

Platts	Schiff	Terry
Pombo	Schrock	Thomas
Pomeroy	Scott	Thornberry
Portman	Sensenbrenner	Thune
Price (NC)	Serrano	Thurman
Pryce (OH)	Sessions	Tiaht
Putnam	Shadegg	Tiberi
Quinn	Shaw	Tierney
Rahall	Shays	Toomey
Rangel	Sherman	Towns
Regula	Sherwood	Turner
Rehberg	Shimkus	Udall (CO)
Reyes	Shows	Upton
Reynolds	Shuster	Velazquez
Rivers	Simmons	Vitter
Rodriguez	Simpson	Walden
Roemer	Skeen	Walsh
Rogers (KY)	Skelton	Wamp
Rogers (MI)	Slaughter	Watkins (OK)
Rohrabacher	Smith (MI)	Watson (CA)
Ros-Lehtinen	Smith (NJ)	Watt (NC)
Ross	Smith (TX)	Watts (OK)
Rothman	Smith (WA)	Waxman
Roukema	Snyder	Weiner
Royal-Allard	Solis	Weldon (FL)
Royce	Souder	Weldon (PA)
Rush	Spratt	Wexler
Ryan (WI)	Stark	Wicker
Ryun (KS)	Stearns	Wilson
Sanchez	Stump	Wolf
Sanders	Sununu	Woolsey
Sandlin	Tanner	Wu
Sawyer	Tauscher	Wynn
Saxton	Tauzin	Young (FL)
Schakowsky	Taylor (NC)	

## NAYS—47

Aderholt	Hoekstra	Riley
Baird	Hulshof	Sabo
Borski	Kennedy (MN)	Schaffer
Brady (PA)	Kucinich	Stenholm
Capuano	Latham	Strickland
Costello	LoBiondo	Stupak
Crane	McDermott	Sweeney
DeFazio	McGovern	Taylor (MS)
English	McNulty	Thompson (CA)
Filner	Miller, George	Thompson (MS)
Ford	Moore	Udall (NM)
Green (TX)	Moran (KS)	Visclosky
Gutierrez	Oberstar	Waters
Hastings (FL)	Olver	Weller
Hefley	Peterson (MN)	Whitfield
Hilliard	Ramstad	

## ANSWERED “PRESENT”—1

Tancredo

## NOT VOTING—21

Bonior	Delahunt	Lofgren
Burr	DeLay	Lowey
Burton	Frost	Maloney (CT)
Conyers	Ganske	Ose
Cooksey	Gephardt	Radanovich
Cubin	Jefferson	Traficant
Davis, Tom	Kilpatrick	Young (AK)

## □ 1106

So the Journal was approved.

The result of the vote was announced as above recorded.

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APPOINTMENT OF CONFEREES ON H.R. 3061, DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002

Mr. REGULA. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the bill (H.R. 3061) making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies for the fiscal year ending September 30, 2002, and for other purposes, with a Senate amendment thereto, disagree to the Senate amendment, and agree to the conference asked by the Senate.

The Clerk read the title of the bill.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from Ohio?

There was no objection.

MOTION TO INSTRUCT OFFERED BY MR. OBEY

Mr. OBEY. Mr. Speaker, I offer a motion to instruct conferees.

The Clerk read as follows:

Mr. OBEY moves that the managers on the part of the House at the conference on the disagreeing votes of the two Houses on the bill, H.R. 3061, be instructed to insist on the House position to provide no less than a total of \$51,749,765,000 for the Department of Education.

The SPEAKER pro tempore. Pursuant to clause 7, rule XXII, the gentleman from Wisconsin (Mr. OBEY) and the gentleman from Ohio (Mr. REGULA) each will control 30 minutes.

The Chair recognizes the gentleman from Wisconsin (Mr. OBEY).

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

Mr. Speaker, this motion is very straightforward. It says the conferees should bring back a conference report for the Labor-HHS appropriations conference that includes House-passed levels for education.

As I think we all know, the President's budget provided for a 5.6 percent increase in education funding over the previous year. That contrasted to an average of a 13 percent increase in each of the previous 5 years. The bill that the House passed contained a 17 percent increase over last year, and that passed by an overwhelming bipartisan vote of 373 to 43.

The bill passed by the other body, in contrast, does not provide the funding levels we need for education. It falls \$525 million short of the House level. The House bill provides \$7.7 billion for special education part b State grants, which is \$375 million more than the Senate. The House bill provides \$10.5 billion for title I grants, \$300 million more than the Senate. For teacher-quality activities, the House bill is \$135 million over the Senate. The House bill for bilingual education provides \$700 million, which is \$100 million more than the Senate. It has a variety of other programs in the education area but the House provides more adequate support than does the Senate bill, in my view.

Now, we all know that money alone does not produce quality education, but one cannot provide quality education without money. I think our bill, the bill that passed the House, is a very strong effort to do that.

Also we have to keep the door open for higher education to families from all across the country. The problem we face is that we provided a major increase for Pell Grants in the bill that passed the House; but we are now told that because of the deteriorating economy, with more students enrolled in college than expected and the like, that all of the increase that the House provided will be needed just to maintain the current maximum grant level of \$3,750 per student. In other words, we

will have to come up with even more money for Pell Grants, or college students will get no increase at all for their grant award for this year.

So this motion simply instructs the conferees on this bill to provide no less than the level of resources for education that the House has already agreed to. I would urge adoption of the motion.

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

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

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

Mr. REGULA. Mr. Speaker, the gentleman from Wisconsin (Mr. OBEY) has outlined a number of the good features of this bill. I totally agree with the motion to instruct. I think it reflects H.R. 1, which passed this body overwhelmingly. The numbers track.

It also reflects the President's priorities. The Office of Management and Budget is happy with the bill that we have. They feel that it is a very fiscally responsible bill.

It also has a number of features, and the gentleman from Wisconsin (Mr. OBEY) has touched on them, but a couple I might mention include the Reading First Program. It is a new program that the President has supported strongly with \$900-plus million. Reading is vital, as we all recognize; and also it has additional funding for the programs to improve and provide assistance and help teachers to enable them to better serve the students.

## □ 1115

I think all of us agree that teacher quality is the heart and soul of a good school system. I am pleased that we do have language in here to support things like the Troops-to-Teachers, a relatively new program, but one that offers great promise in meeting the teacher shortage, and also great promise in attracting retirees from the military who have a lot to offer. They have the world travel, they have experience in managing people, and I think tracking these people at their retirement point to participate in our education program and to serve as teachers is a great concept.

I might say we added a number of millions of dollars to this program at the request of the military because what they are going to do is beef up their program in the military of talking to their retirees about participating in the Troops-to-Teachers, and also to providing some financial help to these individuals while they are finishing out their military career to go to a college or university, and get their necessary programs to qualify them under State requirements to serve in the classroom.

We also beef up the Teach for America program, again, one that attracts people, something similar to the programs that get young people to go into areas that are underprivileged and

teach for a couple of years in return for getting some assistance.

I have talked to some of these individuals and they are really excited about what they can do to help students, to be an inspiration, to provide role models for students in underprivileged areas. Again, a very successful program. We provide additional funding for that.

TRIO. TRIO is designed to go into the schools and have individuals from colleges, universities, talk to students and try to persuade them, inspire them, catch their interest in going on to higher education. It is a successful program, and we have added \$70 million to that. We have given more money for rural education and the mentoring programs.

One of the successes is where senior citizens or college students or just people in a community go into a school and mentor students, actually work with them on reading programs.

In my district, I have a hospital that brought a bus. They actually bused their employees out and gave them a break to do this. They would go to a school and work with students who are having difficulty with reading.

We hear a lot about the importance of science and math. We all agree that those are important, but before one can do science and math education, one has to be able to read. Reading is basic. Reading is fundamental. We, in this bill, have tried to identify programs that will help students to be successful in learning to read, and in turn, then they can more effectively participate in others.

Really, this is what is the heart and soul of "no child left behind." "No child left behind" means no child that cannot read, because if they cannot, they have a real problem.

There are a lot of other good features in the bill. That was evidenced by the strong vote we had in the House. It was a bipartisan bill. The gentleman from Wisconsin (Mr. OBEY) and I worked very closely together, and the members of our subcommittee likewise worked with us to get a bipartisan bill. It is strongly endorsed by the administration, the Office of Management and Budget.

What the motion of the gentleman from Wisconsin (Mr. OBEY) is saying is, education is number one. Polls tell us over and over again that education is number one with the people of this Nation. Therefore, the bill reflects that. I think this is a very proper motion because the bill in the other body has a smaller amount for education, and we feel it is important that we go to the conference with a vote of affirmation from the Members of this House saying, in effect, that they, too, agree that education is a number one priority in getting a conference report.

Mr. YOUNG of Florida. Mr. Speaker, will the gentleman yield?

Mr. REGULA. I yield to the gentleman from Florida.

Mr. YOUNG of Florida. Mr. Speaker, I thank the gentleman for yielding to me.

Mr. Speaker, I would like our colleagues to know that the education number in this bill, which is a very substantial number, is a solid number. The gentleman from Wisconsin (Mr. OBEY) and the gentleman from Ohio (Mr. REGULA) and I had begun to work on this issue in the spring actually, and in working with our counterparts in the Senate, we came to this number.

So I think we have all made this commitment to the strong educational part of this bill, and I agree with the chairman of the subcommittee that this motion certainly reflects the viewpoint that we had established early on.

Mr. REGULA. Mr. Speaker, I might add that the chairman of the full committee, the gentleman from Florida (Mr. YOUNG), and the gentleman from Wisconsin (Mr. OBEY) in the minority on the full committee gave us a very good allocation. That is one of the things that made it possible to have such a quality bill and to meet the needs as we see them.

They have also been very helpful in giving strong support to this so that we have a bipartisan consensus within the Congress. I think it is a great team effort on the part of both sides of the aisle, and I would strongly urge Members to endorse this fact that education is number one, and that we go to conference with that concept.

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

Mr. OBEY. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from Indiana (Mr. ROEMER).

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

Mr. ROEMER. Mr. Speaker, I rise in very, very strong support of this motion. This bill, worked out in a bipartisan way by the gentleman from Ohio (Mr. REGULA) and the gentleman from Wisconsin (Mr. OBEY), has about \$525 million more for education, educating our children in new and innovative ways.

I think this is a very strong instruction, a motion that we need to support on the House side.

At a time in the Midwest, Mr. Speaker, when our economies are not bringing in as much money, at a time when some of our State budgets are being cut by \$800 million, \$1 billion, and more, at a time in the Midwest when steel mills are being closed, when tax bases are shrinking, when we have lost 165,000 manufacturing jobs for many in the Midwest, we need this money for new ideas to educate our children in new ways.

In Title I we have a 20 percent increase for educating the poorest of the poor children in this bill; for reading and literacy programs, we have new ways of educating and teaching reading to our children.

We have, as the chairman mentioned, a new program that ramps up the Troops-to-Teachers program called Transition to Teaching, bringing people from the private sector in engineer-

ing, technology, math, and science, from Main Street into our classrooms. This is not throwing money at old ideas, this is new money attached to new ideas. At a bare minimum, this \$525 million over the Senate bill is what we should indeed support.

Mr. Speaker, I would also say that I hope that the other body would include in their stimulus package money for education, given what our States are going through in this tough time with the economy.

So again, Mr. Speaker, I encourage Republicans and Democrats to support this motion. I again applaud the gentleman from Wisconsin (Mr. OBEY) and the gentleman from Florida (Mr. YOUNG) and the gentleman from Ohio (Mr. REGULA) for their hard work.

Mr. OBEY. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from New Jersey (Mr. ANDREWS).

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

Mr. ANDREWS. Mr. Speaker, I thank my friend, the gentleman from Wisconsin, for yielding time to me.

Mr. Speaker, I rise to thank and congratulate the gentleman from Ohio (Mr. REGULA), the gentleman from Florida (Mr. YOUNG), and the gentleman from Wisconsin (Mr. OBEY) for the outstanding legislative product they have put before this body, and to strongly endorse this motion to instruct.

One of the areas that I am most especially pleased to see is the substantial increase in special education funding under the Individuals with Disabilities in Education Act, the IDEA. In the fiscal year that ended September 30, we committed \$6.3 billion to help educate students with these needs. In the House bill, that number now exceeds \$7.7 billion, an increase of well over 20 percent.

This is a double victory. It provides much higher quality education for children with special needs, and it frees up resources in local school districts around the country to do many other things: to help reduce class sizes for children who are not in special education, to free up money for school construction, for teacher quality, or for tax relief.

We need to do more of this, and we need to do it for the reasons my friend, the gentleman from Indiana, just cited: State budgets around this Nation are feeling and will profoundly feel the effects of the economic slowdown. That will mean substantially lower State resources for education. Now more than ever it is important for us to step in and help fill that void. This legislation does so.

As we proceed with the House-Senate conference on the education reform bill, we strongly support making major quality upgrades and reforms in education, but we only want to do so if the resources are there to pay for the needs of children who are identified as having trouble.

This bill is an example of what we need to do on a permanent and ongoing basis to make sure that once we have identified children with problems, we give them the tools and the teachers with whom they can overcome those problems.

For the bipartisan leadership on this bill, I extend my thanks and appreciation, urge my colleagues to support the resolution.

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

Mr. Speaker, I do want to make one additional comment. That is that thanks to the leadership of the Speaker and the minority leader and the gentleman from Florida (Mr. YOUNG) and the gentleman from Wisconsin (Mr. OBEY), I think for the first time the Senate and the House subcommittee had an identical allocation. That is going to make it much easier in conference because we are working from the same total.

I commend them for giving us that kind of support, and also for increasing the allocation generally, because we will only in conference be dealing with priorities, but we will all be working from the same total number.

Ms. PELOSI. Mr. Speaker, I rise in strong support of this motion to instruct conferees to accept the higher funding levels for education that are included in the House bill. Chairman REGULA and Ranking Member OBEY have shown tremendous leadership on our Subcommittee, and they have negotiated a strong bill that reflects the value our country places on education.

We started this budget cycle in a much different place. In order to make room for his huge tax cut, President Bush's budget proposed the smallest increase for education in 5 years.

The \$2.4 billion increase in the Bush budget included substantial increases for reading programs and a modest increase for Pell grants, but left only \$400 million for all other education programs. This proposal left all other elementary, secondary, and higher education programs, special education, and vocational education programs with less than the level needed just to keep up with inflation.

Members of both sides of the aisle recognized that this was unacceptable, and the bill we negotiated included an increase of \$4.7 billion over the request and \$7 billion over last year. These increases include an additional \$1.7 billion for disadvantaged schools, the largest dollar increase for title 1 since its inception of the program, a \$154 million increase for after school child care, and a \$240 million increase for bilingual education.

We can never forget that our strength as a nation is measured both in our military might and in the well being of our people. There is no more important priority than educating our children and passing our knowledge and values to the next generation. I urge my colleagues to these funding increases and vote yes on the motion to instruct.

Mr. REGULA. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

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

The SPEAKER pro tempore (Mr. SHIMKUS). Without objection, the pre-

vious question is ordered on the motion to instruct.

There was no objection.

The SPEAKER pro tempore. The question is on the motion to instruct offered by the gentleman from Wisconsin (Mr. OBEY).

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. OBEY. 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, further proceedings on this question will be postponed.

**PERMISSION TO HAVE UNTIL MIDNIGHT, FRIDAY, NOVEMBER 9, 2001, TO FILE CONFERENCE REPORT ON H.R. 2500, DEPARTMENTS OF COMMERCE, JUSTICE, AND STATE, THE JUDICIARY, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002**

Mr. YOUNG of Florida. Mr. Speaker, I ask unanimous consent that managers on the part of the House have until midnight, November 9, 2001, to file a conference report on the bill (H.R. 2500) making appropriations for the Departments of Commerce, Justice, and State, the Judiciary, and related agencies, for the fiscal year ending September 30, 2002, and for other purposes.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

Mr. OBEY. Mr. Speaker, reserving the right to object, I understand this is a request to file the CJ by midnight tonight?

Mr. YOUNG of Florida. Mr. Speaker, will the gentleman yield?

Mr. OBEY. I yield to the gentleman from Florida.

Mr. YOUNG of Florida. Mr. Speaker, I would tell the gentleman, it is tomorrow night.

Mr. OBEY. Mr. Speaker, I withdraw my reservation of objection.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

**PERMISSION TO HAVE UNTIL MIDNIGHT, FRIDAY, NOVEMBER 9, 2001, TO FILE CONFERENCE REPORT ON H.R. 2330, AGRICULTURE, RURAL DEVELOPMENT, FOOD AND DRUG ADMINISTRATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002, AND TO CONSIDER CONFERENCE REPORT**

Mr. BONILLA. Mr. Speaker, I ask unanimous consent that managers on the part of the House have until midnight Friday night, November 9, 2001, to file a conference report to accompany H.R. 2330; that it be in order at any time on the legislative day of Tuesday, November 13, 2001, to consider

such conference report; that all points of order against such conference report and against its consideration be waived; and that such conference report be considered as read when called up.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

□ 1130

**APPOINTMENT OF CONFEREES ON H.R. 2944, DISTRICT OF COLUMBIA APPROPRIATIONS ACT, 2002**

Mr. KNOLLENBERG. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the bill (H.R. 2944) making appropriations for the government of the District of Columbia and other activities chargeable in whole or in part against the revenues of said District for the fiscal year ending September 30, 2002, and for other purposes, with a Senate amendment thereto, disagree to the Senate amendment, and agree to the conference asked by the Senate.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Michigan?

There was no objection.

**MOTION TO INSTRUCT OFFERED BY MR. FATTAH**

Mr. FATTAH. Mr. Speaker, I offer a motion to instruct conferees.

The Clerk read as follows:

Mr. FATTAH moves that the managers on the part of the House at the conference on the disagreeing votes of the two Houses on the bill, H.R. 2944, be instructed to insist on the House position regarding assistance with Federal funds for education and training programs in the District of Columbia.

Mr. FATTAH (during the reading). Mr. Speaker, I ask unanimous consent that the motion be considered as read and printed in the RECORD.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

The SPEAKER pro tempore. Pursuant to clause 7 of rule XXII, the gentleman from Pennsylvania (Mr. FATTAH) and the gentleman from Michigan (Mr. KNOLLENBERG) each will control 30 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. FATTAH).

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

I would like to, first of all, say to the chairman of the subcommittee, the gentleman from Michigan (Mr. KNOLLENBERG) and to the whole House, that I want to compliment him on his service and his leadership, leading us to this moment on this appropriation. It has been the smoothest I think of any of the D.C. appropriation bills since my time here in the Congress, and it is because of his leadership; and I would also like to thank the senior staff on both sides of the aisle that have worked on this.