

Mr. MCHUGH. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. STEARNS). The question is on the motion offered by the gentleman from New York (Mr. MCHUGH) that the House suspend the rules and pass the bill, H.R. 1374, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

The title of the bill was amended so as to read: "A bill to designate the United States Post Office building located at 680 U.S. Highway 130 in Hamilton, New Jersey, as the 'John K. Rafferty Hamilton Post Office Building.'"

A motion to reconsider was laid on the table.

GENERAL LEAVE

Mr. MCHUGH. Mr. Speaker, I ask unanimous consent that all Members may be granted 5 legislative days in which to revise and extend their remarks on H.R. 1374, bill just passed.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

There was no objection.

SENSE OF THE HOUSE URGING 95 PERCENT OF FEDERAL EDUCATION DOLLARS BE SPENT IN THE CLASSROOM

Mr. GOODLING. Mr. Speaker, I move to suspend the rules and agree to the resolution (H.Res. 303) expressing the sense of the House of Representatives urging that 95 percent of Federal education dollars be spent in the classroom, as amended.

The Clerk read as follows:

H. RES. 303

Whereas effective teaching begins by helping children master basic academics, holding children to high standards, using effective, scientifically based methods of instruction in the classroom, engaging and involving parents, creating safe and orderly classrooms, and getting dollars to the classroom;

Whereas our Nation's children deserve an educational system that provides opportunities to excel;

Whereas States and localities must spend a significant amount of education tax dollars applying for and administering Federal education dollars;

Whereas the administrative costs of the United States are twice the average of other countries in the Organization for Economic Cooperation and Development (OECD);

Whereas it is unknown exactly what percentage of Federal education dollars reaches the classroom, but according to the Department of Education, in 1998, 84 percent of the Department's elementary and secondary education dollars were allocated to local educational agencies and used for instruction and instructional support;

Whereas the remainder of the Department's dollars was allocated to States, universities, national programs, and other service providers;

Whereas the total spent by the Department for elementary and secondary education does not take into account what States must

spend to receive Federal dollars and comply with requirements, it also does not reflect what portion of the Federal dollars allocated to school districts is spent on students in the classroom;

Whereas American students are not performing up to their full academic potential, despite significant Federal education initiatives, which span multiple Federal agencies;

Whereas according to the Digest of Education Statistics, during the 1995-96 school year only 54 percent of \$278,965,657,000 spent on elementary and secondary education was spent on "instruction";

Whereas according to the National Center for Education Statistics, in 1996, only 52 percent of staff employed in public elementary and secondary school systems were teachers;

Whereas according to the latest data available from the General Accounting Office, in fiscal year 1993, Federal education dollars funded 13,397 full-time equivalent positions in State educational agencies;

Whereas in fiscal year 1998, the Department of Education's paperwork and data reporting requirements totaled 40,000,000 "burden hours," which is the equivalent of 19,300 people working 40 hours a week for 1 full year;

Whereas too much of our Federal education funding is spent on bureaucracy, special interests, and ineffective programs, and too little is effectively spent on our Nation's youth;

Whereas getting 95 percent of all Federal elementary and secondary education funds to the classroom could provide substantial additional funding per classroom across the United States;

Whereas more education funding should be put in the hands of someone in a child's classroom who knows the child's name;

Whereas burdensome regulations, requirements, and mandates should be removed so that school districts can devote more resources to children in classrooms; and

Whereas President Clinton has stated: "We cannot ask the American people to spend more on education until we do a better job with the money we've got now.": Now, therefore, be it

Resolved, That the House of Representatives urges the Department of Education, States, and local educational agencies to work together to ensure that not less than 95 percent of all funds appropriated for the purpose of carrying out elementary and secondary education programs administered by the Department of Education is spent to improve the academic achievement of our children in their classrooms.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Missouri (Mr. CLAY) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. GOODLING).

Mr. GOODLING. Mr. Speaker, I yield myself such time as I may consume.

I believe it is important that we go about the work of reauthorizing the Elementary and Secondary Education Act and also appropriating funds for education, that Congress renews its commitment to the principle that education dollars are most effectively spent in the classroom.

Two years ago the Dollars to the Classroom resolution was overwhelmingly supported by this chamber by a vote of 310 to 99. This resolution is a resolution that the gentleman from Pennsylvania (Mr. PITTS) has been tremendously influential in bringing be-

fore our committee and then to the floor of the House. It is difficult for me to think of what could be more non-controversial than Congress recognizing the importance of sending dollars directly to the classroom. We want to make sure every tax dollar we spend on education makes a real difference in the life of a child.

Specifically, the Dollars to the Classroom resolution calls on the U.S. Department of Education to work with States and local school districts to ensure that 95 percent of funds for elementary and secondary education are spent to improve the academic achievement of our children in their classrooms. The United States spends twice as much; I repeat, the United States spends twice as much as any other country to administer education.

Too much is spent on bureaucracy at all levels of government. We need to do our part to make sure that Federal dollars do not enable bureaucracies at State and local levels to grow even larger. We know very little about what proportion of Federal dollars are spent in the classroom. The Department of Education says 84 percent. Others say even less. But we do not need to argue about the exact number.

The evidence of bureaucracy taking away resources from the classrooms are plentiful. For example, more than 13,000 employees are funded with Federal dollars and State education agencies to administer Federal programs. It would take 20,000 full-time employees a year to fill out all of the paperwork produced by the Department of Education. In just the Elementary and Secondary Education Act there are more than 60 programs. Overall there are more than 760 education programs.

I think we can all agree that Congress should be about the business of empowering parents and teachers to do their jobs as effectively as possible, and that means giving them the resources to educate children as effectively as possible. It is time to transform the Federal rule to make it student centered, not program centered, to make it results centered rather than process centered. At the end of the day what is more important is how these programs are working to improve student achievement. We want to make sure that every tax dollar counts and goes to helping children learn. We think this is best accomplished by moving resources to the people who do help children learn, parents and classroom teachers.

Mr. Speaker, I reserve the balance of my time.

Mr. CLAY. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, all of us agree that it is important to send the vast majority of education dollars to the classroom. In fact, that is exactly what the Federal Government is doing right now according to the new report by the GAO. On September 30, GAO released an analysis of the top 10 education programs