

Each Subcommittee shall review and study any conditions or circumstances indicating the need of enacting new or supplemental legislation within the jurisdiction of the Subcommittee.

(e) Referral to Subcommittees; Recall.

(1) Except as provided in paragraph (2) and for those matters within the jurisdiction of the Full Committee, every legislative measure or other matter referred to the Committee shall be referred to the Subcommittee of jurisdiction within two weeks of the date of its referral to the Committee. If any measure or matter is within or affects the jurisdiction of one or more Subcommittees, the Chairman may refer that measure or matter simultaneously to two or more Subcommittees for concurrent consideration or for consideration in sequence subject to appropriate time limits, or divide the matter into two or more parts and refer each part to a Subcommittee.

(2) The Chairman, with the approval of a majority of the Majority Members of the Committee, may order a legislative measure or other matter retained for consideration by the Full Committee or refer it to a select or special Subcommittee. A legislative measure or other matter referred by the Chairman to a Subcommittee may be recalled from the Subcommittee for direct consideration by the Full Committee, or for referral to another Subcommittee, provided Members of the Committee receive one week written notice of the recall and a majority of the Members of the Committee do not object. In addition, a legislative measure or other matter referred by the Chairman to a Subcommittee may be recalled from the Subcommittee at any time by majority vote of the Committee for direct consideration by the Full Committee or for referral to another Subcommittee.

(f) Consultation.—Each Subcommittee Chairman shall consult with the Chairman of the Full Committee prior to setting dates for Subcommittee meetings with a view towards avoiding whenever possible conflicting Committee and Subcommittee meetings.

(g) Vacancy.—A vacancy in the membership of a Subcommittee shall not affect the power of the remaining Members to execute the functions of the Subcommittee.

#### RULE 7. TASK FORCES, SPECIAL OR SELECT SUBCOMMITTEES

(a) Appointment.—The Chairman of the Committee is authorized, after consultation with the Ranking Minority Member, to appoint Task Forces, or special or select Subcommittees, to carry out the duties and functions of the Committee.

(b) Ex-Officio Members.—The Chairman and Ranking Minority Member of the Committee shall serve as ex-officio Members of each Task Force, or special or select Subcommittee.

(c) Party Ratios.—The ratio of Majority Members to Minority Members, excluding ex-officio Members, on each Task Force, special or select Subcommittee shall be as close as practicable to the ratio on the Full Committee.

(d) Temporary Resignation.—A Member can temporarily resign his or her position on a Subcommittee to serve on a Task Force, special or select Subcommittee without prejudice to the Member's seniority on the Subcommittee.

(e) Chairman and Ranking Minority Member.—The Chairman of any Task Force, or special or select Subcommittee shall be appointed by the Chairman of the Committee. The Ranking Minority Members shall select a Ranking Minority Member for each Task Force, or standing, special or select Subcommittee.

#### RULE 8. RECOMMENDATION OF CONFEREES

Whenever it becomes necessary to appoint conferees on a particular measure, the Chair-

man shall recommend to the Speaker as conferees those Majority Members, as well as those Minority Members recommended to the Chairman by the Ranking Minority Member, primarily responsible for the measure. The ratio of Majority Members to Minority Members recommended for conferees shall be no greater than the ratio on the Committee.

#### RULE 9. COMMITTEE RECORDS

(a) Segregation of Records.—All Committee records shall be kept separate and distinct from the office records of individual Committee Members serving as Chairmen or Ranking Minority Members. These records shall be the property of the House and all Members shall have access to them in accordance with clause 2(e)(2) of House Rule XI.

(b) Availability.—The Committee shall make available to the public for review at reasonable times in the Committee office the following records:

(1) transcripts of public meetings and hearings, except those that are unrevised or unedited and intended solely for the use of the Committee; and

(2) the result of each rollcall vote taken in the Committee, including a description of the amendment, motion, order or other proposition voted on, the name of each Committee Member voting for or against a proposition, and the name of each Member present but not voting.

(c) Archived Records.—Records of the Committee which are deposited with the National Archives shall be made available pursuant to the Rules of the House of Representatives. The Chairman of the Committee shall notify the Ranking Minority Member of any decision to withhold a record pursuant to the Rules of the House of Representatives, and shall present the matter to the Committee upon written request of any Committee Member.

(d) Records of Closed Meetings.—Notwithstanding the other provisions of this rule, no records of Committee meetings or hearings which were closed to the public pursuant to the Rules of the House of Representatives shall be released to the public unless the Committee votes to release those records in accordance with the procedure used to close the Committee meeting.

(e) Classified Materials.—All classified materials shall be maintained in an appropriately secured location and shall be released only to authorized persons for review, who shall not remove the material from the Committee offices without the written permission of the Chairman.

#### RULE 10. COMMITTEE BUDGET AND EXPENSES

(a) Budget.—At the beginning of each Congress, after consultation with the Chairman of each Subcommittee, the Chairman shall propose and present to the Committee for its approval a budget covering the funding required for staff, travel, and miscellaneous expenses.

(b) Expense Resolution.—Upon approval by the Committee of each budget, the Chairman, acting pursuant to clause 5 of House Rule XI, shall prepare and introduce in the House a supporting expense resolution, and take all action necessary to bring about its approval by the Committee on House Oversight and by the House of Representatives.

(c) Amendments.—The Chairman shall report to the Committee any amendments to each expense resolution and any related changes in the budget.

(d) Additional Expenses.—Authorization for the payment of additional or unforeseen Committee expenses may be procured by one or more additional expense resolutions processed in the same manner as set out under this rule.

(e) Monthly Reports.—Copies of each monthly report, prepared by the Chairman for the Committee on House Oversight, which shows expenditures made during the reporting period and cumulative for the year, anticipated expenditures for the projected Committee program, and detailed information on travel, shall be available to each Member.

#### RULE 11. COMMITTEE STAFF

(a) Rules and Policies.—Committee staff members are subject to the provisions of clause 6 of House Rule XI, as well as any written personnel policies the Committee may from time to time adopt.

(b) Majority and Nonpartisan Staff.—The Chairman shall appoint, determine the remuneration of, and may remove, the legislative/investigative and administrative employees of the Committee not assigned to the Minority. The legislative/investigative and administrative staff of the Committee not assigned to the Minority shall be under the general supervision and direction of the Chairman, who shall establish and assign the duties and responsibilities of these staff members and delegate any authority he determines appropriate.

(c) Minority Staff.—The Ranking Minority Member of the Committee shall appoint, determine the remuneration of, and may remove, the legislative/investigative and administrative staff assigned to the Minority within the budget approved for those purposes. The legislative/investigative and administrative staff assigned to the Minority shall be under the general supervision and direction of the Ranking Minority Member of the Committee who may delegate any authority he determines appropriate.

(d) Availability.—The skills and services of all Committee staff shall be available to all Members of the Committee.

#### RULE 12. COMMITTEE TRAVEL

In addition to any written travel policies the Committee may from time to time adopt, all travel of Members and staff of the Committee or its Subcommittees, to hearings, meetings, conferences and investigations, including all foreign travel, must be authorized by the Full Committee Chairman prior to any public notice of the travel and prior to the actual travel. In the case of Minority staff, all travel shall first be approved by the Ranking Minority Member. Funds authorized for the Committee under clause 5 of House Rule XI are for expenses incurred in the Committee's activities within the United States.

#### RULE 13. CHANGES TO COMMITTEE RULES

The rules of the Committee may be modified, amended, or repealed, by a majority vote of the Committee, provided that 48 hours written notice of the proposed change has been provided each Member of the Committee prior to the meeting date on which the changes are to be discussed and voted on. A change to the rules of the Committee shall be published in the Congressional Record no later than 30 days after its approval.

#### RULE 14. OTHER PROCEDURES

The Chairman may establish procedures and take actions as may be necessary to carry out the rules of the Committee or to facilitate the effective administration of the Committee, in accordance with the rules of the Committee and the Rules of the House of Representatives.

### EDUCATION AT A CROSSROADS

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Michigan [Mr. HOEKSTRA] is recognized for 60 minutes.

Mr. HOEKSTRA. Mr. Speaker, I want to continue the dialog on education.

In my role in Congress I have the opportunity to serve as chairman of the Subcommittee on Oversight and Investigations of the Committee on Education and the Workforce. In that committee last year, we researched the Office of Management and Budget documents to get a better understanding of how the executive branch defined education at the Federal level. In researching their documents we found out that when you take a look at education from a Washington level, you find 760 programs spread over 39 different agencies spending about \$120 billion per year.

Our work in the last Congress has led us to initiate a new project here in 1997. We call that project Education At A Crossroads: What Works and What is Wasted.

What we are really saying is before we begin any major new initiatives in the education area, let us take a look at this broad range of Federal programs and find out what really is working and what is not working. Let us go around the country and take a look at local school districts, at parents, at teachers, and at school boards that are educating kids and providing a good environment where kids can learn.

Last night the President really did not spend a lot of time talking about it, the specific problems, but he did highlight, obviously, the area of education. At many different levels we can say that education may be in somewhat of a crisis, or there are symptoms that say we may have a significant problem.

Statistics tell us that one-half of all adult Americans are functionally illiterate. This includes not being able to write a letter to explain a billing error or figure out a departure on a bus schedule. Sixty-four percent of 12th graders do not read at a proficient level. In many cases these students cannot read their own high school diplomas. In international comparisons, United States students scored worse in math than any other major industrialized country except for Jordan.

Now, if we take that down another level, last week we had a hearing out in California. In California, think about this, 25 percent of all the students entering higher education need remedial education. They have graduated from high school, they have been accepted into college, and now they need remedial education. What does that mean? It means that they cannot read or write at an eighth grade level.

In Michigan, our Governor may propose that he needs and the State needs to take over eight failing school districts because they have high dropout rates, low test scores, and low graduation rates.

Right here in Washington, DC, right outside of this building, we are spending \$8,300 per student and we are getting some of the lowest test scores in the country.

What is the vision or what is the picture that many people have of education today when they are asked about it? The general public see three recurring images: They see metal detectors in high schools, they see kids outside of the school during school hours, and they see checkout clerks who cannot make change. You put this all together, it is clear something needs to be done in education.

We have known this for quite some time. The Federal Government's solution, as I outlined earlier, 760 bureaucracies or programs spread across 39 departments, agencies, and commissions, spending 120 billion in taxpayers' dollars on education in 1995.

What are these programs focused on? Of the programs, 3.6 percent are science related, 1.9 percent are reading related, and 1.1 percent are math related. Less than 10 percent of these programs are focused on either science, reading, or math. What else do they do? One of the programs pays for closed captioning of things like "Baywatch."

That is an educational program. Perhaps the problem we have in Washington is not that we are not spending enough dollars or that we have too many programs, we are spending it on the wrong things. That is why we are saying before we embark on major new programs and major new initiatives, let us take a look at what we are doing today.

I think we all believe that when it comes to education we can do better, we need to do better. Our children only begin to receive a high quality education—we have heard this from hearings, we have gone into a number of areas around the country—when what? When we focus on basic academics, where we have strong parental involvement, and where dollars end up in the classroom and do not get sucked up by a bureaucracy.

Let us talk about some of the goals and some of the programs that we are working on and some of the process that we are going to go through. In Crossroads With Education, we are going around the country taking a look at classes and at schools that work where kids learn.

We have had the opportunity to go to east Harlem, some of the toughest neighborhoods in the country. We have gone to schools in public housing projects in Chicago. Last week we were in south central L.A. The exciting thing about each one of these areas and each one of these neighborhoods is we saw schools that were providing a wonderful environment for learning, and they were not doing it because of Federal programs. In most cases they were doing it in spite of Federal programs.

They were experimenting and they were doing innovative things where there was a barrier to them getting Federal dollars. The Federal Government, in many of its laws, is actually stopping innovation and creativity at the local level rather than facilitating it.

Again, what works? Basic academics, parental involvement. Each one of these schools really has had parental involvement. Parents feel like they have control of their school. And when parents have the opportunity to control their school and to be involved with their kids, it makes a difference. Each one of these had a strong inspirational leader who had a vision for their school and is driving to make that school serve the patients and the kids and not a bureaucracy.

We are focusing on dollars to the classroom. A study that was just completed said that when a dollar comes to Washington, only 85 cents of it makes it back into the classroom. And that is when you are only taking a look at the Federal bureaucracy. If you take a look at the applications that local school districts and States have to spend time and effort and energy on to get these Federal dollars, if you take a look at the time and expense that they have to monitor their programs and send reports back to Washington, I am sure that you could take a look at these dollars that go to Washington and say for every dollar that goes to Washington, probably less than 60 or 65 cents of it makes it back into the classroom.

This is not about moving more money and bigger programs into Washington, this is about taking the dollars that Washington has committed to spending on education and getting them back in the classroom.

One of the exciting things we are going to be doing is we are going to be going back to the Department of Education, these other 38 agencies, and saying how hard is it to apply for these grants? How complex is the process? How many people are applying for how many grants? What kind of paperwork is involved once people receive these grants? When they file reports back to Washington, when they send them back to the Education Department, does anybody read them? Is any action taken off of these reports?

The Federal dollars going into the District. We have done superintendent surveys and the one message we get back consistently is, yeah, the broad outlines and the things that you are trying to solve from Washington work, but when you send us the dollars, the parameters are so tight, yeah, we do what you tell us to do, but that does not really enable us to do what we need to do and what we want to do in our schools.

It leads to the comment of one of the principals that we talked to last week. When she was talking she said, when I worked in the public school district and I was a public school principal, before I became a public school principal in a charter school, I had to worry about not the 3 R's, I had to worry about the 3 B's. That is kind of like her reaction working either with her school district or working with the Federal Government.

The 3 B's. What are they? I had to worry about bussing. Are the buses running on time?

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I had to worry about budgets to make sure that the dollars fell in the right categories and that I stayed within the budget. And then I had to worry about the but's. What are the but's? The but's are every time I had a good idea and every time my parents came into the school with a good idea about what they wanted to do in this school and I went to the centralized administration, I would get the comment back, "That is a good idea, but if we let you do it, everybody else will have to be able to do it."

"But the rules don't allow for that."

"But yet we can't do that."

"But we've never done that before."

When the parents took over that school and created a public school, but a charter public school with parental involvement, the but's went away and we now have a high quality, high performing school in one of the toughest areas in one of our major cities.

We want to minimize what is wasted in education. We want dollars back into the classroom. We want the dollars focused on what really works. And it is really important that we work in a collaborative fashion, that we work in a collaborative fashion with parents, with school boards, with local school boards to ensure that they are given the tools and the control to create the schools that best meet the needs of their kids.

What we are going to be doing, we are going to be continuing this process for the next 12 months. Obviously we have done a lot of work in 1996. We have already done a lot of work in 1997. But before we go out and spend another \$50 billion as Band-Aids on a system that is currently broken, we need to evaluate the current system and put the money into things that work.

There are wonderful success stories out there, there are wonderful environments, there are wonderful schools, and they are all wonderful kids and they are learning. What we need to do is to make sure that we help them and do not continue to hurt them with programs from Washington that do not work.

Why are we experiencing some of the failure today? Too often we have put bureaucrats ahead of kids. When we get done with education reform in this Congress, we are going to put kids ahead of bureaucrats. Too often we have put social engineering ahead of the basics. It is time to focus on reading, writing, and math. It is time to focus on the basics.

We have put money into the bureaucracy, not into the classroom. We need to move the dollars out of the bureaucracy. We need to move the dollars to the local level so that they can get into the classroom.

Before we put 1 million new tutors on the streets, we need to ask the basic

question, Why are kids not learning today? We have at least 14 literacy programs in the Federal Government. Kids are spending 6 to 7 hours a day in school. Why are they not learning today? Do we need to revamp these 14 literacy programs? Do we need to take a look at what is going on in the classroom?

Those are the kinds of questions that over the next 6 to 12 months, the Education and Oversight Subcommittee is going to be looking at. As we develop answers to those kinds of questions, we will be developing, hopefully in collaboration with the President, the proposals that will put kids in front of bureaucrats, it will move dollars into the classroom, and it will move us in education back to focusing on the basics, reading, writing, and math.

Like I said earlier, the wonderful thing about this project is I have seen success stories from one end of the country to the next. It is about common sense, it is about getting back to the basics and it is about doing the right things.

As we work on getting back to that commonsense approach, we can and we will improve education. It is an exciting process and an exciting challenge on which to work.

#### LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. OBEY (at the request of Mr. GEPHARDT) for today on account of illness.

Mr. FOGLIETTA (at the request of Mr. GEPHARDT) for today on account of illness.

Mrs. CARSON (at the request of Mr. GEPHARDT) for today on account of illness.

Mr. BARRETT of Wisconsin (at the request of Mr. GEPHARDT) for today on account of the birth of a baby girl.

Mrs. CHENOWETH (at the request of Mr. ARMEY) for today and the balance of the week on account of the death of her mother.

Mr. YOUNG of Florida (at the request of Mr. ARMEY) for today and for the balance of the week on account of a death in the family.

Mr. HOYER (at the request of Mr. GEPHARDT) for today on account of illness in the family.

#### 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. PALLONE) to revise and extend their remarks and include extraneous material:)

Mr. UNDERWOOD, for 5 minutes, today.

Mr. SKAGGS, for 5 minutes, today.

Ms. SLAUGHTER, for 5 minutes, today.

Ms. NORTON, for 5 minutes, today.

Mr. PALLONE, for 5 minutes, today.

Mr. FARR of California, for 5 minutes, today.

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

Mr. SMITH of Michigan, for 5 minutes each day, today and on February 11.

Mr. PITTS, for 5 minutes, today.

Mr. FOLEY, for 5 minutes, today.

(The following Member (at her own request) to revise and extend her remarks and include extraneous material:)

Mrs. LOWEY, for 5 minutes, today.

(The following Member (at his own request) to revise and extend his remarks and include extraneous material:)

Mr. OWENS, for 5 minutes, today.

#### EXTENSION OF REMARKS

By unanimous consent, permission to revise and extend remarks was granted to:

(The following Members (at the request of Mr. PALLONE) and to include extraneous material:)

Mr. BENTSEN.

Mr. BECERRA.

Mr. BLUMENAUER.

Mr. ACKERMAN.

Mr. STARK.

Ms. HARMAN.

Ms. SANCHEZ.

Mr. TOWNS.

Ms. NORTON.

(The following Members (at the request of Mr. RILEY) and to include extraneous material:)

Ms. MOLINARI.

Mr. WELDON of Pennsylvania.

Mrs. JOHNSON of Connecticut.

Mrs. ROUKEMA.

Mr. GILMAN, in two instances.

Mr. FRELINGHUYSEN.

(The following Members (at the request of Mr. HOEKSTRA) and to include extraneous material:)

Mr. GALLEGLY.

Mrs. MYRICK.

Mr. STUMP.

Mr. MORAN of Virginia in two instances.

Ms. EDDIE BERNICE JOHNSON of Texas in two instances.

Mr. KUCINICH in two instances.

Mr. LEVIN.

Mr. FILNER in two instances.

Mr. BASS.

Mrs. MORELLA in two instances.

Mr. GALLEGLY.

Mr. FRANKS of New Jersey in two instances.

Mr. FARR of California.

Mrs. KELLY.

Mr. FRANK of Massachusetts.

Mrs. LOWEY.

Mr. PACKARD.

Mr. MCDERMOTT.

Mr. TRAFICANT.

Mr. RIGGS.

Mr. KENNEDY of Massachusetts in two instances.

Mr. BARCIA.

Mr. ENGEL.

Mrs. KENNELLY of Connecticut.

Ms. KAPTUR.