

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-minute 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