its target.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman from California for his comments.

Let me just add to that point when the gentleman talks about block grants, I served as a State legislator and chaired the Committee on Appropriations before I was superintendent. I happened to have been in the general assembly in the 1980s, when we had our last major tax cut and that blocked to us, and all that meant was we are going to send in money but we are going to cut it.

The truth is, in schools or other agencies, we have a responsibility to help fund. The last thing they need is to be block granted or have grants they have to deal with. You cannot hire teachers on block grants and grant funding.

The truth is when you hire a teacher or any person to work with children, you have to have enough to sustain that investment, the money has to be a continuous stream, otherwise you cannot hire people and sustain them.

The gentleman mentioned this whole issue of the penal system. It reminds me, and I just said this a number of times in my State, we have prisons that are nicer in this country than we have public schools in some places. That is wrong. It ought to end. It ought to end right now.

We have the ability in this Congress to do something about it, because we have the resources. I introduced legislation that the gentleman from California (Mr. BACA), my colleague, signed last year. We are going to introduce it again in the next week or so along with a number of our colleagues.

I have here a flier that was done last year. It says "America Has Come A Long Way Since The One-Room Schoolhouse." It is a nice-looking one room schoolhouse. The only problem is, in some cases, we have moved to this, less buildings that are not up to code, that are not what they ought to be, and a lot of times just trailers out behind the main building.

The gentleman mentioned the issue of children. I was in a meeting yesterday where someone was talking and we had a group of children in front of us, and the word these days is leave no child behind, and all of a sudden the Speaker said which one of these children do you want to leave? That is really the answer.

Talk is cheap. You have to work to get it done.

Mr. Speaker, I want to yield to the gentleman from California (Mr. BACA), my colleague, who has been a real hard worker on this issue. He has committed to making sure children have a space to learn and a good environment for his comments on this issue.

Mr. BACA. Mr. Speaker, I thank the gentleman. I want to thank my colleague, the gentleman from North Carolina (Mr. ETHERIDGE), for putting education as the top priority.

Mr. Speaker, I think it is the number one area that we should probably invest in. When we talking about investment, when we talk about resources, we talk about our future, and our children are our future. But we have got to invest in education, and we are not investing enough dollars.

When we look at President Bush making his statement that no child should be left behind, well, if no child should be left behind, then that means we ought to invest in education. We look at the amount of children in public schools, over 53 million in our public schools alone.

We look at California, over 6 million children in our public schools. If we do not invest in education, what is going to happen to our children? That means investment not only from preschools but investment in our K through 12. If we take the preventive measures, we save in the long run.

Just as it was recently discussed about the prisons, we are investing more money in building prisons and incarcerating individuals. Had we invested early in education, we would have saved the taxpayers money. We would have had productive citizens that would have gone out into our communities, worked, become taxpayers, but that meant that we invested. That means that no child was left behind. That means that in the classroom, where right now we have approxi-

mately 30 to 45 students per teacher, this is uncalled for. The ratio should be less.

As we begin to recruit, a need for more teachers, a demand for 2.3 million teachers nationwide. In California alone, we need over 25,000 teachers that we need to recruit. What does that mean? Teacher training, teacher recruitment, teacher development.

What does that mean? Our institutions have to work. With that, as we begin to recruit teachers, we need to have the infrastructures. We need to have schools that are built to accommodate. If, in fact, we want every child to learn, we must put them in an environment where they can learn.

The teacher must feel that environment, and it is very difficult when a teacher goes into the classroom and they have 30 to 35 students in a classroom, and you look at the construction buildings, you look at inadequate chalkboards, inadequate computers, inadequate faucets, leaky roofs, when you look at what is going on, we want to make sure that the atmospheres are good, that the teacher feels good, that the students feels good, and we create the kind of construction that is necessary for our children to look good, that they can look at any neighboring school and say we have schools that are built like any others. We have the technology that every other schools have.

We want parity with anyone else, because we feel that we can learn. We want to have the same dreams that every other child has, but the dream will only come to reality if, in fact, we provide the tools and the instruments.

My son is a teacher in junior high. He currently is going out and buying supplies at Colton Junior High School, Joe Baca, Jr., but yet he is also a baseball coach, and he is going out and buying all kinds of equipment, everything else, because we are not providing a lot of the resources.

They should not have to reach into their pockets. We should make sure that when we have a bond bill and it becomes very difficult in some of our communities to pass, that we do not have the kind of schools that need to be built. We want to make sure that every school has adequate funding, that we provide the funding not only for construction, the funding for teacher training, the funding for recruitment, the funding for accountability.

Accountability, when people talk about it, accountability is already at the local level. You have school board members that are elected. They have the responsibility at the local level to hold the accountability in how those dollars are spent. But we want to make sure that every child has access to education, that every child has an opportunity to be what they want to be.

The only way it is going to be done is if we invest more money in education, provide more money in construction, provide more money for teacher training, provide more money for teacher

development, provide opportunity for our children, invest at the beginning, not in our prisons, but invest in education from the beginning. Then we are going to have a society where individuals are going to go out to be governors, Presidents, Congressmen, assemblymen, businesspersons; they will have an opportunity to fulfill those dreams.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman from California. I think the gentleman reminds us if it were not for public education, most of us would not be here either.

Mr. Speaker, I yield to the gentleman from Wisconsin (Mr. KIND), my friend who serves on the Committee on Education and the Workforce. He has been an outspoken advocate for education and a real champion.

Mr. KIND. Mr. Speaker, I thank the gentleman from North Carolina, my friend, for yielding to me.

I saw the conversation taking place on the House floor and I wanted to join my friends and also commend my friend, the gentleman from North Carolina, the former State superintendent of the school system there, for his leadership and expertise that he has provided us in this Chamber on education issues.

I wanted to also thank the gentleman from California (Mr. BACA), my good friend, for his energy and tireless effort in promoting educational programs here in Congress during his term. But I, for one, was very, very happy during the last campaign that there was so much discussion and focus on education issues whether it was Vice President Gore or Governor Bush.

I think it elevated the sense of urgency that many of us feel in regards to our education investments as a Nation, but I just wanted to add during this conversation tonight a very important piece of the puzzle as we move forward on reauthorizing the elementary and secondary education bill in the Committee on Education and Workforce this year, and that is virtually every school district throughout the Nation is facing a common challenge, and that is the rising costs of providing a quality education to students with special needs, special education costs.

We have a bill at the Federal level called Individuals With Disabilities Education Act, IDEA, and when it was passed back in the 1970s, there was a commitment on the Federal level that we would at least provide 40 percent of the expenses to local school districts and educating these children with special needs.

We have not done a very good job of living up to that obligation, that responsibility at the Federal level. I am sure every representative in this House could go home and find stories that they can share with us in regards to the rising costs of special education. Let us face it, with the advancement of medical technology and health care today, we are putting our children on a collision course with school funding at

the local level, because many of the kids now who normally would not have survived and lived to join the public education system are doing so, and with that brings added costs and expense.

If we can get one thing right during this education debate this year, it is fully funding IDEA, providing the 40 percent cost share back to local school districts, so they have more flexibility, more resources in order to educate these children, but also to do and implement the type of reforms that we are demanding of them, to improve student performance in the classroom.

This is more than just good policy, this is a civil rights issue. These children deserve to have access to a quality education, like any other child in this country. So we have a special obligation, I feel, in this session of Congress to try to get to that 40 percent level.

Even though we had a 27 percent increase last year in the last budget in regards to IDEA funding, it still only puts us at roughly 14 percent or 15 percent of the 40 percent level where we really should be. It would require an additional \$11 billion or so to get the full funding this year, but it is a question of budgetary priorities, where we feel investments need to be made as a Nation. I could not think of any better place to start than with our children in the education system, helping local school districts, increasing their flexibility by providing them these resources that the Federal Government has promised throughout the years but has failed to deliver upon.

Hopefully we will be able to get that aspect of education done in a bipartisan fashion during this year in Congress. The litmus test, quite frankly, will be the administration's first budget request that they are going to send out and where they place special education funding on their list of priorities, from there, then, hopefully, we will be able to establish the broad-based political coalition that I know exists in the House based on previous debates and votes that we have had in order to get this piece of the puzzle done for education.

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Mr. ETHERIDGE. Mr. Speaker, the gentleman from Wisconsin is correct. We have the resources to do it this year. There is no reason that we cannot start down that road and make it happen. If we really want to have a better world, it has been said if you want a better world, you share it with a child and they will build it. We have that opportunity.

#### LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. ACKERMAN (at the request of Mr. GEPHARDT) for today and the balance of the week on account of medical reasons.

Mr. BECERRA (at the request of Mr. GEPHARDT) for today on account of business in the district.

Mr. SCOTT (at the request of Mr. GEPHARDT) for today on account of attending a funeral.

Mr. STUPAK (at the request of Mr. GEPHARDT) for today and the balance of the week on account of family obligations.

Mr. WAMP (at the request of Mr. ARMEY) for today on account of canceled airline flights.

#### SPECIAL ORDERS GRANTED

By unanimous consent, permission to address the House, following the legislative program and any special orders heretofore entered, was granted to:

(The following Members (at the request of Mr. MCNULTY) to revise and extend their remarks and include extraneous material:)

Mr. DAVIS of Illinois, for 5 minutes, today.

Ms. MILLENDER-MCDONALD, for 5 minutes, today.

Mr. DEFAZIO, for 5 minutes, today.

Mr. PALLONE, for 5 minutes, today.

Ms. NORTON, for 5 minutes, today.

Mr. BACA, for 5 minutes, today.

Mrs. MINK of Hawaii, for 5 minutes, today.

(The following Members (at the request of Mr. TOM DAVIS of Virginia) to revise and extend their remarks and include extraneous material:)

Mr. PLATTS, for 5 minutes, March 7 and 8.

Mrs. BIGGERT, for 5 minutes, March 7.

Mr. KELLER, for 5 minutes, March 7.

Mr. OXLEY, for 5 minutes, today.

Mr. JONES of North Carolina, for 5 minutes, March 7.

#### BILL PRESENTED TO THE PRESIDENT

Jeff Trandahl, Clerk of the House, reports that on March 1, 2001 he presented to the President of the United States, for his approval, the following bill:

H.R. 559. To designate the United States courthouse located at 1 Courthouse Way in Boston, Massachusetts, as the "John Joseph Moakley United States Courthouse."

#### ADJOURNMENT

Mr. ETHERIDGE. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 7 o'clock and 30 minutes p.m.), the House adjourned until tomorrow, Wednesday, March 7, 2001, at 10 a.m.

#### EXECUTIVE COMMUNICATIONS, ETC.

Under clause 8 of rule XII, executive communications were taken from the Speaker's table and referred as follows:

1104. A letter from the Assistant Secretary of Defense, Force Management Policy, Department of Defense, transmitting a notification to close six Department of Defense