

can not be simply eliminated. The concessioners are entitled to the protections which the 1965 Act promised.

For those reasons I think we must make clear what the Miller amendment does not do. In authorizing the Secretary to, in the future, alter the treatment of possessory interests, it does not empower him to do what Congress has specifically chosen not to do, by which I mean deny those concessioners the value of their existing possessory interest. Regardless of what the Secretary may ultimately decide, those existing possessory interest will remain a valuable and legally protected right for which concessioners must be compensated. They will remain entitled to see their investment protected and to receive the benefit of their bargain.

Mr. President, on another point, we have just received a GAO study that tells us that many of our existing concession facilities are below standard and deteriorating. Visitors to our parks should not expect to stay in a facility that cannot pass the minimum requirements that apply to those hotels and motels on the borders of our parks. On that note, and as I have previously stated the negotiations that lead to this compromise were difficult to say the least. Each had to come across the table, no one got everything they wanted except the American people, and they got a lot.

The provisions of this compromise mean that we will have the expertise of the private sector to assist and advise the National Park Service in the management and administration of concession operations. I am confident that under this scenario concession operations have no where to go but to produce better quality services.

The private sector will be more than glad to provide major investments in new and existing facilities because they are able to maintain a financial interest in the properties. There is a great incentive for the operators to maintain their facilities and infrastructure to the highest standards possible. If they don't, the provisions provide for a decrease in the dollar amount of interest they are entitled to receive.

Finally, concession operators will be paying more in fees which go back to the parks.

Mr. President, I personally want to thank Senator THOMAS for the extreme effort that he has put forth in this endeavor. In my years in the Senate I have never seen a Senator work harder on this contentious issue. He has done the impossible.

And, last but not least, I want to say thank you to the Committee staff, for the hard work, the lost weekends, the evenings and for the great work.

Mr. THOMAS. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. HARKIN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. HARKIN. Mr. President, I understand we are in morning business. I ask unanimous consent that I be allowed to speak for the next 15 minutes uninterrupted.

The PRESIDING OFFICER. Is there objection? Without objection, the Senator from Iowa is recognized.

Mr. HARKIN. I thank the President.

EDUCATION

Mr. HARKIN. Mr. President, as a member of the Appropriations Committee and as the ranking member on the Labor, Health and Human Services, and Education Subcommittee of the Appropriations Committee—my chairman is the distinguished Senator from Pennsylvania, Senator SPECTER—we have been involved, as I am sure everyone knows, in a lot of negotiations over the last several days regarding the education portion of the bill. There are some other items there also, but basically on education.

After reading some of the newspaper accounts and listening to some of the speeches on the Senate floor, I can only come to the realization that perhaps the American people are a little bit confused now about what is going on. I respectfully submit that may be the point of what is going on—to try to confuse the American people. I am going to try to set the record a little bit straight here, in my limited amount of time.

I was in my office a little while ago listening to the Senator from Texas talk about education. He had a chart. He went on to say that only 37 cents of every dollar that comes in here, I think in the Department of Education, actually gets back out to the local schools.

Having been involved both on the authorizing committee for now 14 years and on the Appropriations Committee, an equal amount of time on Education, I was quite astounded by this figure because I never heard this figure before. So I decided to go back and find out exactly what were the facts.

So I guess the best place to look is in the committee report, compiled not by the Democrats but by the Republicans,—by Senator SPECTER for the Committee on Appropriations. Of course, I will say this, and most gratefully say, he and his staff have worked very closely with me and our appropriations staff in putting out this report.

So I looked in the report, to check on administrative costs for the Department of Education, because I never heard that figure, 37 cents. I thought, "Boy, if that's the truth, I might join the Senator from Texas in this argument." So I looked it up. In this report—this is the document right here; big and thick, has a lot of numbers in it, very boring reading—the committee

recommendation for the Department of Education is \$34.4 billion. That number is likely to increase as a result of the negotiations on the final bill.

So then I said, "OK, how much does the Department of Education spend administering these programs?" Well, here is the line item. It is right here in the book. You do not have to go very far. General Departmental Management: \$101 million. Well, I am not the best at math, but I tried to figure this out. And as best I can come, that is less than one-half of 1 percent of the total money that we appropriate to the Department of Education goes for administration—less than one-half of 1 percent.

I then asked my staff to find out how much of was spent for administration at the State level. And that is about 2 percent. So 2.5 percent of all the money we take in that we give the Department of Education goes for administration; therefore providing 97.5 percent to local school districts and students. That is right; out of every \$1 that goes to the Department of Education, 97 cents-plus goes out to schools and to students.

Where the heck that 37-cent figure, that the Senator from Texas had, came from, I have not the foggiest idea. I have his comments. I still do not understand where he got that figure. The only thing I can expect is that maybe he did not take into account Pell grants that go directly to students that are paid to schools. I do not know. Whatever the reason is, that is not the correct figure. It is not chewed up in administration.

The documentation is right here in black and white in the committee report. It just seems that all we have is we just have a lot of rhetoric around here and somehow we are supposed to take the rhetoric for substance.

The substance is there. It is not a secret. You can find out how much goes for administration, and it is not as much as the Senator from Texas said. Fully 97 cents of every dollar that goes to the Department of Education goes out to schools, goes out to students.

Again, it seems now that what I am hearing is that the Republicans, in the negotiations, are saying that they are going to match us dollar-for-dollar, but they just want to throw the money out there in the Title VI block grant to the States, so they can do with it basically what they want. So the sort of hue and cry is "We'll give money to the States and let the States do what they want."

There is a better way. To deal with class size, the President has an initiative to hire 100,000 teachers to reduce class size in this country. The President and those of us on this side of the aisle, what we want to do is put that money through title I reading and math program to reduce class sizes. I am told the Republicans want to send it out through the Title VI block grant.

Again, I am sure that the American people watching me speak here are saying, "Gobbledygook, Title I, Title VI,

so what?" Well, so what is a big difference in whether more money gets out to the students or not.

There is a big difference. For example, in title I, we have a cap by law that says that no more than 1 percent of the money that goes out to Title I can be used for administration at the State level. One cent of every dollar, that is all, no more; so that 99 cents actually gets to the schools and the students.

However, under Title VI, 15 percent of the money that goes out to the States is held at the State level; 15 cents out of every dollar is held at the State level. The remaining 85 cents then goes out to the school districts.

Title I is more efficient and will get more resources into the classrooms and schools—99 cents of every dollar, to actually hire the teachers and reduce class size. What the Republicans are saying is, turn it over to the States. They keep 15 cents and send only 85 cents to the schools.

So I submit, Mr. President, that if you really want to cut administrative costs, if you want to get the most money out there to get the most bang for the buck, let's put the money in Title I and not the Title VI program.

There seems to be another strain going on around here and that is that "the Federal Government is doing too much in education. The Federal Government should do less. We have got leave this to States and local communities."

I would be the first to defend and the last person standing in defense of the right of local jurisdictions to control their schools. That does not mean that the Federal Government does not have a role to play in helping those schools. I believe it does; a significant role. And we have owned up to that over the years. But to say that the Federal Government is doing too much, I think, is to ignore what we have done in the past.

In 1980—of every dollar that went for elementary and secondary education in America, for every dollar that went out, the Federal Government provided about 10 cents. So about 10 cents of every dollar that went out for elementary and secondary education came from the Federal Government. That was 1980.

To those who say that today, in 1998, the Federal Government is doing too much in elementary and secondary education, I point out that from that point in 1980 to now the Federal Government is only providing about 6 percent of the money for elementary and secondary education. In other words, in the intervening 18 years, the Federal role in support of elementary and secondary education has been cut by almost.

I always tell my constituents in Iowa, and other places, obviously, you wonder why your property taxes are going up. That is why. In order to keep the schools up and to meet their constitutional requirements to provide for

new technology, to help fix up crumbling schools, the States then have to put it back on the local jurisdictions, and they have to raise property taxes. That is why the property taxes seem to be going up all over this country.

So I always say to people, if you want property tax relief, the best thing is to get the Federal Government back up to where we were in 1980. You do that and you will find out we will be able to fix our crumbling schools, we will be able to hire 100,000 teachers and reduce class size, we will be able to wire the schools for the Internet, and get the technology these kids need at an early level.

Mr. President, if we had just held constant from where we were in 1980 to today—do not increase but do not decrease; simply held constant—the Federal Government's share of elementary and secondary education would be about a 44-percent increase. We would be providing an additional \$10 billion more each year our local schools. And any way you cut it, that spells property tax relief. That spells more technology for our schools.

If I might digress just a moment, there are some who think that our kids in elementary school have to learn the basics first and then they can get on to computers. There are some who say that what our kids need is a No. 2 lead pencil and a Big Chief tablet; they learn that first, and then they can go into computers. They fail to recognize that the No. 2 lead pencil and the Big Chief tablet of today are the desktop computer.

I know the occupant of the Chair is a little bit younger than I am, but when I was a kid in a two-room country schoolhouse in rural Iowa back in the 1940s and early 1950s, we had a blackboard and a piece of chalk. That was our computer. We used that blackboard and a piece of chalk; we had our Big Chief tablet and No. 2 lead pencil. That might have been OK for my generation. It is not OK for this generation; it is not OK for the kids today. It is not something they use after they get smart, it is something they use to help them learn smart, to understand what we are going to need in the 21st century to meet our needs.

We could have that if the Federal Government would meet its obligations, if we just held constant where we were in 1980. That is what we are trying to do. We are trying to support the President's goal of reducing class size and getting 100,000 teachers out there. We are trying to support the President in his goal of getting money out to help fix our crumbling schools, so the kids don't have to go out and learn in trailers, so we don't have 30 to 35 kids in the class but something like 18 or 19, at the maximum, in any class.

Last, we hear all the speeches about turning the money over to the States and let them decide how to respond. That all sounds good. What about all of the bipartisan accomplishments that we also hear about in this Congress?

We passed the Higher Education Act; we reauthorized the vocational and technical education bill; we expanded the Federal Charter Schools Program. Senators on both sides of the aisle brag about this. How can you brag about it in one breath and turn around and say that we have to turn over all the money to the States? I am a little confused about that. If you are proud of the vocational and technical education and the fact that the Federal Government has supported it and we just reauthorized it, how can you then turn around and said we shouldn't do any of this?

There is a role, a limited role, for the Federal Government, but a very powerful and important role. I believe this Congress is turning its back on its responsibilities, unless in the closing days of this session we can get an agreement to provide resources to reduce class size and fix our crumbling schools. We need the money in there right now so the kids don't have to go out in trailers in the back of the school to learn.

I hope in the closing days we will be able to get the education funding that we need.

CHILD LABOR

Mr. HARKIN. Mr. President, I turn my attention to another issue that is closely akin to education, an issue I have been working on for a long time, one which has come to the front now because of all the negotiations going on. That is the issue of child labor.

In January of this year, my staff, Rosemary Gutierrez, and I traveled to Nepal, Bangladesh, India, and Pakistan to look at the issue of child labor. While we were in Nepal, the exotic city of Katmandu, I met with a young man who had been a former child laborer. He told me about the awful conditions that were in some of these countries, yet the official government line is, there is no child labor; it is prohibited.

On a Sunday evening, right after it got dark, about dusk, we got into an unmarked car—the former child laborer, a driver, my staff person, and I—and drove to the outskirts of Katmandu to a carpet factory. It was thought by my host, this young man who had been a former child laborer, that the owner of the factory was not going to be there. He kind of knew the guard at the gate and said we could get through. So we drove out to the outskirts. Sure enough, there was a gate, there was a wire fence. The guard let us through. We went up, and the young man talked to him in Nepalese, since I don't speak Nepalese, and we were let through.

What was on the outside of the gate before we entered? This sign right here, in Nepalese and in English. This is the sign; I took this picture with my camera. The brick wall states:

Child labor [sic] under the age of 14 is strictly prohibited.

Right on the gate it says this. I took the picture. We went through a gate,