

to fully understand that children from disadvantaged backgrounds can learn as well as children from the suburbs and elsewhere. If we set standards, if we have high expectations of those students, we now know that that kind of success is possible. But we must have those expectations of success and we must have qualified teachers and we must monitor the achievement. It can be done.

Just this last week, we learned that it happened again in the State of Texas where this same kind of decision that we are making here today was made in Texas under the leadership of everybody from Ross Perot to Ann Richards to George W. Bush. We learned last week that in Houston and Fort Worth, the gap was closed between majority and minority students, that in fact the achievement was coming closer together. We have seen it in Kentucky where many schools achieving the highest scores last year in reading and writing were in high poverty schools, in the South Bronx in the KIPP Academy, once again where we ask students to achieve high standards, where we have the expectations that they can achieve and we put them together with qualified teachers and good curriculum, those children in fact throw aside mediocrity, they throw aside the failure and they achieve as our expectations are in this country for all of our children.

I believe that this legislation starts that process on a national scale. I believe that we can have qualified teachers in all classrooms, that we can have these expectations of our young children and they can meet those standards of achievement and we can have rich and poor children, majority and minority children learning at the same rate. But we will have to hold on to these standards as this bill continues to progress. I think we continue to need to provide additional funding and there will be amendments that address that, because one of the things we know about this system is it is, in fact, resource poor. But we will get to that later in the deliberations on this legislation.

I want to thank every member of the committee and especially the committee chair and the ranking member and the subcommittee chair and the ranking member. This was long hours of negotiations, some of which went on until this morning, I guess, over some of this legislation. I want to thank the staff on both sides for all of their effort.

Mr. GOODLING. Madam Chairman, I yield 3 minutes to the gentleman from Texas (Mr. PAUL), another member of our committee.

(Mr. PAUL asked and was given permission to revise and extend his remarks.)

Mr. PAUL. Madam Chairman, I thank the gentleman for yielding me this time.

Madam Chairman, I rise in opposition to this legislation. I know that the

goal of everyone here is to have quality education for everyone in this country. I do not like the approach. The approach has been going on for 30 years with us here in the Congress at the national level controlling and financing education. But the evidence is pretty clear there has been no success. It is really a total failure. Yet the money goes up continuously. This year it is an 8 percent increase for Title I over last year.

In 1963, the Federal Government spent less than \$900,000 on education programs. This year, if we add up all the programs, it is over \$60 billion. Where is the evidence? The scores keep going down. The violence keeps going up. We cannot keep drugs out of the schools. There is no evidence that our approach to education is working.

I just ask my colleagues to think about whether or not we should continue on this same course. I know the chairman of the committee has made a concerted effort in trying to get more local control over the schools, and I think this is commendable. I think there should be more local control. But I am also convinced that once the money comes from Washington, you really never can deliver the control back to the local authorities. So that we should give it serious thought on whether or not this approach is correct.

Now, I know it is not a very powerful argument, but I might just point out that if Members read carefully the doctrine of enumerated powers, we find that it does not mention that we have the authority, but I concede that we have gotten around that for more than 35 years so we are not likely to reconsider that today. But as far as the practicality goes, we should rethink it.

If we had a tremendous success with our educational system, if everybody was being taken care of, if these \$60 billion were really doing the job, if we were not having the violence and the drugs in the school, maybe you could say, well, let us change the Constitution or let me reassess my position. But I think we are on weak grounds if we think we can continue to do this.

There are more mandates in this bill. Even though we like to talk about local control, there are more mandates, and this bill will authorize not only the \$8 billion and an 8 percent increase this year, but over the next 5 years there will be an additional \$28 billion added to the budget because of this particular piece of legislation.

I ask my colleagues, give it serious thought. This does not deserve passage.

Mr. CLAY. Madam Chairman, I yield 3 minutes to the gentleman from New Jersey (Mr. ANDREWS).

(Mr. ANDREWS asked and was given permission to revise and extend his remarks.)

Mr. ANDREWS. Madam Chairman, I thank the gentleman for yielding me this time. I rise as a graduate of and a believer in American public schools to support this legislation. I think there

is a broad consensus among the Members of this Congress that a very top priority is that we improve our public schools. Our employers are asking for it, our parents are asking for it, our students and our teachers are asking for it, and I believe this legislation takes an important step in that direction.

I commend the gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Missouri (Mr. CLAY), the gentleman from Delaware (Mr. CASTLE) and the gentleman from Michigan (Mr. KILDEE) for their excellent bipartisan cooperation in bringing this legislation to the floor. I think we should do more, and I hope that before we adjourn for the year, we find it in our agenda to enact the President's class size reduction initiative and put 100,000 qualified teachers in America's classrooms. I hope that we enact for the first time a meaningful Federal program to assist in the construction and reconstruction of our crumbling schools. But I think this legislation is an important step in the right direction.

It is important for what it does, by placing tutors and learning materials and new opportunities in the hands of the children who are least likely to have those opportunities without this law. As the gentleman from Wisconsin (Mr. KIND) said, it is important for what it does not do, because it does not take us down the false promise path of vouchers and the privatization of our public schools. I commend the leaders of our committee for reaching that delicate balance.

I would also like to thank the leaders of the committee for including in this bill two initiatives which I have sponsored and supported, one which attempts to stem the tide of school violence that we have seen in this country by the enactment of peer mediation programs that help young people work out their differences among themselves. I also thank the leadership for their inclusion of an effort that the gentleman from Indiana (Mr. SOUDER) and I have worked on to promote the education of young people in entrepreneurship, so that young people may learn ways that they may build businesses into successes to pay taxes to support our public school system.

I will be offering an amendment later today which attempts to give local educators a new tool to expand the benefits of the ESEA to preschoolers, to 3-, 4- and 5-year-olds who are not yet in kindergarten. There is no rule that says that we should wait until our children are 5 years old before they start to learn. They sure do not wait until they are 5 years old. I believe that my amendment will liberate the resources of this bill to help local school decisionmakers make prekindergarten programs a more viable success in the future.

I would urge my Republican and Democratic colleagues to step forward,