

when we lead peacefully, and we draw others to join us against those evil forces that would do damage to the world peace and the new world order. I am supporting these peaceful negotiations. I am likewise supporting the recognition that there is still humanitarian needs in countries like Iraq. I would hope that the leader of Iraq recognizes that this is not weakness but this is strength. I hope that he will follow through as he has promised. I hope that we will find that these weapons of war will be no more if you will, but if they are, he knows that we are able to contend with the problem. But a peaceful solution should not be criticized and looked upon with disdain. It should be applauded and welcomed, because it saves lives.

ORDER OF BUSINESS

Mr. HINOJOSA. Mr. Speaker, I ask unanimous consent to claim the time of the gentleman from New Jersey (Mr. PALLONE).

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

There was no objection.

HIGHER EDUCATION FOR THE 21ST CENTURY ACT

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

Mr. HINOJOSA. Mr. Speaker, last fall in preparation for the reauthorization of the Higher Education Act, Members of the Congressional Hispanic Caucus and I, along with several of our colleagues, introduced H.R. 2495, the Higher Education For the 21st Century Act.

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Not only do our colleagues want to express our concern and our support for this bill, but nationally, from West Coast to East Coast, I am happy to say that *Latina Style Magazine*, a national periodical, we have leaders like Edward James Olmos and Rita Moreno, who are expressing their support for access to higher education for all students to reach their full potential. Each mind is a world, they say, and this bill helps us in moving towards that end.

Our bill would expand access to higher education for minority and disadvantaged students. I am pleased that the bill has over 55 cosponsors. Our intention in introducing the bill was for its provisions to be incorporated into the ATA reauthorization when the Committee on Education and the Workforce takes up the legislation next week in March.

In crafting H.R. 2495, we did not seek to create any huge new programs or promote untested models for increasing access. Rather, we looked at the existing programs and determined how they could be modified to reach more students, especially those who are most

disadvantaged or who are totally lacking in services.

In some cases that meant asking for increased dollars. In others it resulted in program modifications to focus on the most needy students. H.R. 2495 amends several titles in the Higher Education Act. We included proposals that will strengthen the outreach components of Title IV higher education programs and will enable disadvantaged students greater opportunities while they are attending college as well as when they graduate.

Our bill also amends Title III of the Higher Education Act to expand opportunities for financially needy students and the institutions they serve. Title III institutions play such an essential role in providing education for minority students. They allow students to attend colleges in environments that are sensitive to their needs and dedicated to making them academically successful. We therefore expanded Title III to include a separate part for both hispanic-serving institutions and tribally controlled Indian colleges and universities because of the preponderance of low-income students these institutions serve.

Many of them are desperately in need of resources such as laboratories, libraries and administrative improvements. The unqualified success of part 3 of the Title III in enhancing the capacities of historically black colleges and universities indicates that a separate part is a powerful tool in helping such institutions and in ultimately helping the students they serve. Currently, Hispanics have the highest drop-out rate in the Nation, nearly three times that of Caucasians and African-American students. They also have the lowest rates for attending college.

This is a national tragedy. It must be changed, and I believe our bill facilitates that change.

Our bill also addresses the Trio programs. Trio has been instrumental in recruiting talented disadvantaged students to go to college and in providing them with assistance in meeting obstacles along the way. However, over the past decade the Nation's demographics have changed, while the majority of the Trio providers have remained the same. Therefore, many areas of the country with high numbers of disadvantaged students who desperately need Trio services are unable to receive them because there are no local programs.

H.R. 2495 seeks to remedy that problem by rewarding applicants for Trio projects that will serve areas where those programs are currently lacking, and at the same time we are working to insure that funding for the programs are significantly increased. We want Trio to continue to serve the same areas as it has historically served as well as reach tens of thousands of new capable and deserving young people.

H.R. 2495 would also help young people with their loan indebtedness. Many

students today are forced to take on huge loan burdens to pay for their college education. They then must turn their backs on professions such as teaching, nursing, and social work because such jobs simply do not pay enough to allow them to make their loan payments. In the end, we all lose.

Mr. Speaker, I want to say that we are very interested in making sure that we change the way in which HSIs can get their funding. HEP provides programs to help migrants students who have dropped out of high school, obtain their GED while CAMP recruits migrant students to go on to college and provides them with counseling and other services during their first year. These are the only exemplary programs dedicated to enabling migrant students to pursue postsecondary education. They have achieved phenomenal success rates with 17 percent of the market students in the HEP program receiving their GED, and 96 percent of the CAMP participants going on to college.

Mr. Speaker, we urge my colleagues on both sides of the aisle to support this important legislation.

STOP OUR KIDS FROM SMOKING

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

Mr. ROTHMAN. Mr. Speaker, today I am going to be introducing legislation to stop children from buying cigarettes at vending machines. It has been well established that the cigarette manufacturers have been marketing their cigarettes to children, so say the 81 internal documents recently made public by R.J. Reynolds Tobacco Company.

Every day, more than 3,000 children start smoking, resulting in 1 million new smokers every year. Ninety percent of the new smokers are children and teenagers. In New Jersey alone, where I am from, 36 percent of high school students smoke cigarettes. These children are very vulnerable to well-orchestrated advertising campaigns and to the idea that smoking is somehow an act of defiance.

In this day, when so many of the negative health effects of smoking are known, we should be teaching our children to stay away from tobacco, not allow tobacco companies to market to our children. And we should be passing common sense laws to stop our children from being able to buy cigarettes. That is why today I am introducing the Stop Kids From Smoking Act.

Last June's proposed tobacco settlement between the States and the tobacco industry contains important steps to stop smoking by minors, but those steps are not enough. Just getting rid of tobacco icons like Joe Camel or the Marlboro Man does not mean that the industry will stop trying to hook our kids on smoking, nor does it mean that the tobacco lobby will not go back to their old bag of legislative