

of the students, and it was the first time I had ever heard the term "third year freshman." So I asked my sister Kathy, what is a third year freshman?

Oh, a third year freshman, she says, that is somebody who has been in high school for 3 years and has yet to get enough credits to get out of the freshman class.

In this particular case that I was referring to, they had some students there who did not have any credits and had been in school for 2 or 3 years; no credits. Then they went and they took a look and investigated and revealed how many days they had been absent from school, and the fundamental question that came to me was not whether or not they still are in school; the fundamental question came to me is why did you not kick them out earlier? How much time and how much effort and how many resources have you spent taking care of these students who are not willing to accept responsibility, who have behavioral problems that are not able to be corrected on a short-term basis and you have kowtowed to them, so to speak, been politically correct to them, at the expense of the students who are following the rules, at the expense of the students, and it is clearly, clearly the strong majority of students who want to learn, who want to get something out of their education, what is wrong out there?

Well, I can say this, that I think as government officials we need to pledge to our local teachers, to our school administrators that, look, within the bounds, within legitimate bounds, and I can say I think the legitimate bounds have a historical basis, I think we can find them, that within those bounds you are going to receive support from us. It may be that you are having to discipline the most popular kid in the town. We have to promise support to these people. These teachers have tough jobs. These administrators have tough jobs. But we cannot really expect them to stand up to this discipline problem if we, starting on this House Floor, do not back them up. There are times where discipline cannot be politically correct. There are times where discipline can be absolutely correct. In my opinion, if we can get discipline back to the classroom, Mr. Speaker, if we can do something to help our local districts, give them the support and to watch very carefully any legislation we pass out of the U.S. House of Representatives to make sure that we are not infringing on the right for a school-teacher to have discipline in their classroom, it is worth it. That is how we can get a better product. That is how we can give more opportunities to our students.

As I said earlier, in my opinion education is the most fundamental pillar that we can have that holds this great country together. Now, there are other strong pillars. We have to have a strong military. We have to have a strong economy. We have to have a strong health care delivery system.

There are other pillars that help hold this building up but education is one that gets a lot of attention, deserves a lot of attention and it is going to get a lot more attention.

Now teachers, I think, themselves want accountability. I read an article in USA Today, December 1999, and it was issued by the Albert Shanker Institute. They found that teachers support standards. Teachers support accountability. Even in low income neighborhoods, teachers believe that standards and accountability are important.

I think most teachers believe in personal responsibilities. I think most teachers want us to give them the tools that create consequences for misbehavior in the classroom, that allow the teachers to reward good behavior because there are two ways to take care of misbehavior. One is punish the misbehavior and have consequences for the misbehavior and two is to reward the good behavior, take the positive drive.

The study shows that the longer teachers work with standards the happier they are to have them. Accountability measures can include repeating a grade or having to pass a test to graduate. Accountability measures can include discipline in the classroom. For school officials, accountability could come in the form of removing teachers and principals from schools that do not meet those standards.

Seventy-three percent of the teachers and 92 percent of the principals favor the standards movement.

Mr. Speaker, let me just conclude by saying that we all want better education. Let us bring discipline back to the classroom.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12 of rule I, the Chair declares the House in recess subject to the call of the Chair.

Accordingly (at 9 o'clock and 5 minutes p.m.), the House stood in recess subject to the call of the Chair.

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AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. DREIER) at 9 o'clock and 48 minutes p.m.

CONFERENCE REPORT ON HOUSE CONCURRENT RESOLUTION 290, CONCURRENT RESOLUTION ON THE BUDGET, FISCAL YEAR 2001

Mr. KASICH, from the Committee on Rules, submitted a privileged report (Rept. No. 106-577) on the concurrent resolution (H. Con. Res. 290) establishing the congressional budget for the United States Government for fiscal year 2001, revising the congressional budget for the United States Government for fiscal year 2000, and

setting forth appropriate budgetary levels for each of fiscal years 2002 through 2005, which was referred to the House Calendar and ordered to be printed.

CONFERENCE REPORT (H. REPT. 106-577)

The committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the concurrent resolution (H. Con. Res. 290), establishing the congressional budget for the United States Government for fiscal year 2001, revising the congressional budget for the United States Government for fiscal year 2000, and setting forth appropriate budgetary levels for each of fiscal years 2002 through 2005, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the House recede from its disagreement to the amendment of the Senate and agree to the same with an amendment as follows:

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

SECTION 1. CONCURRENT RESOLUTION ON THE BUDGET FOR FISCAL YEAR 2001.

(a) DECLARATION.—Congress declares that the concurrent resolution on the budget for fiscal year 2000 is hereby revised and replaced and that this is the concurrent resolution on the budget for fiscal year 2001 and that the appropriate budgetary levels for fiscal years 2002 through 2005 are hereby set forth.

(b) TABLE OF CONTENTS.—

Sec. 1. Concurrent resolution on the budget for fiscal year 2001.

TITLE I—LEVELS AND AMOUNTS

Sec. 101. Recommended levels and amounts.

Sec. 102. Major functional categories.

Sec. 103. Reconciliation in the House of Representatives.

Sec. 104. Reconciliation of revenue reductions in the Senate.

TITLE II—BUDGET ENFORCEMENT AND RULEMAKING

Subtitle A—Budget Enforcement

Sec. 201. Lock-box for social security surpluses.

Sec. 202. Debt reduction lock-box.

Sec. 203. Enhanced enforcement of budgetary limits.

Sec. 204. Mechanisms for strengthening budgetary integrity.

Sec. 205. Emergency designation point of order in the Senate.

Sec. 206. Mechanism for implementing increase of fiscal year 2001 discretionary spending limits.

Sec. 207. Senate firewall for defense and non-defense spending.

Subtitle B—Reserve Funds

Sec. 211. Mechanism for additional debt reduction.

Sec. 212. Reserve fund for additional tax relief and debt reduction.

Sec. 213. Reserve fund for additional surpluses.

Sec. 214. Reserve fund for medicare in the House.

Sec. 215. Reserve fund for medicare in the Senate.

Sec. 216. Reserve fund for agriculture.

Sec. 217. Reserve fund to foster the health of children with disabilities and the employment and independence of their families.

Sec. 218. Reserve fund for military retiree health care.

Sec. 219. Reserve fund for cancer screening and enrollment in SCHIP.

Sec. 220. Reserve fund for stabilization of payments to counties in support of education.

Sec. 221. Tax reduction reserve fund in the Senate.