

and creativity—a world in which economic activity and the natural environment support and sustain one another.

This is the vision that Jackson, Muskie, and Dingell articulated more than two decades ago when they wrote in the National Environmental Policy Act that we should strive to live in productive harmony with nature and seek to fulfill the social and economic needs of future generations. We share a common responsibility to see beyond the urgent pressures of today and think of the future. We share a common responsibility to speak for our children, so that they inherit a world filled with the same opportunity that we had. This is the vision for which we work today and the guiding principle behind my Administration's environmental policies.

WILLIAM J. CLINTON.

THE WHITE HOUSE, April 6, 1995.

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.]

HIGHER EDUCATION ASSISTANCE NEEDED IN AMERICA

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Colorado [Mrs. SCHROEDER] is recognized for 5 minutes.

Mrs. SCHROEDER. Mr. Speaker, I take the well tonight to talk about student loans and what is happening with our young people. We have had several events in my district on student loans. When you look at the numbers in the State of Colorado, over 90,000 young people are receiving student loans. They are very concerned about having to start paying interest from the minute they get that loan while they are in school, because it will really increase the price.

We have also had a lot of the direct lending going on in Colorado, and that makes a tremendous amount of sense, because it cuts out the middleman and gives you more money for loans, and it also means that the school is much more involved with the young person and the young person is not as apt to take the money and go spend it for something other than school. If the school is doing the lending, the school is going to be much more certain that the student comes and the student goes to class. If they are not and they bought a pickup with it or something instead, they will know.

I think the most moving thing that happened at our very first student loan meeting in Colorado was that Dikembe Mutombo came. Maybe many of you do not know him, but he is a very prominent basketball player for the Denver Nuggets. He got off the plane, went to the meeting, and went immediately

back to the airport to meet his next game.

He said he knew personally how very, very, very much government aid can help in getting an education; that he would not have gotten even his education if it had not been for the U.S. Government helping him and Georgetown helping him, and he could not possibly believe we would be doing anything to make this more difficult in this country.

You see, today we had a vote on the tax cuts, and people said well, that is the crown jewel of the contract. Let me tell you, I think the crown jewels of this country are our kids, and we have seen a tremendous war on kids I think these last 100 days. Whether you are talking about knocking out Big Bird and Bert and Ernie, about the only decent things left to watch on TV, whether you are talking about cutting back on the nutrition programs, whether you are talking about the great cuts in the math and science programs for public schools, whether you are talking about doing away with summer jobs, we totally zeroed that out, whether you are talking about what we did to the National Service Program, which was the program that allowed young people to work in their community and for that get credit for going on to school or get credit that would be relieving them from some of their student loans. That got really devastated. We had 511 kids that will be knocked out in my district on that alone.

So we are starting to get all these phone calls from young people saying well, what happened? My city tells me there will not be any summer jobs. And we say that is right. Zero means none.

I do not know what happens in the cities this summer. I certainly hope people find other ways to do it. But you know, you cannot keep telling kids to say "no" to things if there is nothing for them to say "yes" to. And if they do not think they can go on to school, and they are certainly going to think that as you see Pell grants reduced, the work study programs reduced, national service dissipated, and obviously we are taking in fewer and fewer young people in the military, so the Montgomery GI Bill is going to be less and less of an option for many, they are seeing doors slammed in their face every single day. And these young people are the stockholders in the 21st century. They are going to be the ones that provide either that this country has great leadership and continues to remain prominent on the world stage, or, if we do not have them educated, if we do not have them prepared to compete, they are the ones that are going to allow this country to sink.

So I think the one thing that we ought to be doing in this Congress is hold young people harmless from this debt and all these cuts we are making in order to provide tax cuts. I think we ought to do that because these young people did not cause this debt. They are going to inherit it, and they are going to need all the skills they can

have to be able to figure out how to deal with it. And I just find it absolutely amazing they are the first ones we are offering up as a sacrifice to the debt.

Every American home I know, when that family is in trouble economically, they sit at that kitchen table and they work that budget every way they know how to hold those children harmless as long as they possibly can from any economic downturn in the family. We all know the stories. We have all heard about our own families and the sacrifices they made to get us where we are.

I think it is outrageous that we go after the young people first. That is what we did in these first 100 days, and I hope it stops.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey [Mr. SAXTON] is recognized for 5 minutes.

[Mr. SAXTON 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 Pennsylvania [Mr. CLINGER] is recognized for 5 minutes.

[Mr. CLINGER 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 Indiana [Mr. BURTON] is recognized for 5 minutes.

[Mr. BURTON addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

GUAM COMMONWEALTH

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Guam [Mr. UNDERWOOD] is recognized for 5 minutes.

Mr. UNDERWOOD. Mr. Speaker, as a former academic administrator, I would like to add my words of strong support to the statement just made by the gentlewoman from Colorado. One of the most stirring things about America is the ability to get ahead, and you get ahead through higher education. The proposals from the other side of the aisle are unconscionable and put a heavy burden on our young people. I might add I received an e-mail from one of the students at college at the University of Guam that told me the proposal being advanced is like paying for a mortgage and not even seeing the house yet. It is paying for a mortgage in advance.

Mr. Speaker, I rise today on an entirely different topic.

Mr. Speaker, I rise today to draw attention to Guam's guest to improve its relationship with the Federal Government through the establishment of the Commonwealth of Guam. On February