

# EXTENSIONS OF REMARKS

## NO CORRELATION BETWEEN EDUCATION SPENDING AND RESULTS

**HON. BOB SCHAFFER**

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Mr. SCHAFFER. Mr. Speaker, I rise today to urge my colleagues to take a look at the facts about education spending and results. The teachers' unions and other alliances promoting bureaucracy are constantly pressuring Congress to expand federal education spending by billions of dollars. But, what do the numbers show us about the effectiveness of simply spending more money on education?

A recent scholarly article by Cal Thomas pokes holes in the mantra that more education funding will help improve students' education. I have submitted the article for the RECORD. In the article, Mr. Thomas cites statistics from the Department of Education to back his claims. While the federal government has increased education spending 132 percent between 1996 and the current fiscal year, test scores have remained stagnant. The Department of Education reports 32 percent of public school fourth-graders are proficient in reading, while only 26 percent are proficient in mathematics. These figures are a dismal commentary on the state of education in the United States.

In his article, Thomas cites a study by the bi-partisan American Legislative Exchange Council (ALEC), further revealing the lack of correlation between education spending and better academic results. "Particularly troubling is the finding that of the 10 states that increased per-pupil expenditures the most over the past two decades, none ranked in the top 10 in academic achievement. Additionally, of the top 10 that experienced the greatest decreases in pupil-to-teacher ratios over the past two decades, none ranked in the top 10 in academic achievement."

As the House works out appropriation levels for federal education funding over the next several weeks, I strongly urge it to take a look at the statistics. More money does not mean better student results.

Instead, I commend the House to follow Cal Thomas' advice regarding how to improve academic performance. Thomas states: "Allowing parents to have the power to choose where they believe their children can best be educated is the way to get higher test scores and better learning."

Mr. Speaker, I have introduced an education tax deduction bill that is currently reported to the House floor. It would empower parents with the ability to select the best education options for their children. Rather than spending more money on bureaucratic federal programs, I recommend my colleagues pass the Back to School Tax Relief Act, H.R. 5193, and begin sending money back to the parents to spend as they deem appropriate. Only when we empower parents will we begin to see a reversal in the negative test score trends.

[From Pioneer Press, Oct. 18, 2002]

## MORE SPENDING DOESN'T ALWAYS TRANSLATE INTO IMPROVED EDUCATIONAL PERFORMANCE

(By Cal Thomas)

Democrats lament that the presumptive war with Iraq has kept them from focusing the public's attention on domestic issues.

OK, let's talk about one of their favorite domestic issues: education. Most Democratic candidates (and sometimes a few Republicans) promise that if elected, or re-elected, they will fight to spend more money for education. They imply a relationship between increased spending and better academic performance. The public has mostly accepted this line of thinking.

The federal government has spent \$321 billion on education since 1965. The worthless Department of Education, which was established in 1979 as President Jimmy Carter's payoff to the teachers' unions, has an annual budget of \$55 billion.

Yet on the DOE's own Web page, there are some embarrassing facts. Promoting its "No Child Left Behind" agenda ([www.nochildleftbehind.gov/next/stats/index.html](http://www.nochildleftbehind.gov/next/stats/index.html)), DOE notes that education spending has increased 132 percent between 1996 and the current fiscal year. As the watchdog group Citizens Against Government Waste notes, that compares to a 96 percent budget hike for the Department of Health and Human Services and a 48 percent boost for defense over the same period.

What are our children and their parents getting for this extra money? Not much. The DOE reports just 32 percent of public school fourth-graders are proficient in math. Of those who can't read well, 68 percent are minority children, even though sharp increases in Title One spending (\$10 billion in the current budget) directed at improving basic skills among black, Hispanic and American Indian children have failed to achieve those goals.

If the federal government's own figures are not persuasive enough, a new study by the American Legislative Exchange Council are. In the ninth edition of "Report Card on American Education: A State-by-State Analysis," the study of two generations of students from 1976 to 2001 graded each state, using more than 100 measures of educational resources and achievement. ALEC is the nation's largest bipartisan, individual membership organization of state legislators.

In a news release, the ALEC says, "A key finding of the report shows there is no immediate evident correlation between conventional measures of education inputs, such as expenditures per pupil and teacher salaries, and educational outputs, such as average scores on standardized tests." Particularly troubling is the finding that of the 10 states that increased per-pupil expenditures the most over the past two decades, none ranked in the top 10 in academic achievement. Additionally, of the top 10 that experienced the greatest decreases in pupil-to-teacher ratios over the past two decades, none ranked in the top 10 in academic achievement.

The teachers' unions and the rest of the government education monopoly regularly tell us that more spending and smaller classrooms are the answer to improved test scores. But the ALEC study, along with the DOE statistics, proves that is not the case. (For a state-by-state breakdown go to [www.ALEC.org](http://www.ALEC.org).)

Allowing parents to have the power to choose where they believe their children can best be educated is the way to get higher test scores and better learning. If competition improves the products we buy, it can improve the quality of education our children receive—or, in this case, are not receiving. How much more money will it take before the public awakens to the unnecessary and ineffective education spending?

That would be one good question for the campaign trail in any debate about domestic issues.

## TRIBUTE TO CATHERINE HARRIS

**HON. ROBERT A. BRADY**

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Mr. BRADY of Pennsylvania. Mr. Speaker, I rise to honor the lifelong service of Catherine Harris. A dedicated civil service employee, Mrs. Harris has worked with the City of Philadelphia Department of Public Health for the past 40 years.

Mrs. Harris began her exemplary service as a Clerk-Typist in the Pharmacy Department. She eventually went on to become the only Mortality Coder for the entire health department. As a supervisor, she helped other staff learn the methods and principles used to rank importance of the cause of death for statistical purposes.

Mrs. Harris retired from the City of Philadelphia Department of Public Health on October 4, 2002. In recognition of her years of service to the Philadelphia community, I ask that you and my other distinguished colleagues rise to congratulate her on retirement.

## SMALL BUSINESS ADMINISTRATION LOAN PROGRAMS SUBSIDY RATE MISCALCULATION

**HON. STEVEN R. ROTHMAN**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Mr. ROTHMAN. Mr. Speaker, small businesses are reeling from the downturn in the economy and are struggling to acquire the capital needed to establish or expand their businesses. These same small businesses are the backbone of our economy, and provide much of the innovation and inventions of new concepts and products that large corporations are unable to develop. The Small Business Administration plays an important role in supporting and assisting small businesses in our country by offering a variety of loan programs, as well as counseling and training for all types of firms.

The Small Business Administration and its affiliates, including Certified Development Company, not to mention small businesses in general, have been struggling in recent years with user fees on loan programs and decreased assistance from Congress. Specifically, the Administration and the Office of

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Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

Management and Budget have been miscalculating the anticipated cost of loan programs to the taxpayer, or the subsidy rates for loan programs.

The Administration's subsidy rate estimates for the Small Business Administration's 7(a) loan program and the 504 guaranteed loan program have regularly been miscalculated, leading to unnecessarily high fees charged to the borrowers who use the Small Business Administration's loan programs. This is, in effect, a tax on small businesses, and must be rectified.

The Administration and the Office of Management and Budget must re-estimate the subsidy rate calculations to ensure that the 7(a) loan program as well as the 504 guaranteed loan program are not threatened, and to reduce the tax burden on our nation's small businesses.

#### 125TH ANNIVERSARY OF REGIS UNIVERSITY

#### HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Mr. SCHAFFER. Mr. Speaker, I rise today to recognize the 125th anniversary of Regis University, a highly acclaimed Jesuit institution in Denver, Colorado.

Founded in 1877 as Las Vegas College in Las Vegas, New Mexico, Regis University has undergone three name changes, two moves and significant growth since its inception one hundred twenty-five years ago. The university now enrolls more than 13,500 students in three constituent schools: Regis College, for traditional liberal arts; School for Professional Studies, with programs designed for working adults; and School for Health Care Professionals, which houses Regis' doctoral program in physical therapy. An additional 15,000 students attend the university's five branch campuses in Colorado and one in Las Vegas, Nevada.

As 1 of 28 Jesuit institutions of higher education in the country, Regis University has developed a reputation for academic excellence and a commitment to the Jesuit mission of developing leaders committed to the service of others. For seven consecutive years, U.S. News and World Report has ranked Regis University to be among its top tier of colleges and universities in the Western United States. The University has also been recognized for its leadership in the field of student character development. The university was 1 of 100 colleges and universities honored in the "Templeton Guide: Colleges that Encourage Character Development."

As a U.S. Representative from Colorado, I know my Colorado colleagues join me in expressing appreciation to Regis University for its significant contributions to the state, country and world at large. It has hosted numerous world leaders to its Colorado campus, including, ten Nobel Prize winners, Mother Theresa and the historic meeting between Pope John Paul II and the President in 1993. The school has also produced an American Rhodes Scholar, two Fulbright professors and two athletes named to USA Today's College All-Academic Team.

Mr. Speaker and Members of the House, please join me in honoring Regis University as

it celebrates 125 years of dedicated service to the academic enrichment and development of thousands of college graduates. The university and all of its faculty and staff are to be congratulated on this momentous occasion.

#### DOMESTIC VIOLENCE AWARENESS MONTH

#### HON. LUCILLE ROYBAL-ALLARD

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Ms. ROYBAL-ALLARD. Mr. Speaker, I rise to recognize October as Domestic Violence Prevention Month and add my strong support to the struggle against domestic abuse.

Domestic Violence Awareness Month is an opportunity for us to remember those who have been victims of abuse, to support those who are survivors, to educate ourselves about the barriers and hardships domestic violence victims face, and to find effective and lasting solutions to this horrific crime.

I would like to share a story with you about a domestic violence survivor named Anna. Anna is married to an abusive man, who regularly harasses, threatens, and hits her. One evening, he flew into a rage and brutally beat her, because she was considering leaving him.

Anna came into work the next day and confided to her supervisor that her injuries were the result of domestic violence. Her boss referred her to the Human Resources office where the staff had training in working with employees who are victims of domestic violence. Human Resources helped Anna contact a local domestic violence service provider.

The employer gave Anna the rest of the day off to meet with a counselor and figure out other precautionary steps. When made aware that she would need several days off to get a restraining order and move into a shelter, Anna called her boss who gave her additional time off.

Before returning to work, Anna was able to develop a safety plan with her boss and counselor that included one afternoon off per week to attend group counseling sessions at the local service provider.

Anna's ability to get help and support from her employer had a significant positive impact on her life. Anna found a safe place to live and remained economically independent. Anna's boss also gained significantly by retaining a productive and contributing employee. Further saving the company time and money in not having to recruit and retrain a new employee.

Mr. Speaker, I use this story to underscore the benefits of having a supportive system in place to help domestic violence victims break the vicious cycle of violence. Sadly, however, this story is fiction rather than fact. Anna's story is a far cry from what most domestic violence victims currently encounter when they seek help from their employers. Federal law does not specifically allow women to take leave from work to effectively deal with abuse. Nor do most states allow women who leave work as a result of domestic violence to collect unemployment compensation.

Instead, victims of abuse live with the added fear of losing their job and falling into poverty if they take time off to go to a shelter or seek

a protective order. In addition employers also lose out. It is estimated that it costs employers \$100 million a year as a result of higher turnover, lower productivity, absenteeism and health and safety expenses.

To address the inadequacy of our current laws, I have introduced the Victim's Economic Security and Safety Act also known as VESSA. This bill ensures that victims of domestic violence are allowed to take time off from work to make necessary court appearances, seek legal assistance, contact law enforcement officials or make alternative housing arrangements, without the fear of being fired or demoted. Further, to make sure victims can retain financial independence VESSA requires states to provide unemployment benefits to women who are forced to leave work as a result of domestic violence. In addition, VESSA creates a workplace safety program tax credit for 40 percent of the costs incurred or paid by an employer who implements a domestic violence workplace safety and education program.

Mr. Speaker, Anna's story, although fiction, clearly illustrates how a comprehensive support system can help to break the cycle of violence as well as, benefit business and society as a whole. I am extremely pleased to announce that VESSA has already garnered the support of 115 of my colleagues in the House of Representatives. I'm hopeful that with the increased support of my colleagues in Congress VESSA will soon become law, and help turn victims of domestic abuse into survivors.

#### TRIBUTE TO MRS. MARIA LOUISE BROOKS JONES

#### HON. ROBERT A. BRADY

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 28, 2002*

Mr. BRADY of Pennsylvania. Mr. Speaker, I rise to honor and celebrate the accomplishments of Mrs. Maria Louise Brooks Jones, a resident of Philadelphia for more than fifty years. "Mom Jones" as she is affectionately called, has been a blessing to many in the great city of brotherly love. She is a wife, mother of nine children, grandmother of twenty-six, great-grandmother of seventeen, and an adopted "mother" to a host of children and grandchildren that have claimed her throughout many years. Mom Jones gained some of these "children" because encouraging others is her way of life. The people in her community know that they can get assistance from her in the form of prayer, clothing, or shelter.

Mrs. Jones joined the church at an early age, and from Richmond, VA via Baltimore, MD joined Second Pilgrim Baptist Church in Philadelphia under the pastorate of the late Rev. R. L. Thomas. At Second Pilgrim Baptist Church, she has actively served as a member of the Combined Mass Choir and held various offices on the Jones Gospel Chorus, Senior Choir, Hospitality Ministry, Nurses Ministry, Widows' Ministry, Youth Supervisor, and the Delaware Valley Hospitality Circle.

Mom Jones is an activist and leader in the education of children both in and around her community and church. She worked in the public and private schools of Philadelphia for over fifty years, and remains active in the private sector to this day. As far as she is concerned, she'll help educate children as long as children need to be educated.