

local teachers and local school administrators and local school board members and local parents. They say in Illinois only 4 to 6 percent of the money for Illinois schools comes from the Federal Government. So does two-thirds of the paperwork. That is a pretty expensive gift. We will give you a little bit of money but we are going to bury you in paperwork. And they also point out that even though we increased funding last year by 10 percent, a \$5.4 billion funding increase for education, only 70 cents on the dollar actually reaches the classroom. They point out, these local school administrators and school board members and local teachers, they say that 30 cents on the dollar, what we appropriate here in Washington, stays in Washington, feeding the bureaucracy.

They have begged and they have asked and they say, if you are going to send more money from Washington, please help make sure it reaches the classroom, please help make sure that it is not lost in the bureaucracy and that we can reduce those costs.

Mr. Speaker, we passed legislation out of this House putting more dollars in the classroom. That means \$43 million more a year for Illinois schools. I ask for that type of bipartisan effort.

COMMUNICATION FROM DISTRICT DIRECTOR OF HON. PETER DEFAZIO, MEMBER OF CONGRESS

The SPEAKER pro tempore (Mr. SESSIONS) laid before the House the following communication from Betsy Boyd, District Director of the Hon. PETER DEFAZIO, Member of Congress:

PETER A. DEFAZIO,
U.S. HOUSE OF REPRESENTATIVES,
October 6, 1998.

Hon. NEWT GINGRICH,
Speaker, U.S. House of Representatives,
Washington DC.

DEAR MR. SPEAKER: This is to formally notify you, pursuant to Rule L (50) of the Rules of the House of Representatives, that I have been served with a grand jury subpoena ad testificandum issued by the United States District Court for the District of Oregon.

I will make the determinations required by Rule 50 in consultation with the Office of General Counsel.

Sincerely,

BETSY BOYD,
District Director.

CASUALTIES OF THE DO-NOTHING CONGRESS

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

Mr. DEFAZIO. Mr. Speaker, it is day 110 of this Republican-led Congress. We have worked 110 days here in Washington, D.C., and you have got to wonder, why is not the Nation's work done?

The average American has worked 201 days so far this year while Congress has worked only 110, first time in 24 years. We have had funding crises before at appropriations time, but it is

the first time in 24 years, since the passage of the Budget Act, that the leaders of the House and the Senate, now both from the same party, have failed to agree on a budget resolution.

Now, the casualties of this do-nothing-to-offend-powerful-special-interests Congress are things that the American people want and need, but they will not be considered nor passed by this Congress. Health maintenance organizations, HMO health insurance reform, millions of Americans in this next year will be denied needed tests, needed referral to specialists and needed treatment, some will probably even die because of this neglect. They have no right of appeal under current law. The insurance industry is exempt, the HMO industry, from liability. And they are exempt from antitrust law, and the Republicans do not want to do anything to rein them in and give patients and providers, the doctors who are gagged and want to talk about this any rights, because there is a lot of campaign cash flowing from those special interests.

Teen smoking is up. We are all alarmed. We just read about it last week. There was legislation proposed in the House and the Senate by the Democrats to reign in teen smoking. Guess what? The campaign contributions of the industry speak louder than the needs of suffering Americans and kids who will become addicted to tobacco.

Social Security, nothing except an attempt to raid the Social Security trust fund which they are now calling a surplus. It is the money that is supposed to pay future retirement benefits, to raid it for tax cuts.

Remember last year's tax cuts were paid for by reducing Medicare reimbursements and raising Medicare premiums, that is how those tax cuts the previous gentleman spoke about, those things that are wonderful for the middle class. Look at the statistics on the first year of the tax cuts. People across America should compare their forms for 1996 and 1997 and see what they got. If they are a family that earns less than 59,000, the average was \$6. If they earned between 59,000 and 112,000, the average was \$61. But if they are in that stratospheric 1 half of 1 percent who earn over \$600,000 a year, \$7,381.

Now, someone rose earlier when I raised this on the other side and said, well the middle class tax cuts will kick in later. Why did not the middle class tax cuts kick in first? Why did the tax cuts for the most wealthy people in the country come first? Because that side of the aisle is servicing them because they are servicing their campaigns.

What about education? The President had an initiative, he proposed it in January, school construction, crumbling schools, crowded classrooms, smaller class size, more teachers. They tell us we have no time and no money to address those needs, no time and no money. Yet they added \$4.1 billion to the Department of Defense budget that was not requested by the Pentagon,

things that ranged from transport plans in the Speaker's district, retiring other serviceable transports 12 years early so we could build those in the Speaker's district, to a beauty, pharmacokinetics research. The American taxpayers are going to spend 1 quarter of \$1 million on pharmacokinetics research, unrequested by the Pentagon in the next year.

What does that mean? It means in a powerful Republican Member's district a company called Stay Alert makes gum that you can chew that has caffeine in it. It is called Stay Alert. And he has ordered the Pentagon to pay that company a quarter of a million dollars to investigate what that might do for our troops.

They did not like gum in the barracks when I was doing my basic training. But I guess he wants to introduce gum into the barracks, or I do not know what the deal is. But why did the American taxpayers have to pay a quarter million dollars?

We do not have money for teachers. We do not have money for smaller class size. We do not have money to do a whole bunch of things around here that benefit average American people, but we have a quarter of a million dollars to spend on pharmacokinetics research for the Stay Alert Gum Company. They chew it, they are going to stay awake. Truckers chew it, they stay awake. You drink coffee, helps you stay awake. Give me the quarter of a million dollars, hell, I will do the study for \$10,000.

This is absurd. There is money. It is a matter of priorities. The people have got to choose whose priorities they prefer. The priorities that service the tobacco industry, the insurance industry, military industrial complex, or the priorities that serve the American people.

ON EDUCATION

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

Mr. RIGGS. Mr. Speaker, I am rising tonight to see if I can perhaps shed a little bit more light than heat on the ongoing debate in this House about education priorities. I think I have some credibility on this subject since for the last 2 years in this Congress I have chaired an education subcommittee. I think I can truthfully say no one has worked longer and harder on Federal education policies and initiatives than me.

I despair that particularly in the waning days of a Congress we talk right by each other. It just becomes another he-said-she-said partisan discussion, particularly when we hear Members talk about class warfare and the politics of envy and get the priorities of government confused.

The first thing I want to stipulate is the Federal Government, using Federal taxpayer funding is responsible for providing a strong collective defense of

our country and that State and local government is responsible for public education, making sure that all of our children have a high quality education that prepares them for a productive, successful adult life.

That said, some of the rhetoric that has been used on this floor in the last few days simply does not withstand scrutiny. I cite for you a case in point. On Saturday, the minority leader of this House, the leader of the House Democrat Party, the gentleman from Missouri (Mr. GEPHARDT) said, we have not spent one day, one minute, one second on our most important challenge, making sure every child is a productive citizen in a global economy.

The very next day the President said, in just the last two days Republicans and Democrats have worked together to pass strong charter school and vocational education measures.

Confused yet. I sure am. Which is it? Or do you insist on having it both ways and perpetuating these disingenuous tactics in a deliberate attempt to mislead the American people, hoping desperately to get some sort of political advantage going into the November election?

It really is bankrupt to kind of use these tactics over and over and over again. In fact, Mr. GEPHARDT made his comments the same day that he voted for the charter school bill. And the President made his comments the very next day at the conclusion of a meeting of Democrats at the White House on budget negotiations, and the gentleman from Missouri (Mr. GEPHARDT) was seated directly next to the President. It is funny. It is laughable that Members of this body, who I think are all honorable professional Members, engage in these kind of tactics.

The fact of the matter is, we have worked long and hard on education, beginning last year with the Federal special education bill, reforming that law called Individuals with Disabilities Education Act, which is the only Federal education mandate imposed on State and local agencies by the Congress. And in that bill for the first time since that legislation became law we inserted a provision saying that once we reach a certain level of Federal funding, State and local governments could reduce the money that they spend, called the local share, that they spend on special education costs. And the net effect of that is that State and local government then has more ability, more flexibility to use their own money to meet a variety of educational needs. And that is as it should be.

State and local governments have the taxing authority for public education. We at the Federal level do not have the taxing authority for public education. There is a clear division between the responsibilities and the role of the Federal Government and that of State and local government.

But we have worked long and hard on education, achievement after achievement over the last 2 years. Just these

two bills, vocational education and charter schools, are going to help give our young people more technical training, more career skills to prepare them, particularly those that are not college bound, to prepare them for the job force, the job market, to help prepare them for the job market not just of tomorrow but of the 21st century.

The charter school bill is going to substantially increase Federal taxpayer funding for the start-up of more charter schools. These are public choice schools that are on the cutting edge of education reform and innovation and which I think are the best thing going today in terms of infusing competition and choice and therefore more accountability into the public education system.

These bills, which are about to become law, follow on the heels of the special education law, the two bills that came out of the Subcommittee on Postsecondary Education, Training and Life-Long Learning, the Work Force Investment Partnership Act and the Higher Education Act amendments, which provide the highest amount of Pell grants, the highest level of Pell grant funding and the lowest interest rates for student financial aid in the history of our country.

We have a great record of fighting for our children's future and improving education and America's schools. But our solutions are different than the Democrats. That is true. Because we emphasize local control and accountability, which is in keeping with the longstanding American tradition of local decentralized decisionmaking in public education, more parental involvement in choice, raising teacher competency and teaching accountability.

Despite the Democrats' delaying tactics, our record beats their rhetoric any day of the week.

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SUPPORT PRESIDENT'S PROPOSAL ON SCHOOL MODERNIZATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I simply would like to say to my colleague who recently spoke to this House that I really do not want political advantage. That is not why I came to this body.

Frankly, I came here to be able to answer the call that I think so many have called on us to answer, and that is to assist the American children get the best equalizer they could get; and that is a quality education. I think for anyone to suggest that we are in this battle for political advantage, with all due respect to my esteemed colleague, misses the boat.

I would like to be able to stand up here today and to recount for my colleague a long litany of legislation

passed that deals with education in this 105th Congress. Frankly, I can honestly say that this Congress has passed a mere three bills that have actually been signed into law.

I would not want to take away from the excellence of this Congress if I had something more to say. That is why I am here this evening. Frankly, that is why we are here past the time we thought we could be out with our constituents.

There is not a one of us, I hope, that has not spent valuable time with our students in our school districts. Frankly, I would like to be able to tell my colleagues what is going on in the 18th Congressional District in Texas.

I would like not to say that Jefferson Davis High School has no library. I would rather not say that. For the longest time, we have been struggling to get the money so that these young people can go to a library and sit down with books and computers and learn. But we have no library.

But I also want to add that my constituents, people who live in that community, are struggling to do what is right. So we have several bond elections on line, if you will. This legislation that I am fighting for today and that I hope we will stay until we get it included will give tax relief to those constituents across America who are struggling to provide for their schools. They are not providing because they do not want to.

I would like to stand up here and tell my colleagues that I did not have a school roof collapse on an elementary school about a year ago. I would like to not have to say that.

Frankly, I would like to tell my colleagues that all of my schools have auditoriums and cafeterias, but simply they do not. They have one room where they do everything from their programs to their eating to moving people out to starting kids to eat at 10 a.m. in the morning for lunch because they do not have the space and the separate areas where they can eat and then have auditorium, where they can teach large classes of science and then have auditorium, where they have a library and then have a cafeteria.

We are facing this throughout the Nation. I think it disturbs me that we are looking now at legislation that wants to take \$17 million from the State of Texas, unlike what we were funded last year.

Modernization is key. I will be going home to support my school bond election. But I will tell my colleagues I want to ensure that we get those taxpayers the kind of relief. If we pass the President's program, let me share with my colleagues how it will work.

School district A needs funds to construct additional schools to educate its rapidly growing enrollment. Notice I did not say urban school centers, I did not say suburban, I did not say rural because there is need in every one of those. That is one of the reasons why I am supporting the President's proposal, because it goes on the basis of