FOR LIBERAL DEMOCRATS EDUCATION IS ABOUT MONEY, MONEY, MONEY

(Mrs. CHENOWETH asked and was given permission to address the House for 1 minute and to revise and extend her remarks and include therein extraneous material.)

Mrs. CHENOWETH. Mr. Speaker, as my colleagues know, education is a perfect example of an issue where liberal Democrats and conservative Republicans disagree. For a liberal Democrat education is about one thing and one thing only. It is more money, more money, more money from Washington, D.C.

Now last year they were here arguing for more money for education, and so we gave it to them. Education did not improve. The year before it was the same argument. We gave them more money. Education did not improve. And the year before that, and the year before that, and the year before that, and the year before that, and every single year for the past 30 years.

Mr. Speaker, my question for the liberals is at what point do they conclude that maybe, just maybe, it is not the money from Washington, D.C.? The answer, of course, is that it is not the money, and even the liberals know it. They have created more Federal bureaucracies, more Washington, D.C. programs of dubious value and more administrative extravagances.

Education achievement has not improved, but that is no surprise at all.

A DO-NOTHING CONGRESS

(Mr. MCDERMOTT asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MCDERMOTT. Mr. Speaker, I was sitting over in my office looking at my clips from the newspaper, and I come across one here I thought I would mention to my colleagues. This is the Washington Post, October 6, in their editorial section: A do-nothing Congress whose year has been spent deflecting good bills while barely pretending to legislate is now down to the task it cannot avoid. It has yet to pass 9 of its 13; well, really it is 7 of its 13; regular appropriation bills, and they go on and say on most of this stuff the President would be wrong to yield, he should veto the Republicans.

Now the Republicans are out here today saying that we are trying to pick a fight, and so the paper says the Republicans say the President is trying to pick a fight on these issues, even to the point of shutting down the government to divert attention from their own failures. They seek thereby to disarm him. In fact, it is they who seek to divert attention from their own record which for most of the year consists of thwarting legislation that deserves to pass and now consists, in too many cases, of trying to sneak into law provisions that ought to fail. The President should swat them on it.

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. BRADY of Texas). Under the Speaker's announced policy of January 7, 1997, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

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

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

WHAT REPUBLICANS HAVE DONE FOR EDUCATION

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

Mr. TIAHRT. Mr. Speaker, today I want to talk a little bit about what the Republicans have done for education. We have heard a lot about how we were trying to eliminate public education. Nothing could be further from the truth. We want to make strong public schools with local control, local authority.

Now if my colleagues compare what the President is proposing with his hundred thousand teachers, we have heard that number before. We heard about the Cops On The Street Program which promised 100,000 police on the streets. Well, according to Attorney General Janet Reno, we never did get 100,000 police to the street. In fact, we only got 18,000 police to the street, and for those 18,000, they were only partially funded. The first year they got 75 percent, the second year they got 50 percent, the third year they got 25 percent, and the fourth year the local governments had to completely fund those 18,000 policemen. Well they only got partially funded. They went ahead and hired the policemen on good faith. Then the amount of funding from the Federal Government got reduced, and the portion of the local funding continued to increase. So what happened in all these local governments that were trying to do the right thing by hiring these police is they ended up raising their taxes. So they got fewer policemen that they were promised and higher taxes than what was anticipated. Now we have the plan for 100,000 teachers, again partially funded, and over the next few years the funding goes down, down, down while local government taxes go up, up up, and along with that comes the bureaucracy.

Now the average employee in the Department of Education here in Washington, D.C., makes $52,000 a year. Go home and ask the children's teacher if they make $52,000 a year. They do not make that in Wichita, Kansas, not the average teacher, but yet that is what the average bureaucrat does here, and they do not educate any children. All they do is demand more paperwork, more paperwork, more paperwork.

Well, let us just go over a little bit what we have done just this year, in the 105th Congress what the Republicans have done. First of all, we put some common sense into the concept of national testing. This fast track nature of what the White House had initiated was unverified. It took a long process, it started many educations on an alarming rate of trying to do things that they had, that they could not put a final bottom line on. It was like hitting a moving target.

Now we have done testing in Kansas. We have a program called QPA. It measures progress. It has testing requirements. Other States are already doing it. So here we have a duplication of effort in Washington, D.C., on education standards. Well, we put some common sense to that in the Republican Congress.

The next thing we did is put dollars into the classroom. The purpose was to consolidate 31 top-down programs into block grants to the States, and under this bill at least 95 percent of the money coming from the Federal Government had to go into the classroom for classroom activities or services. Now for Kansas that meant an extra $2½ million going into the classroom. Well, it is not being spent here in Washington, D.C., which is the big difference in philosophy between what happens between the Republicans and the liberals. The Republicans and conservatives would like to see the money get into the classroom, not being spent here in Washington, D.C. on a bloated bureaucracy.

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Another thing that has occurred here is we have the Higher Education Amendment of 1998. The purpose of this is to reauthorize the Higher Education Act of 1965 with the lion's share of the Federal funding going for higher education. This year it is in excess of $40 billion a year, where the Republican Congress wants to get money into higher education.

Another program was the Community Service Block Grant and Low Income Housing Energy Assistance Program, LIHEAP, to help some of the local communities revitalize their high poverty neighborhoods and empower low income individuals and communities to become self-sufficient. It had new initiatives in it for literacy, youth development, fatherhood and community policing.

Another program was the Reading Excellence Program. This legislation developed in response to the President's America Reads Program to use volunteers to improve the reading skills of children, where we would reform the way reading is taught in our Nation's schools. Working together, we perfected a program.