

raise money, and they spend money on campaigns. Talk about campaign finance reform. These organizations that represent employees of this bureaucratic structure of education are the most powerful political forces in American politics today, especially when you get down to the school level.

These schools are organized, and the employees of them constitute the largest union in America and spend more money on the political process than anyone else. So that is why we get the system we have. It is not by accident. This system was deliberately designed, if you can believe that, and it was because these people have such powerful political influence.

I would ask my colleague from Pennsylvania to tell us about the politics of education. Do people in this vortex of education bureaucracy get involved in your campaign?

Ms. HART. Unfortunately, yes. And I think a lot of us have sort of two different opinions of people involved in the education system. We all know that there are some fantastic educators out there. Some of them we would count probably as our best friends, spouses, family. But there is also this behemoth structure of sort of protecting the bureaucracy folks, and that is a big problem.

Obviously, they have gotten involved in a lot of races, and I am sure they have been involved in the gentleman's as well as they have been involved in mine. The concern I hear from parents has nothing to do with preservation of the education bureaucracy. I never hear them saying, oh, please, can you make sure we still have this very strong bureaucracy in my school district so that we spend more money on the administration than in the classroom. No one ever asks me that. They always say how can we get more dollars to go to directly help the kids.

Well, let us get that bureaucracy to work with us on that goal, and then we will all be on the same page.

Mr. SCHAFFER. And while everybody on this chart has lobbyists, the two people that do not have lobbyists are the taxpayer and the child. That is our job.

Mr. HOEKSTRA. When we went to the 20 States with the Education at a Crossroads, every time we brought in a parent or a local school principal or a teacher, they always focused on the child. And the parents would come in and say, please, do this because we have to help Johnny, we have to help Mary. They would come in with the names, or they would come in with their kids and say this is what it is all about.

When we have the hearings with the bureaucracy, it is all about forms, rules, regulations, mandates, and there is not a name or a face or a child attached to it. And that was the power of going around the country and spending the time. Because when you bring the parents in, our colleague from Pennsylvania is exactly right, parents and

teachers and local principals talk about that bureaucratic structure not very fondly. But they get passionate when they start talking about the kids in the classroom, because these principals and these teachers, that is why they went into education. They have got a passion for these kids. What they do not have a passion for is the paperwork, the rules, the mandates and the bureaucracy.

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Mr. SCHAFFER. Mr. Speaker, fairness in education should not be measured by the relationship between all government agencies. It should be measured by the relationship of children.

What we have today is a system where some children win, and some children lose. For one reason or another, the children from the poorest households, who come from inner city areas, who come from communities that do not have a lot in terms of public resources, those are the children that suffer the most. What we have seen through education tax credits that have existed in States through scholarship foundations is that the vast majority of these dollars are distributed on the basis of need, and I know that is true in Pennsylvania as well.

Ms. HART. Mr. Speaker, I actually represent a school district that has been termed academically bankrupt. Any student who goes to that school district is sentenced to not learning anything, and it is not right. A lot of money is spent, and we are getting no results. We do need to change the system.

Mr. SCHAFFER. Mr. Speaker, I am grateful to the commitments from our President, who has given his promise to help us get this bill passed, the promise of the Speaker and our leadership here in the House to get this bill to the floor. It is because of their commitment to children and an education tax credit that we are having this debate now. I thank the gentleman from Michigan (Mr. HOEKSTRA) and the gentlewoman from Pennsylvania (Ms. HART) for participating in this Special Order. We will do it again next week to speak about solutions for our children.

#### COMMUNICATION FROM FIELD COORDINATOR OF THE HON. CHRIS CANNON, MEMBER OF CONGRESS

The SPEAKER pro tempore (Mr. BOOZMAN) laid before the House the following communication from Russell Hillman, Field Coordinator of the Honorable CHRIS CANNON, Member of Congress:

HOUSE OF REPRESENTATIVES,  
Washington, DC, May 6, 2002.

Hon. J. DENNIS HASTERT,  
Speaker, House of Representatives,  
Washington, DC.

DEAR MR. SPEAKER: This is to formally notify you, pursuant to Rule VIII of the Rules of the House of Representatives, that I have been served with a deposition subpoena

issued by the Third District Court, Salt Lake Department, State of Utah, in a civil case pending there.

After consultation with the Office of General Counsel, I have determined that it is consistent with the precedents and privileges of the House to comply with the subpoena.

Sincerely,

RUSSELL HILLMAN,  
Field Coordinator.

#### LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. HALL of Ohio (at the request of Mr. GEPHARDT) for today on account of attending ambassador school.

#### SPECIAL ORDERS GRANTED

By unanimous consent, permission to address the House, following the legislative program and any special orders heretofore entered, was granted to:

(The following Members (at the request of Mr. McNULTY) to revise and extend their remarks and include extraneous material:)

Mr. LIPINSKI, for 5 minutes, today.

Mr. FILNER, for 5 minutes, today.

Mr. HINOJOSA, for 5 minutes, today.

Ms. MILLENDER-MCDONALD, for 5 minutes, today.

Ms. BROWN of Florida, for 5 minutes, today.

Mr. OWENS, for 5 minutes, today.

Mr. PALLONE, for 5 minutes, today.

Mrs. CLAYTON, for 5 minutes, today.

#### ADJOURNMENT

Mr. SCHAFFER. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 11 o'clock and 23 minutes p.m.), the House adjourned until tomorrow, Thursday, May 16, 2002, at 10 a.m.

#### EXECUTIVE COMMUNICATIONS, ETC.

Under clause 8 of rule XII, executive communications were taken from the Speaker's table and referred as follows:

6829. A letter from the Congressional Review Coordinator, Department of Agriculture, transmitting the Department's final rule—Limited Ports of Entry for Pet Birds, Performing or Theatrical Birds, and Poultry and Poultry Products [Docket No. 01-121-2] received April 29, 2002, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

6830. A letter from the Assistant General Counsel for Regulatory Law, Department of Energy, transmitting the Department's final rule—Nuclear Explosives Safety Study Process—received April 24, 2002, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Armed Services.

6831. A letter from the Director (FinCEN), Department of the Treasury, transmitting the Department's final rule—Financial Crimes Enforcement Network; Anti-Money Laundering Programs for Money Services Businesses (RIN: 1506-AA28) received April 24, 2002, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Financial Services.

6832. A letter from the Director (FinCEN), Department of the Treasury, transmitting