

within it, "the law of the land." That was the phrase, "the law of the land." And our own American Constitution later used the phrase "due process." "Due process." We speak of the due process law. Due process is an evolution from the law of the land in the Magna Carta.

So I want to read this following passage from the law of the land:

A State shall not obligate any funds for any federal aid highway program project after May 1, 1998.

There is no equivocation. There are no ifs, ands, or buts. Let me read it again. This passage is from the law of the land, the statute that Congress passed last November:

A State shall not obligate any funds—

That is pretty absolute, pretty final. There are no doubts that arise from reading that language.

A State shall not obligate any funds for any Federal aid highway program project after May 1, 1998.

The short-term bill also includes other provisions which, in effect, limit our States to obligating no more than \$9.8 billion through May 1 on our Federal-aid highways. Even though the Transportation Appropriations Act for the current fiscal year provided a total obligation limitation of \$21.5 billion, a historic 16 percent increase above the prior year's level, the short-term authorization bill effectively capped that amount at \$9.8 billion, roughly 45 percent of the allowable appropriation. It will be necessary for a new highway bill to be enacted into law in order for the States to spend the remaining \$11.7 billion allowed under the appropriations act.

I recently contacted the Federal Highway Administration to find out how States are progressing in the obligation of this \$9.8 billion and how their obligations compare to amounts they have obligated in prior years by this time. As of Wednesday evening, the States had obligated roughly \$8.5 billion, or 86 percent, of the total \$9.8 billion permitted under the short-term extension law. The Federal Highway Administration expects, however, that almost all of the \$9.8 billion will be obligated by the time the clock strikes—by the time that clock just above the Presiding Officer's Chair strikes midnight one week from today. Indeed, this rate of obligations is consistent with the amounts the States customarily obligate by this point in the year.

We now find ourselves in a situation where the Federal spigot will be shut off without even a dribble of funding going to States to continue the annual construction process beyond the end of next week. States will not be allowed to enter into any new obligations. It will be anything but business as usual in our Nation's highway construction enterprise. Roughly \$11.7 billion in potential highway construction funds will be frozen at the Treasury until a new highway bill is signed into law. And if that highway bill is not signed

into law soon, the States will be required to lay off highway workers and bring their planning and engineering activities to a halt. The longer it takes to get a new highway bill enacted, the greater the likelihood that a good part of the spring and summer construction season will be lost.

I remind my colleagues that the Federal Highway Administration estimates that every billion dollars in federal highway spending generates 42,000 jobs throughout our economy. This \$11.7 billion in construction funds that will be withheld from our States after May 1, pending the enactment of a new highway bill, thus, represents almost 500,000 jobs. Put another way, Mr. President, our failure to enact a highway bill in the near term could result in layoffs approaching half a million workers over the long term.

I do not believe that any Senator or any Member of the other body wants to see half a million highway workers thrown off the job. The sooner the Congress sends a highway bill to the President and the sooner the President signs that bill, the sooner we will ensure that this does not happen.

Mr. President, I am hopeful that the conferees on the highway bill will complete their work promptly. Through the intervention of the bipartisan leadership of both the House and the Senate, each body has now passed a comprehensive surface transportation bill with substantially increased resources. This accomplishment was long overdue and I commend the leadership of the House and the Senate, as well as the leadership of the Senate Environment and Public Works Committee, and the House Transportation and Infrastructure Committee, in passing bills that will finally authorize the obligation of all new revenues to the highway trust fund.

I do not mean to belittle the task that is before the conferees in the development of the final conference agreement on the ISTEA reauthorization bill. There are significant differences in approach and policy between the two bills. I am confident, however, that under the leadership of Chairman SHUSTER and Chairman CHAFEE and their Democratic counterparts, Congressman OBERSTAR and Senator BAUCUS, these differences can be resolved so that we can adopt a conference report as close to the May 1 deadline as possible. So I implore all conferees to work diligently, as they always do, to ensure that our States, and our local communities, see no interruption in the flow of critically needed highway investment dollars.

(Mr. HAGEL assumed the Chair.)

SENATOR KENNEDY AND THE EDUCATION BILL

Mr. BYRD. Now, Mr. President, on another matter, I desire to compliment Senator TED KENNEDY on his stalwart, unstinting, and unyielding support of public education. I, on yesterday and

on previous days, voted in opposition to Senator KENNEDY's position on amendment after amendment to the education bill that was before the Senate, the bill which passed the Senate last evening. But Senator KENNEDY never falters—never falters. I did not agree with him, and that is why I voted differently on some of the amendments and on the passage of the bill.

But I, nevertheless, never hesitate to admire his supreme dedication to the education of our children and to the support of the public school system. He has done a magnificent job over the years. When I was majority leader, he was just as magnificent, just as unyielding in his support of public education, always a superb committee chairman and today a superb ranking member of the committee.

He is undaunted always. He is always constant. You know where he stands.

How hard it is—

As we read from Caesar:

How hard it is for women to keep counsel!
But I am constant as the northern star,
Of whose true-fix'd and resting quality
There is no fellow in the firmament.

That is pretty constant, isn't it? Let us go over it again.

How hard it is for women to keep counsel!

Now that is not a part of my thinking in this instance, but that is part of the quotation.

Now I am thinking of Senator KENNEDY.

But I am constant as the northern star,
Of whose true-fix'd and resting quality
There is no fellow in the firmament.

So even though I differ in my position, especially with respect to this bill that was passed yesterday, differ in some respects from my colleague, Senator KENNEDY, I admire him and commend him and salute him for his constancy in standing for what he thinks is the best for our young people.

And, of course, in differing with Senator KENNEDY, I, too, stood for what I thought was best for our children. I deplore some of the things that are being said in an attempt to equate highways with schools or with education. The country needs both. The country is in dire need of investment in infrastructure in this country. Both highways and education, the education of our young people, both constitute infrastructure.

And I think it is unwise to attempt to equate one with the other and say, "Oh, we are spending billions of dollars on highways. Why should we not spend like amounts on education?" I am for both. But why equate education with highways or highways with education? We cannot have one without the other. We have to have both. And so I hope the administration will get off that tack of trying to equate highway funding with education funding. We can be for both roads and schools and be for our children in being for both, without speaking disparagingly of either.

My concerns, as I stated yesterday, grew out of the deplorable state of elementary and secondary education as

we view it today and as we view its results. And as I cited on yesterday, certain reports indicate that we are not doing very well in the education of our young people. And while some people seem to be saying just spend more and more money, we cannot continue to just throw money at the problem and expect to resolve it.

I have been voting for more money for elementary and secondary education now for 33 years, since the legislation was first passed in 1965. For decades I have always been found at the gate protecting and supporting Federal funds for public schools and for our education programs.

But when one goes the last mile of the way and concludes from what he sees, from what he hears, and from what he reads, concludes from analytical reports about public education that we are not doing well, that there is something wrong, then it seems to me that, in the interest of the public school system, we may have to try a little different approach, else the confidence of the American people in that system and the support of the American people for that system are going to erode. We see that happening.

One of the things that I am greatly concerned about is the kind of textbooks that our children are being given in the schools—books that are almost devoid of history, according to one of the reports yesterday. Many teachers are putting textbooks aside, not using them, and depending upon materials that they—the teachers—develop for themselves. That is a sad commentary. One of the reports indicated that in many States the subject of history is no longer being taught. That is a tragedy. How are we going to be able to judge current events if we have no knowledge of what happened yesterday or in yesteryear or a decade ago or a century ago? These are guideposts, and history will help us to determine, with some amount of knowledge and wisdom, the solutions that are needed concerning events and problems of today.

Byron, in speaking of history, said, "History, with all her volumes vast, hath but one page." "History, with all her volumes vast, hath but one page." Now, what did Byron mean by that? He meant that history does really, essentially, repeat itself. And I think it does. Why? Because human nature has never changed.

When God created the world and the solar system and all of this universe and other universes—and he is still creating the universes, still creating stars, God created man, and gave him a will. If we read Milton's "Paradise Lost," we read much about man's having been given the faculty of reasoning and having been given the power of the will. He may exercise his will.

He has been given a memory. History is a compilation, in many ways, a compilation of memories. And if we don't have any sense of history, then we will find ourselves lacking.

Cicero said with respect to history, "To be ignorant of what occurred be-

fore you were born is to remain always a child."

I recall that Herodotus, the father of history, who lived circa 484-424 B.C., wrote about Cyrus the Great of Persia. He wrote about Cyrus and Darius and Xerxes. Writing of Cyrus, he told the story of how Cyrus had been very successful as a ruler of Persia. Cyrus ruled in Persia, ruled as the king of Anshan, from 559 B.C. to 550 and then as the king of Cyrus, all the Persians and the Medes, from 550 to 529 B.C. As Cyrus was nearing the end of his reign, he desired to enlarge upon his provinces and he conceived the idea of going into the area of the world northeast of the Black Sea and the Caspian Sea, which was the land of the Scythians. The ruler of the Massagetae was a woman. Her name was Tomyris.

Cyrus came to a great river. He called about him his wise men, his seers, his soothsayers and top generals, and asked them for their opinions as to whether or not he should cross the river and pursue his dreams of adding to his mighty provinces by defeating the Scythians. His advisors urged him to cross over the river. Some years earlier, Cyrus had defeated Croesus at the battle of Thymbra, in 546 B.C. Croesus was at that time the ruler of Lydia—Croesus, the richest man in the world, I suppose. But Cyrus didn't execute Croesus as one whom he had defeated, but he took Croesus into his court and used him as an advisor.

On this occasion, Cyrus got one piece of advice from his generals, and he then asked Croesus what his opinion was. Croesus said this: "There is a wheel on which the affairs of men revolve but its movement forbids the same man to be always fortunate."

What was Croesus telling Cyrus? He was saying that history repeats itself. And in my own life, in my perception of things, I have seen men successful for a while, but it doesn't always last. Croesus gave to Cyrus this good advice, which, indeed, was a warning.

Let me just say briefly that Cyrus disregarded the advice of Croesus and crossed the river. And Tomyris, the ruling queen of the Massagetae, sent word to Cyrus, urging him to go back into his country, telling him that he had been a successful king; but promising him that, if he continued in his efforts to subjugate, to conquer, the Massagetae, he would get his fill of blood.

Cyrus disregarded the words of Tomyris and there was a great battle. Cyrus lost the battle.

Herodotus tells us that after the battle, Tomyris sent her men around the field to find Cyrus. They found his body. Tomyris prepared a large bag of skins and filled that bag with blood. When the body of Cyrus was brought to her, she had the head severed from the body. She thrust Cyrus' head into the bag that was filled with blood, and said, "I promised you that, if you persisted in attacking my people, you would get your fill of blood. I have kept my pledge."

Now, Mr. President, I believe that history is exceedingly important for people who wish to become statesmen, for people who wish to become teachers, lawyers, ministers, doctors. Why would we want in our country to put history aside and to substitute social studies? One of the reports that I referred to on yesterday indicated that history had become a "curricular swamp" and indicated also that in many States among the 50, history is not even being taught as a study.

What is happening to America? No wonder our children are going to grow into men and women without any idea as to what happened before they were born. Cicero would not have thought very well of that. There are people who think that we ought to get away from memorizing things. Well, how could I ever instantly come up with the answer to the question, "How much is eight times nine?" or "How much is six times seven?" if I hadn't memorized my multiplication tables?

History, as I said yesterday, is a matter of dates and heroes. That was my own way of putting it.

As a boy, I walked the red clay roads of Mercer County in southern West Virginia and attended a little two-room schoolhouse and studied Muzzey and his history of the American people. I studied Muzzey by the light of an old kerosene lamp—I memorized my history lessons. My first heroes were men like Daniel Webster, Henry Clay, John C. Calhoun, Thomas Benton, Nathanael Greene. I studied about the Revolutionary War. We read about Francis Marion, the swamp fox, and Daniel Morgan. We read the story of Nathan Hale, who said, "I only regret that I have but one life to lose for my country." Those were our heroes.

Are we reaching a point in American history when young people no longer have heroes, except what they see on TV? Is that going to be the history that they will remember?

As the story in the Washington Post had related, to which I referred on yesterday, textbooks are being written in ways that seek to avoid offending this little interest group or that little interest group or some other little interest group, as a result of which the pages are becoming so bland and meaningless that they end up offending everybody.

If we want to really improve the public school system and the education received in the public school system, then we ought to demand textbooks that are meaningful and not just filled with pictures. "A picture is worth a thousand words," but not a whole book of pictures. There has to be some substance that goes with the dessert—some beans, potatoes, cabbage, and corn bread to go along with the desert, some substance that teaches high morals and teaches the basics, teaches our children to read and to write and to spell, and teaches them about arithmetic, science, history, and geography.

We used to have our little spelling matches on Friday afternoons back in

that little two-room schoolhouse. I always looked forward to Friday afternoon. I looked forward to those occasions when I would be able to stand up with other boys and girls and see who was the last to be left standing. He or she was the champ. And then we would have contests in addition and multiplication, with a piece of chalk on the blackboard. Who was the best math student?

Those teachers were dedicated when I was a boy. They loved us and we loved them. They inspired us and we, each of us, wanted to get that pat on the back, that pat on the shoulders from the teacher, saying, "You did well." We were inspired by those teachers. They weren't paid much. I can remember that, during the Great Depression, teachers had to give up a certain percent of their paychecks in order to get them cashed. They were dedicated teachers. That was their life. We had great teachers. We had good textbooks. We had discipline in the schoolroom.

My foster dad was not my natural father, but he raised me. He always told me that if I got a whipping at school, I would get another whipping when I came home. You will find most people of my age who received the same warnings from their parents. "If you get a whipping at school, we are not going to the schoolhouse and beat up on the teacher. We are going to see you in the back room." We knew they meant business. The parents supported the teachers. They supported discipline in the school. How can children learn and how can teachers teach unless we have discipline in the schools? They can't do it. There has to be discipline in the schoolrooms.

There is something more than just money that the public school system in America needs today. And the public school system had better get its act together. Here I am, after 33 years of giving solid support to the public school system in America, saying if there is another approach that will work. Let's try it. We are not doing too well, as it is, plowing this same old furrow. We have to make some changes. I think we need to start with the textbooks. Teachers ought to be paid well. Not all teachers are good teachers. Not all Senators are good Senators. People will take care of that sooner or later, hopefully. But not all teachers are good teachers. Yet, there are a lot of good teachers and there are a lot of good students.

In speaking of good students, let me brag about my grandsons and granddaughters. I have a grandson named Darius, who has a doctorate in physics, a pretty tough subject, I would say. I doubt that his grandfather could do that well. Darius has a degree, a Ph.D. in physics. He was married recently. He married a young lady who is working on her Ph.D. in physics at the University of Virginia. I have another grandson who will receive his Ph.D. in physics just within a few weeks, before the summer is over. I also have a son-in-

law who is a Ph.D. in physics. I could speak at great length about my sons-in-law and daughters and grandsons and granddaughters. I will not do that today. But I have made my point. Those grandsons who have received Ph.D.s in physics didn't get those Ph.D.s in physics watching television. They didn't get those Ph.D.s reading trash. They read good books. They were taught by good teachers.

We have a lot of young people in this country who want to learn. I have tried to encourage young people. My wife and I sent a young Chinese orphan through college some years ago. We paid her tuition and for her books because her mother had died of cancer. My wife and I knew that the mother, who had discovered that she had terminal cancer, was very concerned about her daughter. They were no relation to us. We happened to get acquainted with them because we visited in those days, a lot of restaurants in the area. At one point we had visited over 100 restaurants in Northern Virginia and Maryland and the District of Columbia. We came to know this Chinese couple. When they were faced with this tragedy, my wife and I said to the woman, "We are going to see that your child has a college education. If she continues to make good grades in school and graduates with good character, and if she will go to American University, we will see that she has her tuition and her books paid for."

I chose American University because I had graduated from there with a law degree at the age of 45. I never intended to practice law. Nobody told me to do it. I wanted the experience of being in a classroom with other law students. I went to law school for 10 years at night while serving in the House of Representatives and in the Senate. In fact, I just received my baccalaureate in political science from Marshall University in Huntington, West Virginia, in 1994.

It never gets too late to learn. Solon, that great lawgiver who was one of the seven wise men of Greece, said, "I grow old in the pursuit of learning." One never gets too old to learn, and it is one of the best ways to stay young—continue to study, to learn.

As I was saying yesterday, in 1969 I decided I wanted to establish a little recognition for the high school valedictorians in West Virginia. I came up with the idea of having a "Robert C. Byrd Scholastic Recognition Fund." At that time I bought, out of my own pocket, a \$25 savings bond for each high school valedictorian. It only cost \$18.75, I believe. But if and when it matured it would be worth \$25. It wasn't a great amount of money. Nobody gave me a bond when I graduated from high school. But I wanted to give a little recognition to the exceptional students in the high schools of West Virginia. I remember in one high school there were seven students, I believe, who tied with a 4.0 average. I gave seven \$25 bonds to the students in that school. A

little recognition like that is what our young people need. In recent years, I have established a trust fund, and the bond is a \$50 bond.

I often talk with the pages here. I try to take a little time out of my day once in a while to tell them some good stories written by Tolstoy or by other great authors, like Chaucer. We talk about wholesome, good works by great authors; a little encouragement along that line. We never know when we toss a pebble in the water where the ripples will end. They go on and on. We don't know where a little word of encouragement to these young people might take them.

Then a few years ago, I devised legislation that would provide for a national scholarship of \$1,500 to be awarded to the same number of students in each State as there are representatives from each State in the House of Representatives and the Senate. The criteria require that those children excel in scholastic studies. What they do as athletes doesn't count. Neither do extracurricular activities.

There is a rightful place for sports. But the country's values are made to stand on their heads when people revere a little too much the athletes while not recognizing the young people who are working in the laboratories and in the libraries and in the schoolrooms poring over textbooks day and night.

So what I am saying is, we ought to readjust our values. Let each have its proper place. But no ball game ever changed the course of history. I do not say that disparagingly about ball games. We all like to watch them. But it is the young people who study science, math, algebra, history, physics, these other disciplines; they are the people who keep this country with its finely honed cutting edge in technology; they are the people who put an American on the Moon.

Let's get back to basics. Let's recognize our young people and encourage them to study, to read good books, get away from the trash that is on TV. It might be a good thing for some adults, too. Get off that couch and quit watching so much of that junk. It is junk, most of it. I have seen some good movies on television. Alistair Cooke used to have some great movies. But for the most part, TV programming is lousy. I am not sure, if my daughters were growing up today, that I would even have a television set in my house. It is a great medium for good, but it is very destructive, the kind of programming of which we see all too much today.

I have taken some time this afternoon because I wanted to compliment TED KENNEDY. I also wish to compliment Senator COVERDELL and all those who worked hard for the bill yesterday as well as those who opposed the bill. They all have at heart the welfare of the children of this country. I thought a little bit of my own homespun philosophy thrown in while no other Senator seeks the floor this afternoon, wouldn't hurt either.

A Builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said, as they saw its beauty,
"It shall never know decay;
Great is thy skill, O Builder,
Thy fame will endure for aye."

A Teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised her unceasing efforts,
None knew of her wondrous plan,
For the temple the Teacher builded
Was unseen by the eyes of man.
Gone is the Builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the Teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Was a child's immortal soul.

Mr. President, I yield the floor. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

THE ELWHA RIVER ECOSYSTEM AND FISHERIES RESTORATION ACT OF 1998

Mr. GORTON. Mr. President, earlier this month, I came to the floor to announce that I was introducing legislation that would authorize the removal of one of two dams on the Elwha River on the Olympic Peninsula in my state. I have always been skeptical about claims that dam removal will have significant enough impact on my state's depleted salmon runs to justify their social and economic costs. I am willing to go along with this limited experiment, however, provided that the removal or significant alteration of any dam on the Columbia-Snake River System will not take place without Congressional approval.

As I mentioned in my statement, removing the lower Elwha Dam, a relatively small, poorly maintained project, is a small price to pay for the protection of the larger, more productive Columbia-Snake dams that are the lifeblood of our Northwest economy and that in recent years have come under attack by the Clinton-Gore Administration. I hoped that allowing the experiment of dam removal to move forward on the Elwha River would be enough to satisfy the wishes of environmental extremists within this Administration. I should have known that when it comes to environmental issues nothing is ever enough for this Administration.

I was astounded by the criticism my bill has received. Big City newspapers in Seattle and Portland have attacked the bill. The Sierra Club and other radical groups have attacked the bill. The Administration has attacked the bill, as has my Democratic colleague from Washington state. Needless to say, this criticism is unfounded and short-sighted.

Let me remind my colleagues and anyone else who has an interest in this subject what my bill does and does not do. It authorizes many millions of dollars to remove the lower Elwha River Dam. It also protects the local water supply in Port Angeles, and protects jobs at a local paper mill. As I have said repeatedly, I am skeptical that dam removal will result in a significant increase in Elwha River salmon runs because: (1) many rivers on the Olympic Peninsula that have never been dammed are not teeming with salmon; (2) the salmon crisis challenge our coastal rivers as well and yet none of those rivers have dams on them; and (3) Puget Sound is now home to endangered salmon runs, and, of course, there are no major dams on Puget Sound. Yet, despite these reservations, I am still willing to go forward with this experiment—it's worth the money to see the results on the ground.

But rural communities of Eastern Washington are so concerned about how this legislation impacts their livelihood—many in Eastern Washington believe removal of the Elwha River dams is a precursor to destroying dams on the Columbia and Snake Rivers. So my bill contains protections for these communities by requiring congressional approval for any destruction, or significant modification, of dams on the Columbia and Snake Rivers.

I should point out that for several years federal agencies have taken unprecedented and unauthorized actions to alter significantly and limit the effectiveness of these projects without any input from Congress. For the most part, my bill allows these agencies to continue implementing the present series of unauthorized actions. It simply prevents the executive branch from taking additional unilateral actions to modify these projects without Congressional approval. Why it should be so controversial when Elwha dam removal will have been the subject of two bills in Congress, I fail to understand. Columbia and Snake River dam removal almost certainly requires Congressional approval now, under present law—my bill just provides reassurances for eastern Washington.

I think this is also an appropriate time to remind all of those who are interested in this legislation—the Port Angeles community, Eastern Washington, environmentalists, the Administration, and Northwest congressional officeholders—what I am for, and what I am not for in regards to management of our region's environment, and the Columbia/Snake Rivers system. Here are the things that I am for:

Salmon: On this one, everyone has the same goal—more salmon. We just have different approaches for accomplishing this goal. I want more salmon in our rivers, and I want solutions to our Northwest salmon crisis that result in more salmon and less conflict among the region's various interests.

Clear, Scientific Conclusions: We need clear, scientific conclusions that

guide the region toward responsible salmon recovery measures.

Hydropower Production: Hydro is the cleanest and most cost-effective way to produce large amounts of electricity. Our hydropower asset is the backbone of our Northwest economy. I don't want to lose that "leg up" that we have on other regions, nor do I want to resort to less environmentally friendly sources of power production to replace power lost because of dam removal.

Irrigation: Eastern Washington is America's pantry and refrigerator. Our farmlands produce dozens of different crops that feed the nation and the world. Before the dams, Central Washington had few farms, and was mostly a dustbowl. Irrigated farmland has turned this part of the nation into some of the world's most productive farmland.

River Traffic: We get a large share of those crops to market by barging them down the river. Studies show that it would take 700,000 more trucks each year to get farm products to market if dam removal eliminated barge traffic.

Recreation: I want people to have access to the river for boating, fishing and other recreation activities.

Protecting our Communities from Severe Floods: Without question, the dams on the Columbia and Snake Rivers were the single biggest reason why Portland and other Columbia River communities did not incur untold millions of dollars in additional damages from the record winter rains our area has seen over the past three years.

A Clean Washington State: This is my most important goal—I want our State to have clean water, clean air, and a healthy environment for all of our citizens. My desire for a clean Washington state is why I have backed the following environmental initiatives: Washington Wilderness Bill; Double-hulled oil tankers in Puget Sound; Higher emission standards for automobiles; and Spending taxpayer dollars on recreation such as the Mountains to Sound Greenway, the Cape Horn Trail, Alpine Lakes, and other nature projects.

Given all the confusion and mischaracterizations of my bill, I think it is also important to talk about what I cannot support. Here is what I am not for:

Removing Dams on the Columbia-Snake: Why would anyone want to remove the jewels of our Northwest economy? I will never support such efforts to cripple the world's most productive hydro system.

The Status Quo: During the past six years, we have spent \$3 billion on salmon recovery for the Pacific Northwest, most of it directed by the Clinton Administration, and the crisis is even greater than it was when the Administration's efforts started.

Wasteful Spending of Taxpayer Dollars: Even now, our government spends \$500 million on Columbia/Snake River salmon recovery, and most of that money is spent in ways that have not