

Mr. Speaker, when we take time to invest ourselves, we set an example that pays more than money could buy.

Third, we put together with that a partnership. We here in Congress are looking at issues affecting school construction. We are looking at issues affecting the reduction of class size. We are looking at issues that will affect private business being able to donate computers and being able to get tax deductions for doing that, much like they can for other charities and other organizations now.

So the question is, will we be willing to work together in that partnership? I know it is a challenge for us here in Congress, but it is a challenge that we are well up to and that we can do on both sides of the aisle.

Mr. Speaker, I know that Robin Cooke once wrote that, "Education is more than a luxury, it is a responsibility that society owes itself." Education is something we cannot just leave up to one group or one organization and expect them to handle it for us. It is an investment that has to come from the heart and from the hands and from the heads of all of us putting ourselves into the educational process to work together to strengthen the foundation of the future of this society.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman from North Carolina for his comments, and certainly education is that critical linchpin that fuels our economy, gives us opportunity, and the reason we are the kind of society we are to reach out and help the people around the world.

Any of us that travel any places know how people admire Americans, and part of it is because we have a system that says everyone who shows up will have an equal opportunity.

Today we have talked about a number of issues of the Family First agenda of education, and one of them being the linchpin of school construction. Too many times when people want to talk about education, they fail to talk as our colleagues have today and have reminded us, that the teacher is the heart of that issue and the students are why we are there.

But the truth is, if we ask teachers what is most important to them in having the opportunity to teach children, it is not always salary first. Recognizing that certainly they pay the same for food or shelter as we do, but they need a good environment to teach, and children should have a good place to learn.

Also, they need the latest in technology, simply because the young people that leave those classrooms are going to be coming into the workforce. And if anyone wonders why business has stepped up and decided that education is the most important issue on their agenda besides making a profit, all we need to do is look at our public schools. They are going to be employing these young people; and, secondly, they are also going to be their consuming public.

Finally, as we talk about the staff shortage we are going to be facing, we are going to be facing some, we have to recognize if we are going to keep some of these people longer than the years after their retirement, we have to make sure that we change our retirement policies for them and make sure that their employment opportunities are where they ought to be, and they get the ample training to make sure that they can deal with our young people.

Mr. Speaker, I yield to the gentleman from North Carolina for a comment.

□ 1530

Mr. MCINTYRE. Mr. Speaker, I just wanted to say two other things briefly. We in the Congress can also support our local school districts where we have military bases. As a member of the Committee on Armed Services, I hope that we will challenge ourselves to support impact aid for direct appropriations to school districts with military children.

Secondly, I hope all of my colleagues will do something that we did, and that is host an education summit in your district. I have held two over the last 2 years. We even had the U.S. Secretary of Education come down. Listen to the parents and the children themselves talk about their needs, and that way we will know that what we are doing is making a difference back home.

Mr. ETHERIDGE. Mr. Speaker, let me close by saying thank you for this opportunity to share with you, with our colleagues and with the American people hopefully an issue that is so critical to the future of this country, educating our young people, providing a rich opportunity for each one of them, making sure that we have teachers in front of those classrooms who are well trained, who are well equipped, and they have an environment in which to teach effectively, and for children to have a place to learn the way they should learn in this place we call America for the 21st century.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 707, DISASTER MITIGATION AND COST REDUCTION ACT OF 1999

Mr. DREIER (during the Special Order of Mr. COBURN), from the Committee on Rules submitted a privileged report (Rept. No. 106-41) on the resolution (H. Res. 91) providing for consideration of the bill (H.R. 707) to amend the Robert T. Stafford Disaster Relief and Emergency Assistance Act to authorize a program for predisaster mitigation, to streamline the administration of disaster relief, to control the Federal costs of disaster assistance, and for other purposes, which was referred to the House Calendar and ordered to be printed.

SURPLUS SHOULD GO TO SOCIAL SECURITY

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from Oklahoma (Mr. COBURN) is recognized for 60 minutes.

Mr. COBURN. Mr. Speaker, I found the previous hour very enlightening. Many of the things that I heard I absolutely agree with.

But the subject I came to talk about today is something that oftentimes is overlooked by the American public, and that is the fact that one hears in the press and one hears on this floor all the time that we have a surplus, that there is a surplus of money in the Federal Government today. I am here to tell my colleagues that that is not true. There is not a surplus in the Federal Government today. In fact, the monies that are shown in surplus actually belong to the Social Security system, the retirement system.

What I have before me is a graph that shows my colleagues actually what is happening right now and what is projected to happen with Social Security monies. This chart, my colleagues will see, is from the Social Security Trustee's report, and it was issued this last year.

If my colleagues will notice, what they see is somewhere around \$70 billion to \$75 billion per year actual more money coming in to the Social Security system than we are paying out. That is, everybody that is working in this country is paying a FICA tax, and everybody that they work for is paying a portion of that FICA tax that comes to the Federal Government. This last year, it was about \$480 billion that everyone who worked in this country paid in.

When you look at this graph, what actually happened is we paid out somewhat less than that to the seniors who are presently on Social Security. What we have before us in Washington today is a shell game.

How do we confuse people about what is going on with Social Security? When I talk to seniors in my district, as a matter of fact, when I talk to seniors anywhere, I have not found anybody that wants that money spent for anything except Social Security.

We continue to play a shell game by not being truthful with the American public. What one will see is, when we get to the year 2013, this surplus of money that is paid in versus the money that is paid out on Social Security starts running a deficit.

As we can see, with the baby boomers, of which I am one, by the year 2030, the Federal Government is going to have to come up with some \$750 billion a year to fund the Social Security program.

All right. So we have a problem that is coming to us. The first thing I was taught by my father as a young boy is that a half truth is a whole lie. The half truth is that there is a surplus. Yeah, there is more money in Washington than what we are spending out. But