

to buy back later, makes good sense because the price will be lower later and we can replenish the reserve. That needs to be put in place now.

Some have argued that we shouldn't use the reserve except for national emergencies. When oil is at \$34 a barrel, when gas prices are headed towards \$2 per gallon, when major companies in America lose dramatic parts of their value because of the price of oil, and when the economic expansion that has made this country smile from one coast to the other for so many years is in jeopardy, to me that is an emergency. If for some reason some in the administration have doubt about whether they have the legal ability to sell the reserve—I believe they do—we can easily in this body pass legislation that Senator COLLINS and I have sponsored which makes it clear that they do.

No one is looking to go back to \$10-per-barrel oil. But oil trading over \$30 per barrel is clearly going to affect our economic growth and severely impact the global economy.

We have a perfect tool to reduce the inordinate power of OPEC and protect our economy. That tool is the Strategic Petroleum Reserve. It is high time we used it.

I yield the floor, and I suggest the absence of a quorum.

The PRESIDING OFFICER (Mr. GORTON). The clerk will call the roll.

The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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 President, I ask unanimous consent that the order for the quorum call be rescinded.

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

#### PROVIDING FOR A CONDITIONAL ADJOURNMENT OR RECESS OF THE SENATE

Mr. FITZGERALD. Mr. President, I ask unanimous consent the Senate proceed to the immediate consideration of S. Con. Res. 94, the adjournment resolution, which is at the desk.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The assistant legislative clerk read as follows:

A resolution (S. Con. Res. 94), providing for conditional adjournment or recess of the Senate.

There being no objection, the Senate proceeded to consider the resolution.

Mr. FITZGERALD. Mr. President, I ask unanimous consent the resolution be agreed to, and the motion to reconsider be laid upon the table.

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

The concurrent resolution (S. Con. Res. 94) was agreed to, as follows:

S. CON. RES. 94

*Resolved by the Senate (the House of Representatives concurring).* That when the Senate recesses or adjourns at the close of business on Thursday, March 9, 2000, or Friday,

March 10, 2000, on a motion offered pursuant to this concurrent resolution by its Majority Leader or his designee, it stand recessed or adjourned until noon on Monday, March 20, 2000, or until such time on that day as may be specified by its Majority Leader or his designee in the motion to recess or adjourn, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first.

SEC. 2. The Majority Leader of the Senate, after consultation with the Minority Leader of the Senate, shall notify the Members of the Senate to reassemble whenever, in their opinion, the public interest shall warrant it.

The PRESIDING OFFICER. The Senator from Illinois is recognized.

Mr. FITZGERALD. I thank the Chair.

(The remarks of Mr. FITZGERALD, Mr. DURBIN, Mr. GRASSLEY, and Mr. BAYH, pertaining to the introduction of S. 2233 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

The PRESIDING OFFICER. The Senator from Ohio is recognized.

#### MANDATES AND THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Mr. VOINOVICH. Mr. President, in 1975, Congress passed the Individuals with Disabilities Education Act (IDEA), which was designed to ensure that all students with disabilities would receive the educational services they needed in order to attend "mainstream" schools. This legislation has been effective in increasing access to quality education for disabled students all across the nation.

In my state of Ohio, the Individuals with Disabilities Education Act has meant so much to thousands and thousands of young men and women over the last 25 years. It has opened up whole new worlds and shown them that their disabilities cannot bind the limitless possibilities that are provided by the gift of education.

IDEA has helped students like John Hook, from Elgin High School in Marion, Ohio. IDEA has given John's school the resources to hire a special education teacher who is able to help John with his reading and writing.

Before IDEA, students with learning disabilities like John might have dropped out, but now, many are thriving. And because of the help he's received and his hard work, John is on his school's honor roll and is "on track" for college.

IDEA has also been a tremendous help to Todd Carson, an 18 year old student from Highland High School in Highland Local School District outside Medina, Ohio. Todd has Cerebral Palsy and is confined to a wheelchair. Todd is unable to write and he cannot use a keyboard to communicate.

Through IDEA, Highland District was able to purchase a speech recognition program called "Dragon Dictate" which can be used to control a word processor. This has been like a ray of

sunshine for Todd. Now, Todd has the ability to take class notes and write papers. Dragon Dictate also lets him use the Internet and send e-mail. This program has been a big difference for Todd, allowing him to read, write and participate in class.

I am pleased with what we've been able to do with IDEA in Ohio. Before its passage, there were close to 25,000 children who were institutionalized in Ohio because of conditions like Cerebral Palsy and autism. Now, according to the Ohio Coalition for the Education of Children with Disabilities, there are no kids institutionalized in Ohio. IDEA is a big factor in this success because instead of being hidden-away and forgotten about, these kids are in school—learning and thriving—preparing to add their contributions to society.

However, even with all the success of IDEA, the thousands and thousands it has benefitted, there is a startling reality to this program that no longer can be ignored: IDEA is crushing our schools financially.

Many of our state and local governments have found that the costs of serving handicapped students are typically 20% to 50% higher than the average amount spent per pupil. This, in itself, is not the problem; state and local governments understand that students with disabilities require different, and many times, expensive needs.

Congress, too, understood the expense involved when it passed IDEA, promising that the federal government would pay up to 40% of the costs associated with the program.

Congress said, we think IDEA is so needed as a national priority, that we will pay up to 40% of the costs.

The problem rests in the fact that the federal government has not provided nearly as much funding as they told state and local leaders they would provide, and which our children need. Indeed, in fiscal year 2000, the federal government only provides enough funds to cover 12.6% of the educational costs for each handicapped child, not the 40% it promised.

As in past years, our State and local governments will be forced to pay the leftover costs. That is what is going to happen. They are going to have to pay that leftover cost.

Because the Federal Government has not lived up to its expectations, IDEA amounts to a huge unfunded mandate. When I was Governor of Ohio, I fought hard for passage of the Unfunded Mandates Reform Act so that circumstances such as this could be avoided.

I was one of only a handful of State and local leaders who lobbied Congress to pass legislation that would provide relief to our State and local governments. I felt so strongly about this that in 1995 I asked Senator Dole to make unfunded mandate relief legislation S. 1. I was privileged to be in the Rose Garden 5 years ago this month when the President signed S. 1 into