proficient at a world class level in the basics of education and in critical thinking. All of the evidence suggests we will not meet that responsibility and obligation to our students with the educational budget and the trendlines that are put in place by the budget adopted by the House and the Senate.

I would hope that the President would reject it. Should we eventually get to the Health and Human Services appropriations bill, I would hope that Members of Congress would vote against that, I would hope that the President would veto it, and I would hope that we sustain his veto so we can negotiate decent levels of education funding for our children and for our families who have such high aspirations and hopes and desires for their children's education and for their ability to provide for their economic wherewithal in the American economic system.

I thank the gentlewoman for yielding.

Mrs. MINK of Hawaii. Mr. Speaker, I thank the gentleman for his contribution in this debate. I concur with the gentleman absolutely that if the conference bill in this area comes back anywhere near what I have just described, the only thing that is left for us to do is to defeat that bill and hope that the Congress concurs with our opinion. If not, if it should pass, I certainly hope that the President will veto it, and the House will surely sustain that veto.

This is an area of critical importance. I cannot emphasize our feelings about this in any stronger terms. I believe fervently that we represent the majority of people in this country that are committed to the Federal participation in education. If we could have a referendum, I am sure that our point of view would be more than supported. I hope that point of view will be recognized by the Members who are conferees on the conference committee, and that we will have an opportunity to restore this funding.

Mr. MARTINEZ. Mr. Speaker, I rise today to protest the proposed cuts in education.

I have listened to Member after Member come to the well and say time after time that we must protect the future of the children of tomorrow and their children.

In reality, Members on the other side of the aisle are jeopardizing our children's future.

How can you guarantee the future if you don't take care of the children of today?

The new majority is cutting education so it can give tax breaks to the rich and spend more on defense.

If the Members on the other side of the aisle were really serious about balancing the budget to ensure the prosperity of future generations, they would do it responsibly.

They would not slash the programs that help the young, the old, the poor, and the middle class.

If they truly wanted to help our kids succeed, they would make an investment in education, not eliminate the support that schools depend upon.

In fiscal year 1995, California received $2.5 billion from the Federal Government for education.

Under legislation crafted by the new House majority, California would lose $392 million in fiscal year 1996, and stands to lose a total of $2.59 billion over 7 years.

In fiscal year 1996, there would be $42.4 million less for Pell grants for college, $42.1 million less for local school reform, $122.3 million less for services for disadvantaged children, $26.4 million less for safe and drug-free schools, $18.4 million less for vocational education, and $5 million less for teacher training.

Come on now, who's taking care of whom.

The new majority is taking care of the rich and ignoring the children of today.

If they're worrying about the children of tomorrow then they would take care of the children of today.

GENERAL LEAVE

Mrs. MINK of Hawaii. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the special order just presented.

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

There was no objection.

□ 1545

THE IMPORTANCE OF A BALANCED BUDGET

The SPEAKER pro tempore (Mr. GANSKE). Under the Speaker's announced policy of May 12, 1995, the gentleman from Ohio [Mr. HOKE] is recognized for 60 minutes as the designee of the majority leader.

Mr. HOKE. Mr. Speaker, we are going to talk this afternoon about the budget, about some of the things we have just heard regarding that, about what the importance is of a balanced budget, and I want to recognize a great fighter pilot, former, a great American, great Member of the Committee on Economic and Educational Opportunities, and a Californian as well, because I know that he has some important things to say about education, and education particularly in California.

Mr. Speaker, I yield to the gentleman from California [Mr. CUNNINGHAM].

Mr. CUNNINGHAM. I thank the gentleman, Mr. Speaker. I serve on the Committee on Economic and Educational Opportunities.

Mr. DORNAN. Mr. Speaker, there is no such thing as a former fighter pilot.

Mr. CUNNINGHAM. And I still am flying fighters, so there is no such thing as a former fighter pilot.

Mr. Speaker, I want to comment on some of the things my colleagues on the other side of the aisle have said. I agree with one thing they said, there are some very, very good schools out there. I have some of the finest schools in Torrey Pines and San Dieguito, all up and down in my particular area. They would compete with any school in the Nation. But across the board our schools are not.

We pour billions of dollars into that but, Mr. Speaker, less than 12 percent of our classrooms have even a single phone jack for fiber optics or computers or software or the programs we need to put in there.

What my colleagues on the other side of the aisle are really talking about is power. Washington-based power in education. When they say we are cutting Goals 2000, the Federal power of Goals 2000 has been cut to zero. Absolutely correct. But we send the money, block grant it to the States, and the Governors have told us that they can run those programs more efficiently than letting the Government talk about it with their rules and regulations.

We only control about 7 percent of the funding for our schools in this Nation out of the Federal Government. Seven percent. But with that 7 percent comes over 50 percent of the regulations and 75 percent of the paperwork to the States. We are eliminating that, Mr. Speaker, and we are giving that power to the State.

If the State wants to run a Goals 2000 without all the bureaucrats in Washington, without having to file all the reports, without having to go through all the paperwork, they can do it, and they have the funds to do it and it is much more efficient. To say we cut Goals 2000 is not a fact. It is there. It is at the State level.

Second, let us look at the perspective of California. We have less than 12 percent of our classrooms across the Nation, as I mentioned, that have a single phone jack. Seven percent of education, again, comes out of the Federal Government. We get less than 25 cents on the dollar back down into the classroom because of all the bureaucracy. What we are doing is eliminating that bureaucracy and absolutely on the Federal level we are cutting it and taking that power out of Washington and the Democrats' ability to spend money so that they can get reelected, so that they can have the power, and we are giving it back to the States.

Mr. Speaker, I think there would be a legitimate complaint if the Republicans were taking that power and shifting it over to themselves, but they are not. They are shifting it back to the people where Government is closer to the people and more effective. But we hear time and time again from the other side of the aisle that the States do not know how to manage their own problems, only the liberals here in the Congress know best for what is good for the individual States. We will hear it over and over again, but we feel differently, Mr. Speaker.

I look at the State of California, and look at how they have destroyed education. One example. The liberals voted to cut defense $177 billion. California is one of the leaders in defense. We have lost a million jobs with base closures and defense cuts. Ninety-three percent of education is paid for out of the tax dollars of the State. That is a million people. Say that half of them got jobs, probably not as good as they were in the defense industry, but take that out