

Spanish is emerging as the sole option for Oregon students who want to study a foreign language, as budget cuts translate to reduced programs in languages such as German, French, Russian, Chinese, and Japanese.

In Douglas County, 80 new teaching positions were eliminated, class sizes are expected to increase from 20 or so students to the low 30s, and sports and other extracurricular activities are going to take a hit.

Yamhill High School in my congressional district saw average class size jump by 10 to 20 students. That is 10 to 20 more students in the average classroom.

A math teacher in Hillsboro has two classes that top out at 54 students in each class, and other classes throughout our State routinely have 40 or more students per class.

In Portland, high school students and their parents were running telethons and auctions and collecting recyclables to pay money for teacher salaries and basic supplies.

The Medford School District eliminated 23 staff members, including seven child development specialists, two school nurses, two psychologists, and several maintenance and secretarial positions; and the district will start charging each student, each student, \$100 to pay a fee per sport in high school and \$50 in middle school.

In Lake Oswego, families are paying as much as \$900 a year for their children to play high school sports.

In order to retain as many teachers as possible and to keep class sizes down, the Dallas school district was unable to purchase new textbooks. Many students were studying from textbooks older than themselves until an anonymous donor gave \$185,000 and provided 2,700 students with new science and math books. Other school districts have asked parents to help curb the supply shortage by pitching in a variety of items, including crayons and even toilet paper.

And after Junction City School District cut art, music, and gym classes, laid off three teachers, and eliminated all field trips, some local male farmers ages 40 to 70 decided to drop everything, Full Monty style, by modeling for a nude pin-up calendar to raise money for schools.

These stories would be funny if they were not so deeply disturbing. We have a responsibility so that our children can get their education, and we should not be relying on parents to do bake sales, students to do jog-a-thons, parents to do pin-up calendars, or, worst of all, blood sales to bridge budget gaps; but they are, and sadly, they are not the only ones making sacrifices. A couple of years ago, the teachers in the Portland public schools taught for 2 weeks without pay.

Mr. Speaker, I urge this Chamber to do a better job, and I urge my home State of Oregon to do a better job.

Parents, teachers, and community leaders continuously demonstrate their deep pride in

and commitment to public education. Most parents will make any sacrifice to ensure that their children receive a quality education. And I know that teachers want nothing more than to see their students learn. While this generosity and commitment are heartwarming and inspiring we should hang our heads in shame that our schools are so desperate that parents and teachers have to sell their blood, pose for pinups, or work without pay to provide our children with the education they deserve.

I ran for Congress to improve the quality and accessibility of our education system. I believe strongly that an education is the best investment that we can make in our children and for our future.

We already have a glimpse of what our future can bring.

We can now travel the globe in a matter of hours. Business transactions can be performed with the click of a mouse. And our cars have more computing power than the Apollo spacecraft.

In this fast paced, digital age, it is important that we provide our children with a high quality education that will equip them for what the future holds.

Since I have been in Congress, I have made over 200 visits to over a hundred schools, and I have talked to teachers, students and parents from all over Oregon. In every school I have visited, the parents, students and teachers all agreed about what works: quality teachers, small class size, high standards and shared accountability, parental and community involvement, and adequate and equitable funding.

That is why I introduced the Class Size Reduction Initiative, which would hire 100,000 new teachers to reduce class size to 18 students in kindergarten through third grade. As a result of this initiative, we were able to provide over \$3 billion to school districts all across the country, hiring over 30,000 teachers—including over 300 in Oregon. One of those new teachers was placed in Reedville Elementary School in Aloha and reduced class size in first grade 54–27 54–18.

Yet, today the Administration and the Majority Leadership in Congress are turning their backs on education. President Bush in his budget has proposed a cut of \$530 million in education. He has eliminated funding for the Class Size Reduction Initiative. In fact, of the 150 programs that the president has targeted for massive reduction or elimination, 50 of them are education programs. He also short-changes the No Child Left Behind Act (NCLB) by \$12 billion. That guarantees children will be left behind.

The Federal Government is not the only one at fault. States across the nation are also balancing their budgets on the backs of our children, and our schools.

We can and must do better for our children, for ourselves and for our future. Common sense tells us that we need to prepare our students for the future so that the United States will continue to prosper. But this issue is more than about staying economically competitive. An education is necessary for everyone's quality of life. It is necessary for our society and for our democracy.

I urge my colleagues to join me in fighting for high quality public education. Our children should not be short-changed. They should not be forced to jog to raise money for a PE teacher, their teachers should not be asked to

work for free, and their parents should not pose nude or be drained of blood to keep the schoolhouse doors open.

IN MEMORY OF VICE MAYOR KATHLEEN NICOLA

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Arizona (Mr. HAYWORTH) is recognized for 5 minutes.

Mr. HAYWORTH. Mr. Speaker, it is my sad duty to inform this House and the people of this Nation of the passing of a dedicated public servant. The vice mayor of Fountain Hills, Arizona, Kathleen Nicola, passed away last week as the result of a boating accident.

A longtime Arizona resident, Kathleen Connelly Nicola moved to Lake Havasu City, Arizona, in June of 1967. After a move to Mesa in 1985, Kathleen and her family settled in Fountain Hills in 1989.

Kathleen's service to the town of Fountain Hills began in 1990 when she began working for the municipal court after a brief period of volunteering her services. During her tenure as administrator of the court over the following 9 years, Kathleen's extensive duties included budget preparation and day-to-day management of that court.

Kathleen's responsibilities likewise included the court's compliance with local, county, and State statutes, rules and administrative orders, in addition to statistical and financial reports; and with that involvement and background in government, Kathleen Nicola decided to run for the Fountain Hills Council in 2002, serving there with distinction, rising to the post of vice mayor prior to her tragic death last week.

Kathleen earned a Bachelor of Science degree in Justice Studies from the College of Public Programs from Arizona State University. She graduated from the Arizona School of Real Estate and Business, making a career change in the summer of 2000 to become a licensed real estate salesperson. A local real estate professional, Kathleen was an active member of the Fountain Hills Chamber of Commerce and the Scottsdale Association of Realtors.

Kathleen Nicola, one of those in America who understood that public service can be expressed through many avenues of citizen involvement, finally choosing to run for public office, serving as the vice mayor of the town she loved.

Residents of the fifth congressional district, the town of Fountain Hills join as one to express their sympathies and condolences to the Nicola family. And, Mr. Speaker, I would hope that all Americans would remember the Nicola family in their prayers during these difficult days.

The legacy of Kathleen Connelly Nicola, a woman called to service, service in her town, service in public office, service in her profession. She will be

long remembered, and she is most definitely missed.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

DEMOCRATS OUT OF MAINSTREAM

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from North Carolina (Ms. FOXX) is recognized for 5 minutes.

Ms. FOXX. Mr. Speaker, I rise today to put the lie to House Democrat rhetoric. The Democrat leadership, from Howard Dean to the gentlewoman from California (Ms. PELOSI), claim that House Republicans are out of the mainstream. Well, Mr. Speaker, if we are out of the mainstream, they are swimming downriver in some backwoods tributary.

From a parent's right to know what their children are doing, to protecting citizens across the country from the growing threat of gang violence, the House Democrat leadership is simply out to lunch.

Eight pieces of landmark legislation that passed this House with strong support from rank-and-file Democrats, and still the minority leadership refuses to see the light. On every one of these important bills, the gentlewoman from California (Leader PELOSI) chose to vote against legislation that the vast majority of Americans, Democrats and Republicans alike, approve of.

Bankruptcy reform, 73 Democrats voted for it, but Leader PELOSI did not. Class action reform, 50 Democrats voted for it, but Leader PELOSI did not. The Gang Deterrence and Protection Act of 2005, 71 Democrats voted for it, but Leader PELOSI did not. A new energy policy for America, 41 Democrats voted for it, and, you guessed it, Leader PELOSI did not. Protecting a parent's right to know before their daughter has an abortion, 54 Democrats voted for it, and Leader PELOSI did not.

It is as simple as this, Mr. Speaker. The House Democrat leadership is engaged in a strategy designed to do one and only one thing: prevent any and all action sponsored by Republicans from becoming law. Their obstruction of House Republicans' solutionist agenda shows just how far out of the mainstream they really are.

Mr. Speaker, it would be one thing if House Democrats tried to block legislation based on policy disagreements, but it is quite another for them to block legislation based on politics. And that, Mr. Speaker, is just what they are doing.

Democrats believe they can win at the ballot box by obstructing, and they would rather win the next election than move America forward. Make no

mistake: the votes I just spoke about are telling. Rank-and-file Democrats, those who believe what is best for America is more important than election politics, are brave in their defiance of their leaders. They understand that simply being the Democrat Party of No will not increase our security, build our economy, or create jobs.

If you need more proof, just look at retirement security. Republicans, led by President Bush, have the foresight to address the looming crisis facing tomorrow's retirees. We know that sometime in the near future, our Social Security system will be bankrupt.

□ 1700

If we do not make tough decisions now, future Americans will have to make even tougher ones. But Democrats just do not see a problem. Or is it that they would rather pretend there is not one?

When President Bush announced his intention to reform Social Security, he and other Republicans crossed the country to engage the American people in dialogue. He declared that nothing was off the table and signaled his willingness to consider any and all options. The Democrat response: refusal to come to the negotiating table.

One poll shows that by 61 percent to 29 percent Americans under 40 say that Social Security needs to be fixed. At the same time, many in the minority stick to their head-in-the-sand argument that there is no problem. Democrat leaders are not only out of the American mainstream, but are also out of the Democratic mainstream. Yet they have the gumption to accuse Republicans of being out of touch.

The American people must not buy into the Democrat rhetoric. They are doing a lot of talking. But do not confuse activity for achievement. What tangible results can the minority point to? The answer is none. They have no agenda. They have no vision and they have a fundamental misunderstanding of the issues we face as a Nation.

Democrats, not Republicans, Mr. Speaker, are the ones who are out of the mainstream.

The SPEAKER pro tempore (Mr. KUHLMANN of New York). Under a previous order of the House, the gentlewoman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

(Ms. JACKSON-LEE of Texas addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

MESSAGE FROM THE SENATE

A message from the Senate by Mr. Monahan, one of its clerks, announced that the Senate has passed without amendment a bill of the House of the following title:

H.R. 2566. An act to provide an extension of highway, highway safety, motor carrier safety, transit, and other programs funded out of the Highway Trust Fund pending enactment

of a law reauthorizing the Transportation Equity Act for the 21st Century.

EMBRYONIC STEM CELL RESEARCH

The SPEAKER pro tempore. Under the Speaker's announced policy of January 4, 2005, the gentleman from Maryland (Mr. BARTLETT) is recognized for 60 minutes as the designee of the majority leader.

Mr. BARTLETT of Maryland. Mr. Speaker, we want to spend some moments this evening talking about a subject which is a very high priority for a lot of Americans, including a number of us here in the Congress, and that has to do with embryonic stem cell research. I want to start out by telling you what the essence of a bill that we have dropped is. We filed this bill a couple of days ago. And then I will come back to this later on, to a more detailed discussion of it.

What I have here, Mr. Speaker, is a little depiction of what happens in the human body. This shows one-half of the reproductive tract of a female. This would be replicated, mirror image, on the other side, because here we are seeing only one ovary and one Fallopian tube and one-half of the uterus; and what this depicts, Mr. Speaker, is the sequence of events in the fertilization and the growth and the ultimate implantation of the embryo, this whole trip, not an unharmed trip for the embryo, because not all of them make that trip successfully.

In fact, probably about as many as two-thirds of those that are fertilized here never are implanted down in the uterus. But this is a sequence of events which takes 10 days, perhaps, to make the trip down to finally be implanted in the uterus.

Fertilization, as is noted here, occurs very far up in the Fallopian tube, and then there is a single cell called a zygote, and that splits to form two cells. They split to form four cells and eight cells. And we are going to come back and talk about those eight cells because that is the focus of a lot of attention in today's world, particularly in infertility clinics where they are doing in vitro fertilization.

Let us imagine now that that sequence of events is not occurring in the uterus and the fallopian tube of the mother, but it is occurring in a petri dish in the laboratory. For some reason, the mother cannot become pregnant, and so they, with the use of hormones, take eggs, generally more than one, from the mother, and they take sperm, of which there are millions, from the male, and they expose these eggs to sperm, and they are fertilized. And so the doctor has a number, generally several, of these fertilized embryos. And he looks under a microscope and determines the embryos which look the strongest, and then he implants them in the mother.

Because not every embryo takes when it is implanted in the mother, he