quality teaching grants. We sent you emergency student loan. They are all law, Mr. President. We sent you seven.

We also have awaiting on your desk school nutrition, including help after school, so that we can try to deal with the problems of juvenile delinquency. We sent you charter school legislation, Mr. President, in bipartisan fashion, $100 million extra every year for five years. We sent you quality Head Start. And what are your people trying to do? They are trying to eliminate the quality from the Head Start bill that we sent to you.

We have sent you vocational education for the 21st Century, not the 20th or the 19th. We sent you community service block grant. We sent you $500 million extra for special education, and you sent a budget up here which as a matter of fact reduced spending for special education.

We have a Reading Excellence Act waiting for you to sign, Mr. President. All you have to do is decide whether that is truly your first priority, and it surely should be your first priority. All of those bills, 14, and a lot of them in a bipartisan fashion.

Well, you said in your speech that our Nation needs 100,000 new highly qualified teachers to reduce class size in the early grades. Mr. President, where do you get your statistics? Every study I have seen has indicated that there is no shortage of elementary teachers now or in the foreseeable future. We have more than 100,000 elementary teachers now who are working in department stores, who are working at fast food places, who are working in offices, because they cannot get a teaching job.

Now, Mr. President, there are some places where they need teachers, but these 150,000 who are out there who do not have a teaching job did not want to go to center city, did not want to go to rural America. So what did we do to try to help that situation? If you read our higher education bill, Mr. President, you will discover that we give some breaks in relationship to your loan that you have if you will go to center city, if you will go to rural America.

Now, Mr. President, if you know the Elementary Secondary Education Act, you also know that Title I allows them to employ teachers. If you wanted to do that, why not increase that amount of money?

You see, as I said at the White House, who gets credit is not important if you are trying to help improve the quality of education. So you do not need something special that says, ''I get credit because I did this.'' It is there. It is in Title I. All you have to do is put more money in that particular area.

In the higher education bill we also dealt with quality, because you mentioned quality. We made it very clear to all teaching training institutions, this is the 21st Century and we expect you to turn out quality teachers for that 21st Century. Right in the bill, Mr. President. You signed it. I was there.

□ 1445

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. The Chair will remind the Members to address their remarks to the Chair and not to the President in the second person.

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

(Mr. DOGGETT addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

THE ROLE OF FEDERAL MONEY IN EDUCATION

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

Mr. FARR of California. Mr. Speaker, I want to go back to my statement that I made in the 1-minutes on the spirit I felt in this country when I remember first getting involved and getting committed.

Many of us are sitting here as parents. I think we have children growing up, and as a parent, we are more worried about the future of this country and this world for their livelihood. We all want to make the world better. I do not think that our Congress, with all the capability we have, a lot of very bright people elected on both sides of the aisle, are really focusing in on trying to bring out the best that is in America. I think that is where we are failing.

We can get into the specifics of a program, and whether it is a mood to go to what I think is a fear of privatization, let us remove the safety nets, the gentleman is right. The last speaker talked about it. It is not who gets the credit. I believe that. We can accomplish a lot in life if we do not care who gets credit for it. But we have to accomplish it. What we are doing is not accomplishing it.

One of the speakers earlier said we have too much Federal money in education. That is just factually wrong. That is wrong, wrong, wrong. Of all the money spent in education in America, the Federal contribution is 7 percent. Seven percent. That is not too much money. There is not anybody in America that will not tell us that if we have a top priority, it is educating our kids to prepare them for the 21st century.

We have heard a lot of reasons. It has been debated and it will be stated here again today, I am sure. Why can we not do that? The one thing we have never done in this country, the Federal Government has never put one Federal dollar into school construction, not even a penny.

If we are going to have overcrowded classrooms, and we all agree they are, if we are going to have more teachers to have smaller classrooms, which everybody agrees we need, then we have to build more space. We have to do that by offering incentives other than the mechanisms that are there.

My colleagues, the gentlemen from California, know that we have a requirement in California that to pass the school bond issue to construct school buildings, you have to get a two-thirds vote. In a lot of communities where the need is great, they can never get the two-thirds vote. There is no option. There is no option. Nobody is out there volunteering to build public schools for free out of their own private contributions.

Mr. Speaker, we have to put some money into the school construction effort. The President, as we all learned in high school when we took government classes, the President proposes and we dispose. The President stood here in this very room and proposed to us that we put money into school construction.

He had a clever idea, that we would give tax incentives so private individuals could pick up the interest rates on school bonds, as an incentive for schools to use more of the money for school construction, rather than less.

What happened to it? It was destroyed here in Congress. We talked about putting 100,000 new teachers in the classroom. People say that is too much Federalism. If we go to a police chief in the United States today and ask if the Cops on the Street program is too much federalism, all of my chiefs of police that have received these Cops in the Street program told me they have never seen less bureaucracy. It is very easy, once you have made the decision that you want them, to get them. The program for schools would be the same way. There is not a lot of Federal bureaucracy there.

Do Members know what it would do over the next 7-year period if we took the President's proposal and adopted it here? It would provide in our State alone, in California, 9,271 new teachers by the year 2005. We need those teachers. We need those classrooms. We need computers. We need all of the things that people talk about. But we are not going to get there if we are going to try to say well, the Federal Government should not help.

I am passionate about this, because I think what we do in this country that is so great, and we are picking away at it and wanting to lose it, is that we have one Nation, indivisible. That indivisibility, it seems to me, is the safety net; that we will treat everybody, at least in this country, with a minimum amount of care.

If we look at the education programs that we have created in the United States, they are that safety net. They are Head Start, they are ESEA Title I, they are grants to college students, Pell grants, they are things that are out there as safety nets. They are not the education system. The gentleman is absolutely right; America's education is run by the local school districts. But they cannot do it alone. We

need to help them. Do not deny them the opportunity to do that.

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

(Mr. MICA addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

EDUCATION HAS BEEN A PRIORITY TO THIS CONGRESS

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

Mr. WELLER. Mr. Speaker, I have often listened to the debate in these Chambers. Sometimes I feel like I am in a schoolyard where we have fourth-graders taunting each other back and forth, saying my program is better than yours, and you are a bad guy because you are not saying my program is a good program. We just have to remember that today is an election year, and we are just 3½ weeks away from that date.

I also noted that one of my colleagues tried to elevate the debate by quoting the Washington Post. Once I did that. I was back home in a town meeting back in my district. I quoted the Washington Post, and I kind of realize at times when I read the Washington Post that they don't like anybody. Two weeks ago they were calling on the President to resign. Now they are saying Congress is bad.

Whether or not Members want to quote the Washington Post, folks in Hegewish and south Chicago, they don't care what the Washington Post says. They are looking for a solution.

One thing I found from town meetings, meetings at the union hall, the VFW, the grain elevator, or a suburban women's club meeting, they are saying that they are tired of partisan politics. They are looking for solutions. That is why they are pretty proud of what this Congress has done in the last few short years.

If we think about it, think of all the things we were told that we could not do. I am one of those who was elected in 1994, this new Republican majority for the first time in 40 years.

I was told by the Washington Post and the New York Times and all the other liberals in the world that we cannot balance the budget, but we did it. They told us that we could not cut taxes, but we did it. They told us we could never reform welfare, but we did it. They told us we could not restructure the IRS, but we did it.

If we think about it, this Congress in the last 2 years has done some big things that we were told we could not do by many of those on the other side of the aisle. We balanced the budget for the first time in 28 years, we cut taxes for the middle class for the first time in 16 years, we reformed our welfare system, helping kids and families for the first time in a generation, and we restructured the IRS, taming the tax collector for the first time ever.

Those are pretty big accomplishments, something I am really proud of, because it took a Republican Congress to do that, and I am pleased that a Democrat President joined with us in a bipartisan effort to bring those four accomplishments and those four solutions home.

We are often asked, what is our next challenge? What more can we do to change how Washington works and to make Washington more accountable to the folks back home? Clearly, education is a priority for all of us.

When I am back home and I am walking through, whether it is Lincoln Way High School, which is one of the best in the Nation, in New Lenox, or in the south side of Chicago, in the Chicago public schools, or LaSalle Peru in the Illinois Valley, and I talk to local school board Members, administrators, teachers, and parents, they say, Congressman, about 4 to 6 cents of every dollar we spend on our public schools comes from Washington, but we also want you to know that with that 4 to 6 percent of the funding we spend on our local public school comes two-thirds of the paperwork we have to fill out.

If we look at how those dollars actually get spent when we appropriate them in Washington, only about 70 cents on the dollar actually reaches the classroom. Thirty cents on the dollar gets spent on bureaucratic overhead before it gets back to Illinois schools. Something is wrong. We need to do a better job.

Over the last few years we have made a difference, trying to change how Washington works to make sure when we appropriate funding that it counts, and education was a big winner last year when we balanced the budget. Not only did we make education a priority, but we increased funding for education in our budget by 10 percent, a $5.4 billion funding increase over the previous year, even while balancing the budget.

Unfortunately, 30 cents on the dollar stays here in Washington. One clear message from the folks back home is we need to leave less money in Washington and get more money back to the classroom. That is why I am proud that we passed earlier this year legislation that will put more dollars into the classroom by streamlining the process, not saying 70 cents on the dollar, but actually 95 cents on the dollar reaching the classroom.

I am proud that this Republican Congress has given us the lowest student loan rates in 17 years, and that we have doubled Pell grants to twice what they were when I was sworn in 4 years ago to help low-income students better afford college with an outright grant. This year while the President ignored special ed, we provided $500 million more for special education in our local public schools.

Last year, while we were working to balance the budget, we created the first ever school construction bond program, providing almost $1 billion in helping build new classrooms for our schools. We increased funding for Head Start low-income kids in my district.

Mr. Speaker, education is a priority. We have given it a 21-gun salute. This House has passed 21 initiatives to help education in just the last 2 years. Education is a priority.

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

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

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

(Mr. JONES addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

A FEDERAL GOVERNMENT STILL TOO BIG, WITH A DEFENSE BUDGET TOO SMALL

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Idaho (Mrs. CHENOWETH) is recognized for 5 minutes.

Mrs. CHENOWETH. Mr. Speaker, the Treasury Department will announce that the Federal budget is in surplus for the first time since 1969. Only 2 short years ago the President of the United States submitted a budget with a $200 billion deficit, as far as the eye can see, if Members will recall.

What happened? There are a lot of Americans, and most Americans, including us, who really do not care where the credit falls, just as long as this Congress stays committed to a balanced budget and reducing the size of government. But it is important to understand how we got here, where we are today, so we can continue on the path of sound economic recovery.

Remember when the country was faced with large, chronic deficits at the beginning of the 1990s? Congress faced a choice. To cut the deficit, lawmakers had one of two choices to make, to cut spending or to raise the taxes. President Clinton and his allies here in the Congress chose to, remember, raise taxes. Congress at that time was still under the control of the Democrats, so President Clinton was able to get through the largest tax increase in the history of this great Nation.

Republicans, on the other hand, wanted to reduce the deficit by cutting spending. Republicans believe that government is too big and too bossy, and they believe that Washington wastes too much of our money. One would think that this is an obvious point to us, because it is to the American people. After all, even the President himself said in his 1996 State of the Union