

and natural resources, and the farm bill has long supported programs to conserve and protect those resources. As the harmful effects of climate change become more prevalent, our agricultural policy should reflect the threat posed to farming and food production by these changes. In this farm bill, "climate change" and "extreme weather" are hardly mentioned. Congress can start by opening the Regional Conservation Partnership Program to climate change adaptation and mitigation projects.

The farm bill is important and wide-ranging legislation. Unfortunately, the conference report leaves out essential protections for low-income Americans, hard-hit fisheries, and precious natural resources.

THE USS FORRESTAL

Mr. MCCAIN. Mr. President, today marks the last voyage of the Ex-USS *Forrestal*, the world's first supercarrier. On this occasion, I believe it is fitting to recognize the ship and all who sailed on her in service to a grateful nation. Launched almost 60 years ago in Newport News, VA, she was named after former Navy Secretary and first Secretary of Defense James Forrestal.

Forrestal represented American ingenuity and shipbuilding excellence, integrating operational needs, and engineering insight that created the first steam catapult, angled flight deck, and use of optical landing systems.

During her 38 years of active service, *Forrestal* and its attached air wings were involved in missions around the globe. At the beginning of her sea life, she was sent to the eastern Mediterranean during the Suez and Lebanon Crises and over the course of her service life was involved in dozens of NATO operations, overseas deployments, patrol missions, and strategic port visits around the Atlantic and Sixth Fleets. She was "home" to thousands of the Nation's finest sailors and aviators this country has ever known.

Forrestal's contributions to the war effort in Vietnam are well documented. Unfortunately, so is the terrible fire that engulfed the flight deck on July 29, 1967, killing 134 shipmates, injuring 161 more, and destroying more than 20 aircraft. I will never forget when that Zuni rocket hit my A-4 Skyhawk after it was accidentally fired from across the flight deck, rupturing the fuel tank and setting that horrific, costly fire.

I will always remember and honor my brave comrades who died in the *Forrestal* fire. Although the ship is

being towed to Brownsville, TX, to be physically dismembered, her legacy, the bonds forged, and memories created among shipmates will live forever. I bid her a final "fair winds and following seas."

HIGHER EDUCATION

Mr. ALEXANDER. Mr. President, earlier this week I spoke to the National Association of Independent Colleges and Universities. I ask unanimous consent that a copy of my remarks be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD as follows:

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

A few weeks ago, the National Conference of State Legislators gave me an award—for defending the 10th Amendment. It's the first time in ten years they were able to give that award. There hasn't been much protection of the 10th Amendment going on in Washington. As grateful as I am for both awards, the award that I am working even harder to earn is one for deregulating and simplifying the federal role in higher education.

If I were to earn that, it would be the first time in American history that honor had been bestowed. Truth is, for a long time it wasn't needed.

The federal government didn't begin to focus on colleges and universities—almost all of them private at the time—until 1862 when President Lincoln signed the Morrill Act. That Act provided each state with 30,000 acres of federal land for each member in their congressional delegation. States were then required to sell the land and use the proceeds to fund public colleges that focused on agriculture, engineering, and military science. States were expected to contribute to the maintenance of its land-grant institution as well as to provide its buildings. But Congress was otherwise sparse on advice for how to establish these institutions and there was little federal intervention.

The federal government didn't focus much more on higher education again until 1944, when Congress passed the G.I. Bill. This included federal financial assistance to help any veteran who served at least 90 days between December 1941 and 1946 pay for college or vocational training programs at the public or private institution of their choice. This even included high schools. The big news here was not just the new federal money, but the way it was spent. Instead of establishing a Washington program for colleges serving the needs of veterans, the federal money followed veterans to the college of their choice.

Not all of the independent private colleges thought this was such a good idea. The president of the University of Chicago said the G.I. Bill would turn universities into an "educational hobo jungle."

The only limitation on choice of institution for those using the G.I. Bill was that it

had to be approved by the appropriate state educational agency or by the Administrator of the Veterans Administration.

So you see, the dreaded "voucher," which raises the hackles of the K-12 establishment, was the very foundation of federal funding for colleges and universities for seventy years.

Last week I introduced a bill to give federal money to elementary and secondary students in the same way we do with the G.I. Bill, Pell Grants and student loans—let the money follow students to the schools they choose. If you just take 41 percent of the federal dollars we are already spending on K-12 education, you can turn that into \$2,100 scholarships for 21 million low-income children.

But as you can imagine, these Pell Grants for Kids created an uproar from the K-12 establishment. My response was, if vouchers helped created the best system of colleges in the world, why don't we try it for our schools?

But back to the history of federal involvement in higher education.

After the G.I. Bill, the number of Americans enrolled in college more than doubled in just six years between 1943 and 1949.

Then came the Korean G.I. Bill in 1952.

And this brought more federal regulation. The Korean G.I. Bill specified that institutions of higher education needed to be accredited by a federally recognized accreditor in order for a veteran student to use their benefits.

Still it was not much regulation. Only a single page of paper.

By the way, in 1952, roughly 35 percent of students were graduating from high school and only 6 percent were completing college.

Now move ahead to Sputnik in the late 1950s. Congress passed the National Defense Education Act that created the first federal loan program in order for students to attend college. Between 1952 and 1965, college enrollment increased from more than 2.1 million to nearly 6 million (almost 30 percent of the 18-24-year-old population).

Still, after 100 years of federal involvement, there were not many rules and regulations.

This brings us to 1965 and the passage of the Higher Education Act.

Now here is the problem. Congress has reauthorized the Higher Education Act eight times since 1965. With each reauthorization came many well-intentioned good ideas and another stack of additional regulations. The laws and regulations have piled so high since 1965 that I voted against the 2008 reauthorization because the stack of regulations was as tall as I was then and I believed that a new bill would eventually double that stack.

Here is a concrete example of unnecessary complication in the higher education system: the application for federal aid.

It is a ten-page document that asks more than 100 questions and is accompanied by a 72-page instruction booklet.

This is considered a victory in Washington. I know that when I came here 11 years ago, I was determined to simplify this application