

family. Until they took it off their website, a more recent group, Black Lives Matter, was overtly antifamily. The feminist extremists in the sixties—Kate Millett being the prominent one; you can call her the mother of women's studies—were very anti-nuclear family.

These anti-nuclear family people got the upper hand, and that is why we have gone from about 4 percent to over 40 percent.

I hope, as the people in this body put together their great big, beautiful bill, that we remember that a lot of the programs in our current budget are programs designed to destroy the nuclear family.

I have two other quick comments. One is with regard to transgender and local schools. A lot of people have talked about men in women's sports, and I don't even think that is the biggest scandal. I think the biggest scandal is that we are educating our young people to adopt a transgender lifestyle.

In Europe, when they backed off on pushing this lifestyle, the lifestyle not exclusively but largely disappeared. In other words, we have made it cool by what they do in Hollywood promoting this lifestyle. Sadly, the schools are promoting this lifestyle.

I will mention, again, my own anecdotes. When I was campaigning last year, I ran into a couple of grandmothers whose grandchildren were going down this transgender route, and it broke their hearts. They wondered why this had to happen because it wasn't something they saw when they were children. It happened because our education system and our popular culture promote this lifestyle.

It is a good thing if President Trump tries to get this stuff out of our institutes of public instruction.

I think it is really too bad if people feel it is cool to adopt this lifestyle. It is something for us to remember, and hopefully, we will be having hearings on this topic as we delve into whether people would adopt this lifestyle in the first place if there weren't so many powerful special interests that encouraged people to adopt this lifestyle.

□ 1945

Mr. Speaker, my final point, when we come to our big, beautiful bill, a lot of it is going to have to do with taxes. I stand with President Trump on some of his items here that he has brought up in the past and some of them are the reasons why I like him.

President Trump is not afraid to stand up to the special interests that seem to be so persuasive in this Chamber.

First of all, even though a lot of the money is already out the door, President Trump came up against the CHIPS bill. The CHIPS bill was a public-private partnership, I guess we should call it. Whenever you hear about a public-private partnership, I think you have to hold onto your wallet, because that means a private-sector group wants some government money.

The CHIPS bill is to encourage more semiconductor manufacturing in the United States. I think we have to encourage more semiconductor manufacturing, but it costs about \$280 billion. That is about \$700 for every man, woman, and child in the country.

Does anybody really believe that the Federal Government should be grabbing \$700 from everybody just to promote one industry? I think we could promote that industry with a much smaller amount if we deal with some exemptions from manufacturing I am going to talk about in a second. That would be another way to bring more semiconductor manufacturing into this country.

I strongly believe, along with President Trump, that a subsidy of \$700 per person in this country for the semiconductor industry is unnecessary.

The next thing I will bring up is the carried interest treatment for hedge fund managers. Under the carried interest loophole, you might call it, people whose primary income is derived from being entitled to some of the money they make for their investors is taxed at capital gains rates rather than regular rates.

In other words, people who are investing other people's money and making, frequently, millions of dollars a year are taxed at a much lower rate than people who are welders, people who are nurses, or people who make their money any other way.

President Trump came out against the carried interest loophole when he ran for President in 2016. He wasn't able to get rid of it at that time. This time, I hope that our Committee on Ways and Means, together with President Trump, stops taxing these wildly wealthy people at a lower tax rate than what the average guy or woman is making in this country. That is another good thing to do.

The final tax provision that I point out is President Trump has floated the idea of having a lower tax rate for manufacturing than other industries. I applaud him for that.

To be a great country, you have to make things. You are not a wealthy country because you have a lot of law firms. You are not a wealthy country because you have a lot of advertising agencies. You are a wealthy country because you make things. Our manufacturers, unlike some of these other industries, have to compete against companies abroad.

Mr. Speaker, when these big multinational corporations have to decide if they are going to set up shop in Germany or Korea or Brazil or India or wherever, we want it to be favorable taxwise to set up shop in the United States. Therefore, I do believe that, when the final tax rates are laid out by the Committee on Ways and Means, I would like to see lower rates for manufacturers who, after all, are responsible for producing the wealth in this country.

It is something I have pursued in my own personal career. We have got a

nice low tax rate for Wisconsin manufacturers, but we would like to see a lower rate for manufacturers in the United States than these other countries.

If we are going to be a great country, not only do we need stronger families and to stop penalizing these families, but we have to stop educating our poor, young people that we are a racist country. To be a great country, we need a strong manufacturing base. We want it to be preferable to manufacture stuff in the United States than in Europe or Asia or South America. The way to do that is a lower tax rate for manufactured items.

I thank the chair for paying rapt attention to all the comments I have made here tonight. I hope my colleagues, as they put together the big, beautiful bill, take them to heart, stop penalizing the nuclear family, start treating manufacturing especially the way it should be, and crack down on special tax provisions that benefit the very wealthy.

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

EDUCATION IS OF GREAT IMPORTANCE TO CONGRESSIONAL BLACK CAUCUS, CONGRESS, AND CONSTITUENTS

(Under the Speaker's announced policy of January 3, 2025, Ms. MCCLELLAN of Virginia was recognized for 60 minutes as the designee of the minority leader.)

GENERAL LEAVE

Ms. MCCLELLAN. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and include extraneous material on the subject of this Special Order hour.

The SPEAKER pro tempore (Mr. HARIDOPOLOS). Is there objection to the request of the gentlewoman from Virginia?

There was no objection.

Ms. MCCLELLAN. Mr. Speaker, it is with great honor that I rise today to co-anchor this CBC Special Order hour along with my distinguished colleague, the gentleman from South Carolina (Mr. CLYBURN).

For the next 60 minutes, members of the CBC have an opportunity to speak directly to the American people on education, an issue of great importance to the Congressional Black Caucus, Congress, and the constituents who we represent.

Mr. Speaker, in the 1880s, my great-grandfather founded a school in his rural community because the State of Alabama did not provide a good education to Black children. As explained in his autobiography, he wanted to teach children, whose parents and grandparents had been enslaved on plantations nearby, to be of better service to themselves, their employers, and the community in which they lived.

In the 1930s, my father and his sisters attended that school because the State

of Tennessee did not provide a good education to Black children. Like his father and his grandfather, my dad became an educator himself, ultimately teaching the next generation of educators at Virginia State University.

In the 1950s, my mother had to move away from her hometown because the State of Mississippi did not provide a good education for Black children. The only school that did was run by the Catholic church, but only up until the eighth grade.

As the third youngest of 14 children, she wanted more than the domestic and laborer jobs that were available to her parents, her grandparents, and her siblings. She had to move to go to high school, becoming an educator herself, eventually running the TRiO Programs at Virginia State University. These are federally funded programs run by the Department of Education to work to ensure that children like her have the support they need to go to and graduate college.

My parents understood how important a good education is not only to individual opportunity, but to a thriving, healthy economy, community, and democracy. Like my grandparents and great-grandparents before them, they dedicated their lives to ensuring not only that their children had a good education but every child did. Not every child is so lucky.

The legacy of 300 years of slavery and Jim Crow, massive resistance, and chronic underfunding have created too many obstacles to the ability of States and local governments to give every child an opportunity for a good education.

For the past 20 years, first as a State legislator and now in Congress, I have worked to ensure that every child in Virginia could have a good education. As the mother of two children in public schools, I know that, even with bipartisan and Herculean efforts, there are still gaps in Virginia and across the country.

The Department of Education was created to fill those gaps. The Department protects students' civil rights, particularly those with disabilities who often need special accommodation to learn. It provides support to attract, train, and retain the best and brightest teachers, school administrators, support personnel such as counselors, nurses, and mental and behavioral health specialists, especially in hard-to-staff rural or urban schools.

It measures and tracks academic progress across the country and helps those school divisions that lag behind address areas of concern. It manages student loan and grant programs that ensure children without financial means can go to and succeed in college without incurring more debt than they could ever pay off.

The Trump administration's illegal actions to dismantle the Department of Education will ensure that these gaps remain. The administration claims that it is just returning control of pub-

lic education back to States and localities. States and localities have always had that control, but they have not always had the will or the ability to ensure that every child can get a good education.

In my own State of Virginia, State and local officials and educators right now fear that local agencies and the Virginia Department of Education will not have the funding or the staff to handle the workload, especially in areas like special education.

The block grant funding that the Trump administration promises comes with little accountability, making it unclear whether the funds will actually reach the students and schools that need them the most: children with disabilities in rural and low-income communities.

Education lays the foundation for a strong future. Our Founding Fathers understood that. Today's students are the entrepreneurs, civic leaders, teachers, doctors, lawyers, engineers, and Members of Congress of tomorrow. We owe it to our parents, our grandparents, and our great-grandparents to protect and build upon the progress that they have made. We owe it to our children and theirs to fight efforts to roll back that progress now.

Mr. Speaker, it is now my privilege to yield to the gentleman from the great State of South Carolina, the Honorable JAMES CLYBURN.

Mr. CLYBURN. Mr. Speaker, I thank the gentlewoman for yielding to me.

Mr. Speaker, I am pleased to join the gentlewoman from Virginia (Ms. MCCLELLAN) tonight in opposition to the Trump administration's attacks on education.

Mr. Speaker, as the gentlewoman just mentioned, our country has a very spotty history when it comes to educating everybody. I know a lot about the history she just mentioned in Alabama and Mississippi and now in Virginia.

Hailing from South Carolina, my own dad was not allowed an education beyond the seventh grade by the State of South Carolina.

Thanks to Black churches. In fact, in my congressional district, there are seven HBCUs. Only two are supported by the State. The other five are church schools: The AME Church at Allen University; the Baptists at Benedict College and Morris College; and Episcopalians at Voorhees. The African Methodist Episcopal Zion, AME Zion, has a school up in Rock Hill outside of my district. I better mention Claflin University in Orangeburg, as well.

Mr. Speaker, as we talk about education and think about the Trump administration's efforts to minimize the importance of focusing on areas that have been left out of the process, I will mention a couple things here tonight that is going to run a little bit contrary to what my staff has researched for me.

The knowledge and skills of our young people and the things that they

learn in school should not be limited to people who look like them or only people with similar backgrounds and experiences. We learn from each other when we bring to discussion a plethora of backgrounds and experiences that we can learn from.

I found that out in my own marriage. I was married to the same woman for 58 years. I remember when schools were first integrated and the courts demanded in the case called *Swann v. Charlotte-Mecklenburg Board of Education* in Charlotte, North Carolina, that we ought to allow busing to educate children.

Mr. Speaker, I thought there was something wrong with that decision. I didn't like it because I thought it put too much burden on students.

□ 2000

I went out talking about my opposition to that decision.

In fact, I spoke to a TV reporter who held the mike in my face and I waxed what I thought was eloquent until I got home. When I got home, my wife was standing in the middle of the door, tears were streaming down her face. I asked her what was wrong. I thought maybe something had happened to our daughter. We had one child at the time. I rushed toward her, what is wrong? Is something wrong with Mignon? She said no. There is nothing wrong with Mignon. I just saw you on television and there is something wrong with you. Sit down and let me "splain" something to you.

Now, it is one thing to get an explanation, but when the Gullah Geechee woman from South Carolina starts "splaining," it is time to sit down, and I did. She told me about her experiences growing up in rural South Carolina when her class, her students did not have schoolbuses. They had to walk 2.5 miles to school every morning and 2.5 miles back home every afternoon. She told me that the White kids had buses. They would ride by them and throw urine-filled balloons as they walked.

She said to me on that day, they were not against busing then and you best not be against busing now.

I learned the difference in our backgrounds. I grew up on a paved street. I walked three blocks to my elementary school, six blocks to my middle school, and I am a graduate of Mather Academy. We called it a boarding school in those days. So I didn't know what it was like to have to walk 2.5 miles to school. Then I reflected on those children in Clarendon County, South Carolina, who walked 9.5 miles to school every day, no bus. The White kids had buses and they had to walk. Why? Because the superintendent of education said that yours don't pay enough taxes for buses. That is what we have been trying to get over in this country. That is why we had *Brown v. Board of Education*, which started in that little town of Summerton, South Carolina, as *Briggs v. Elliott* when a Federal

judge, Waties Waring, himself a great-grandson of a Confederate soldier, Waties Waring decided that the time had come for us to put that kind of process behind us, and he wrote the dissenting opinion in *Briggs v. Elliott* that Earl Warren used to issue the majority opinion in *Brown v. Board of Education* getting that behind us.

That is what this is all about, bringing people of different backgrounds and experiences together so that we can educate our children properly. When we see young people going to school, becoming educated, and trying to do the things that are necessary to prepare themselves for the future, we would do well as a government, a Federal Government, to reinforce the efforts of our States because when you give total educational responsibility to States, it means that the quality of education will be dependent upon the wealth of the State.

South Carolina is becoming wealthy, but it is not a wealthy State. We have States in our country that will not be able to afford the investment in education that other States can. We should not have an educational system with 50 different kinds of educational levels for our children. We should have a unified process, and that is what we have been trying to do with the Department of Education.

When the President closes the Department of Education and he then sends all of that back to the States, we will have people in one State getting a different quality of education than kids in another State. That is not what building a unified country is all about. *E pluribus unum*; Out of many, one. We ought to have out of many departments of education one Department of Education that would take on the responsibility of making sure that all of our children get the kind of education they deserve.

I will speak just a little bit to what my colleague just talked about here about DEI. I will say a little bit about DEI here as it relates to education and to the all-important industry that we have in South Carolina.

Now, this picture here is a picture that tells you a little bit about education and DEI. As you can tell, this picture is about the Revolutionary War. Now, a lot of people talk about Massachusetts and Virginia and what they did for the Revolutionary War.

Let me tell you something, if you were really educated properly, you would know that some, if not the most important battles, of the Revolutionary War took place in South Carolina. If you talk to people today about a war in South Carolina, they can only talk about the Civil War.

Yeah, it started there in the Charleston Harbor, but if you go back and look at the Battle of Charleston, that critical battle that we had lost twice, General Gates was not a good general, and then George Washington decided that he would get outside of his comfort zone. George Washington decided that

he would not hold Nathanael Greene's background up in Rhode Island against him.

He sent Nathanael Greene down to Charleston and Nathanael Greene took over, won the Battle of Charleston, and changed the direction of the Civil War.

I love this kind of history. That is why way back in 2001, along with Congressman John Spratt, I authored a resolution to do a study of the Revolutionary War sites because I thought it was important for little children in the public schools of South Carolina to know what role our State played in the Revolutionary War. That was important to me because all they could see in their textbooks was what happened in the Civil War and that is all people knew about.

It took me all the way to 2019 to introduce the legislation, and I think it got passed in 2022. Twenty years we worked on this and then we had the big celebration. I am getting to this DEI stuff here.

We had the big celebration there in Camden, South Carolina, where I graduated from high school, this cannon was fired just about six blocks from the school I graduated from. The bill I worked on for 20 years finally became law. We took about 100 pictures that day. Look at this picture. The Congressman from the Fifth District you can see him standing there in the center. The Congressman from the Seventh District standing there in the center. Where is the guy from the Sixth Congressional District whose bill this was? Well, let me show you where he is. If you can see through this guy, you can see me. Why is that? It is called DEI.

They are saying the person who is in charge of taking the picture decided who he wanted to have credit for it. That is what DEI is all about.

I don't know what this gentleman is talking about. We all know what DEI is. We have been having trouble with these lights all day. I hope I am more than a silhouette back to my constituents tonight. We celebrate Thomas Edison as the most prolific inventor of American history. Why? Because we said he invited the lightbulb and that is true. I taught that when I was teaching history that Edison invented the lightbulb. I am proud of that.

However, what was not in those textbooks that I was teaching from, and I had to go to my own book to teach my children properly, because Thomas Edison couldn't get the lightbulb to work properly. It was not until Thomas Edison sat down with Lewis Latimer who had invented a filament.

Lewis Latimer's filament is what made Thomas Edison's lightbulb work. Then I am hearing from this administration that there is something wrong, uncomfortable about children learning about Lewis Latimer. Well, it is not uncomfortable for me to teach about Thomas Edison, why should it be uncomfortable for you to learn about Lewis Latimer because together they made the lightbulb work?

Why should we leave Lewis Latimer out of the textbooks and keep Thomas Edison in? That is what this administration is facilitating. That is why I saw on the front page of *The Washington Post*—I think it was this morning; it might have been yesterday—it was a big story about Harriet Tubman checking her stuff out of Federal facilities. What is this about? Why is it that it is uncomfortable for people to learn about that?

It is not uncomfortable for me. I was very proud of Albert Sabin. When Albert Sabin finished his professional career at the Medical University of South Carolina because Albert Sabin discovered how that little drop of serum on a lump of sugar would help eradicate polio.

I was proud of that. I know Jonas Salk had one too, but I like Albert Sabin better because Jonas Salk was a shot in the arm. Albert Sabin was a little lump of sugar. Who would rather get a shot in the arm than a lump of sugar?

I was proud of Albert Sabin finishing his career at the Medical University of South Carolina. I don't mind telling people about him. I don't mind teaching about him. What is wrong with teaching about Charles Drew, an African American who discovered the method by which we can refrigerate blood and save it until we would need it. What would we have done without that discovery? That is what the proper education is all about.

I mentioned here last week Charity Adams and Arthur Gregg. Now my colleagues think Arthur Gregg was from Virginia because that is where he retired, but he was from Florence, South Carolina. Charity Adams, Columbia, South Carolina, Fort Gregg-Adams.

□ 2015

Is that DEI because the Army decided that their contributions to the defense of this country were significant enough to name a facility for them? Am I going to see them taking their name off of that fort now?

We have taken Jackie Robinson's picture and resume out of the Department of Defense. I understand they took it back.

Why are you thinking about taking it out in the first place? That is what education is all about. We are in need of bringing our people together.

My number one industry in South Carolina happens to be tourism. When I came to Congress, the two big things in South Carolina were tobacco and textiles. Today, it is transportation and tourism.

Tourism is big for my State. People are going to come to South Carolina because of legislation on that southern campaign of the American Revolution. They will come to South Carolina to visit the South Carolina National Heritage Corridor. They will come to visit the Gullah Geechee Cultural Heritage Corridor. They will come for those three national parks we have, including the Congaree National Park. They

are going to come visit Fort Moultrie, Fort Sumter, the Reconstruction Era National Historical Park—six big tourist attractions.

I just read the other day that already tourism and visitations at Myrtle Beach are down over 15 percent already. Why? Because this is the time of year that the Canadians come. They aren't coming this year. Why? Because of this foolishness, this big tax that is coming out. We can call it whatever we want to call it—a tariff. A tariff ain't nothing but a tax at the border. So, the people in Canada are staying north of the border rather than coming.

Charleston's tourism is down. That is going to be the case throughout the South.

We created these opportunities for us to have better economies because when we have better economies, we will have better schools, because we will have our children being able to get the education that they deserve.

I had these prepared comments here, and I apologize to my staff for the work they did over the weekend, but listening to my colleague denigrate the history of this country—that is what he is doing, denigrating the history—we ought to celebrate our history.

All of it wasn't good. My parents lived through a history that I don't want to see my children and grandchildren live through, but if we continue down the road that this administration is taking us, that is what is going to happen.

I am the ninth African American to serve in Congress from South Carolina, eight before me. The problem is there are 95 years between number eight and number nine. Why? Because of a history we ought to be ashamed of and should not ever allow to come back again.

Yet, the policies I am seeing coming out of this administration, the decisions coming from some of the courts in this country, seem to be wanting to take us back to that history that I thought we had gotten beyond.

I am proud to pledge allegiance to the flag of the United States of America, but I am also proud to work in this body with people whose backgrounds are different from mine, trying to find common ground and how we can make what this country is all about accessible and affordable for all of its citizens.

I am proud to be a part of what I consider to be a great country. There is no need of being made great. We have to make that greatness accessible to everybody, affordable by everybody. That is what educating everybody is all about.

Mr. Speaker, I thank the gentleman for the Special Order.

Mr. Speaker, I rise to voice objection to the Trump Administration's attacks on our Nation's education system, which I view as part of a wider attack on the fundamental principle that we all benefit when people come together, exchange ideas and opinions and learn from each other in an atmosphere of respect and good will.

At the same time Americans are calling for their leaders to do the things that are necessary to lower everyday costs so that they can better their conditions and plan effectively. Their schools—our greatest laboratories for economic development and individual advancement—are being targeted.

The repercussions of eliminating the Department of Education would perpetuate cycles of economic instability for generations of American families. As a former public schoolteacher, I know very well the value of education as a tool for upward mobility.

The knowledge and skills our young people learn in our schools are crucial to securing a good foundation for vocations and professions—that provide financial security and family stability for decades to come.

The destruction of the Department of Education is compounded by another serious threat to our economic future: the indiscriminate, non-strategic tariffs the president announced on so called "Liberation Day" last week.

With markets tumbling in response to these exorbitant taxes—and that's what tariffs are, taxes—the only thing Americans are "liberated" from is their hard-earned retirement savings.

A small group of my Republican colleagues in the other body has moved to vote to reclaim their congressional trade authorities in response to the president's misguided tariff war on our friends in Canada, by introducing legislation to reclaim Congress's authority in the face of the president's recklessness. Mr. Speaker, it is time for this body to act.

At first glance, it may appear that dismantling the Department of Education and imposing slapdash sky-high tariffs have little in common beyond their destructiveness. I believe, however, that they both give us an insight into this Administration's narrow, dark, dangerous mentality.

Public schools and international trade are both fundamentally rooted in bringing people together.

Our public schools, at their best, bring children together from a wide array of backgrounds to learn with and from each other, on a level playing field, forming, in the words of Dr. Martin Luther King Jr., a beloved community that will make our society stronger as generations emerge into adulthood.

International trade, at its best, brings together individuals and corporations from around the globe to do business with each other on a level playing field, each contributing their talents and specialties so that all can be better off.

SOYBEAN FARMERS

You will note, Mr. Speaker, that in these descriptions of public education and international trade, I included the phrases "at their best" and "on a level playing field." And it is regrettably true that in recent decades, our public education system and international trading system have not been at their best, and have not brought students, workers, and countries together, as effectively, they could have, to learn and to trade on a level playing field. As a result—American children have been denied good educations, and American workers have been denied good jobs.

Yet rather than working together to seek constructive solutions, the Trump Administration has used these challenges as a pretext for destruction. And the result will be worse education and a worse economy.

Without the Department of Education providing resources and guidance, our public schools will move further from the unifying, excellent educational institutions that we aspire to have.

It is important to note that the Administration's aim to move the oversight and authority for administering education completely to the states overlooks the lessons of history.

The Office of Civil Rights in the Department of Education was created because of the ongoing discriminatory practices in Southern schools denying education to African American students and students with disabilities.

DAD'S STORY

THE SOUTHERN CAMPAIGN

Federal intervention was required to rectify the situation and ensure that states were complying with the letter and the spirit of *Brown v. Board of Education*, which ensured that children of different races could learn together.

With trade hobbled by confiscatory tariffs, including on some of our closest allies, American families will lose affordable access to the items they need to sustain and enrich their lives, and American business will lose affordable access to the items they need to make the products that sustain and enrich their employees and their customers.

This trade policy reveals ignorance of history as well, particularly the history of the catastrophic effects of the Smoot-Hawley tariffs during the Great Depression.

The common thread of the Trump Administration's misguided approach to these issues appears to me to be that they do not believe people of diverse backgrounds can come together in a mutually beneficial way—whether they are coming together to learn or to engage in commerce. To the Trump Administration, the world is zero sum, where if there is a winner there must a loser.

I fundamentally reject that approach, and I believe the American people are rejecting it as well as they begin to suffer its harmful consequences. I believe that when people learn together and work together, all can be made better off.

One area where the Trump Administration's zero-sum worldview is having a harmful impact in my home state of South Carolina is in the tourism industry. Tourism is a clear example of people, interacting with unfamiliar people and places, benefit both the tourists themselves and the communities they visit.

This Administration's divisiveness is turning people off, and South Carolinians are suffering the consequences.

The tourism expected this year in Myrtle Beach, South Carolina, a popular destination for Canadians subjected to the president's demeaning rhetoric and policies, is already down 15%.

Expected rates of tourism in Charleston have declined as well.

The success of a long-anticipated seasonal flight directly from Canada to Charleston airport is now in question as Canadians choose to vacation outside of the United States in response to the president's bluster.

You can see here on this poster a prime example of the tourism that bolsters my state's economy by bringing together people of diverse backgrounds to learn about our shared history: the Southern Campaign of the Revolution National Heritage Corridor.

This heritage corridor is one of three in my state along with the Gullah Geechee Cultural

Heritage Corridor and the South Carolina National Heritage Corridor. We now have three National Parks, Congaree, Fort Moultrie and Fort Sumter, and the Reconstruction Era National Park. I am also particularly proud of a historic site in my congressional district—part of the African American Civil Rights Network—which commemorates the *Briggs v. Elliot* case, the first of the five consolidated cases that became *Brown v. Board of Education*.

I am particularly proud of this because it was a South Carolinian, great grandson of a Confederate soldier, J. Waites Waring, who dissented in *Briggs*, writing “They showed beyond a doubt that the evils of segregation and color prejudice come from early training, . . . and that it is an evil that must be eradicated.”

These attractions illuminate examples of how tourism enriches people both financially and educationally by bringing them together with other people, places, events, and ideas they may not have otherwise encountered.

INDIAN BURIAL MOUND

These mutually beneficial interactions sadly appear to be at odds with this administration’s worldview.

It is a sad irony, I have observed over the years, that those with the outlook held by this administration are those who would benefit the most from learning from, and interacting with, those different from them—yet they are the most resistant to doing so and actively seek to prevent American children from learning these lessons.

I want to share a few such lessons I believe all of us would do well to remember and heed.

Over the Christmas holiday’s, I held a viewing of the historical drama, *The Six Triple Eight*. The subject of the film is success of a regiment of Black female soldiers who overcame extra ordinary obstacles to eradicate a backlog in mail correspondence to American soldiers on the front lines of World War II and restore morale by ensuring servicemembers could communicate with their families back home. The leader of that group was Chasity Adams. (Gregg/Adam)

We also remember the all-Black Tuskegee Airmen who went valiantly into battle for the United States in the European theater. They gave a sense of confidence to their fellow airmen, many of whom would not fly unless they had the assurance that the Tuskegee Airmen would join them in the skies.

We also remember the first U.S. mission to orbit the earth and that the astronaut leading the mission, John Glenn, refused to go up into space without the final sign off on the orbital mathematics of the mission by NASA’s Katherine Johnson.

These pivotal moments are all instances where the coming together of people of very different backgrounds had immense benefits for themselves and for all of society.

It is these types of events that this Administration’s policies will make far less frequent by its dismantling of the Department of Education and of mutually beneficial international trade.

It is sadly no surprise that this administration seeks to prevent the teaching and celebrating of these types of moments in our schools and museums.

I’ll close by reiterating the admonition to my Republican colleagues I shared during this hour last week: it is my hope that fairness and dignity will prompt them to speak out and act against this administration’s reckless agenda.

If the economic destruction of the last week has a silver lining, it will hopefully be that it is

awakening the American people to the destructiveness of the administration’s divisive zero-sum agenda and making it clear to my Republican colleagues that the American people prefer an approach that brings people together.

I often refer to this Hall as America’s classroom and in the classroom and the marketplace, even on travel and vacation—that we should lift each other up toward a better future for all.

Ms. MCCLELLAN. Mr. Speaker, I thank the Honorable Mr. CLYBURN for his speech.

Mr. Speaker, I yield to the gentlewoman from Georgia (Mrs. McBATH), who represents the State’s Seventh District.

Mrs. McBATH. Mr. Speaker, I thank the gentlewoman from Virginia (Ms. MCCLELLAN) for yielding, and I thank the gentlewoman for anchoring this Special Order hour tonight on behalf of the CBC.

Mr. Speaker, I rise today to speak out against the Republican assault on every American’s right to a quality public education in this country.

For decades, families have been promised the right to send their kids to good public schools, regardless of how much money they make or their child’s disability. The actions of President Trump are a direct threat to making good on that promise, specifically for children with disabilities.

In February, parents in Georgia received this exact email, telling them that year-round counseling and support services meant to assist them and their disabled child in transitioning from high school to adulthood have been discontinued—overnight, in the middle of the school year.

As every parent knows, raising a child takes an incredible amount of planning and care, especially if your child has unique or special needs, and even more so if that child is one of color.

We would do anything for our children. The fact that a group of faceless government officials can go behind a parent’s back and cancel programs that our kids rely on with no explanation is absolutely unacceptable.

It is more than wrong to pull the rug out from under families in the middle of the school year during one of the most formative times in a child’s life, after recruiting and convincing them to participate in this program in the first place.

The Charting My Path for Future Success program was operating in 13 different districts across 11 States. It had actively recruited over 1,000 students with disabilities and their families, as well as 60 teachers, to take part in this program, some of whom uprooted their entire lives to be involved.

Seeing your child grow up to thrive, that is the goal of every parent. I have not met one parent in this country who didn’t break their backs to make sure that they were offering their child every opportunity to be successful, and that takes on another level of signifi-

cance when your child has autism, dyslexia, or another condition that makes learning even more difficult for them. It takes a different level of commitment, a different level of support, to ensure that they can reach the potential that all of us want to see fulfilled in our kids.

That is exactly what this program was doing before President Trump and Elon Musk actively decided that it was not worth continuing.

All too often it is, unfortunately, sink or swim for disabled students after high school in America. Students and their families are left behind despite being promised that their school would get their child on a path to success and independence.

Programs like these are the difference between students being successful in adulthood or regressing. They can be the difference between a lifetime on disability versus a good job that someone can actually raise a family on.

The President and Secretary McMahon claim that students with disabilities will not be affected by their plans to gut the Department, but they already are. Time and time again, they say one thing, and they do another. It is the American people and our students who are paying the price in this country every single day.

Emails like this, life-changing services for families being discontinued at random, this is the Trump-Musk plan for our children, and this is only the beginning.

The time is now for all Members in this body to speak up, to speak out, and to fight back against these attacks on our families in each and every one of our districts. It doesn’t make a difference what district any of our colleagues are representing. All of our children are being affected. Every single one of us should be willing to stand up and fight back for our communities and fight back for our students before it is too late.

Ms. MCCLELLAN. Mr. Speaker, I thank the gentlewoman from Georgia for speaking.

Mr. Speaker, I yield to the gentlewoman from Wisconsin (Ms. MOORE), who represents the State’s Fourth District.

Ms. MOORE of Wisconsin. Mr. Speaker, I thank Ms. MCCLELLAN for yielding, and I thank Representatives MCCLELLAN and CLYBURN for initiating this Congressional Black Caucus Special Order on education.

Let me just say that I have been so inspired by previous speakers, including speakers on the other side of the aisle who held their Special Order before this one.

I rise as a proud granddaughter, daughter, and mother of a public educator, and I rise today to vehemently oppose the Trump administration’s actions to close the United States Department of Education.

I rise simultaneously to denounce the President’s executive orders that have

closed the Smithsonian Institution for African Americans.

I rise to oppose the President's deleting information from websites, such as to honor people like the Honorable Harriet Tubman.

I rise to oppose book banning.

I rise, Mr. Speaker, to oppose assertions that DEI are "wicked ideologies."

I rise to speak against the notion that diversity, equity, and inclusion cause division and hostility toward White males.

□ 2030

I rise to oppose the idea that Pell grants are a part of the remnants of extremist education that is against, of course, the nuclear family.

I rise against the notion that Pell grants are part of creating this hostile environment.

I rise, Mr. Speaker, to say that education remains a great equalizer in our society.

When Congress created the Department of Education in 1979, they did so noting that: "Education is fundamental to the development of individual citizens and the progress of the Nation;

"There is a continuing need to ensure equal access for all Americans to educational opportunities of high quality, and such educational opportunities should not be denied because of race, creed, color, natural origin, or sex."

Mr. Speaker, I am reminded that one of the Department's most important responsibilities has been to enforce various civil rights laws that prohibit discrimination through their Office of Civil Rights. The OCR is one of the Federal Government's biggest enforcers of the Civil Rights Act of 1964, investigating thousands of allegations of discrimination each year which deny African Americans, in particular, of an opportunity.

Mr. Speaker, I acknowledge and dedicate this poem to our great leader, the President of the United States, in honor of Maya Angelou, whose birthday was April 4. I dedicate to them a message from her from the grave about the importance of African Americans and our education in this society by Maya Angelou.

It is entitled, "Still I Rise."

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt,
But still like dust I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
Because I walk like I've got oil wells
Pumping in my living room.
Just like moons and like suns
With the certainty of tides,
Just like folks springing high,
Still I rise.
Did you want to see me broken,
Bowed head and lowered eyes,
Shoulders falling down like tear drops
Weakened by my soulful cries?
Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.
You may shoot me with your words,

You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I rise.
Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?
Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I am a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Ms. MCCLELLAN. Mr. Speaker, I yield to the gentlewoman from New Jersey (Mrs. McIVER).

Mrs. McIVER. Mr. Speaker, I rise and stand here today not as a politician, but as a daughter, a mother, and a product of public schools. I am here because I know what education can do, what it did for me, what it has done for millions of children across this country, and I cannot sit quietly as one of the cornerstones of our democracy is chipped away.

What we are witnessing with the dismantling of the Department of Education isn't just a bureaucratic decision. It is dangerous. It is a decision that tells every child in this country that their future doesn't matter, that their dreams are negotiable, that their ZIP Code should determine the quality of their education.

Let me be clear, that is not just wrong, it is vicious because when we give up on our schools, we give up on our communities. When we defund education, we are defunding hope. We are telling a little girl in the south ward of Newark, a little boy in the Borough of Roselle, or a student living in Jersey City that their potential has limits, that they weren't meant to retire.

However, I know better, because I have seen what happens when we invest in our kids. I have seen how a great teacher can change the course of a life. I have seen how a Pell grant can lift up a family. I have seen young people go from classrooms with broken chairs to boardrooms and executive suites because someone believed in them.

I have often said that education is the one thing no one can take away from you, but right now Trump and his billionaire buddies are trying to take away the very structure that ensures our kids get that education in the first place.

It isn't about politics. This is about values. This is about who we are as a country. Do we invest in the next generation or do we abandon them? We are better than this. Our children deserve better than this.

I cosponsored H.R. 433, the Department of Education Protection Act, to prohibit the use of congressional appropriated funds for any reorganization or

dismantling of the Department of Education. I urge my colleagues across the aisle in this room to fight for our schools, fight for our teachers, fight for every child who dares to dream beyond their circumstances because they are watching, and they are counting on us.

Ms. MCCLELLAN. Mr. Speaker, I yield to the gentlewoman from Connecticut (Mrs. HAYES), who was Teacher of the Year.

Mrs. HAYES. Mr. Speaker, the President of the United States signed an executive order to dismantle the Department of Education. It is very important for people to understand what calls for the closure of the Department of Education would mean to local communities.

The Department of Education is responsible for protecting the civil rights of students, supporting students from low-income backgrounds, developing and preparing educators, providing resources for English language learners, collecting statistics on enrollment, staffing, and crime in schools, and for the \$1.6 trillion Federal student loan program.

Many parents are concerned about disruptions to programs and services that ensure that the 7.5 million children with disabilities and 49 million students enrolled in K-12 public education get the education they deserve.

President Donald Trump and his administration do not have the authority to dismantle the Department of Education. Only Congress has that authority. An agency created by Congress can only be dismantled by Congress. However, by firing 50 percent of Federal workers at the Department of Education and terminating funding for ongoing Federal education research, the Trump administration is making it difficult for the Department to accomplish its goals of ensuring equal access to education for all students.

The Department of Education does not influence public school curriculum, instruction, or instructional materials. Those decisions are already made at the local level by local boards of education.

I am trying to state the facts, to lay them out so that the people at home understand what is happening right now. This is not an emotional journey. This is not an effort to save a department that does not help people. It is, in fact, law.

The Department was created by Congress. There are 7.5 million students who receive special education services that the Department of Education ensures that they get. You heard Congresswoman MCCLELLAN say that I was a public schoolteacher for 15 years. I worked in a title I school district. I understand that it is rural communities, low-income communities, communities that don't have large tax bases that will be hurt the most. It is my community.

Education is the great equalizer. I don't understand how if we want to have conversations about making the

Department more efficient or more effective that isn't happening here in Congress. That isn't happening in the committees of jurisdiction. I don't understand how my colleagues are giving away all of our congressional authority to make sure that the children in our communities are protected.

Ending funding or eliminating the Department does not end our legal obligation to provide services to kids who rely on public education. One of two things is going to happen in your communities: Either other services will be cut or local property taxes will be raised to compensate for the lack of Federal funding that communities will receive.

The thing is, here in Congress we go back and forth between majorities and minorities. We have policy debates and disputes, but our kids can't wait 4 years. They can't wait another congressional term. They can't wait until we figure it out because what we are actually doing today they needed us to do 20 years ago. There are so many funding gaps and so many services that students still don't receive.

I hear people talk over and over about the NAEP scores and how students are not at proficiency or where they need to be. I would encourage you to disaggregate those scores and look at the lack of funding over the years, look at the States that have disinvested over time in education. Look at the communities that don't value public education. Those are the communities that are dragging those scores down.

We have so much work to do here in the Congress. Our budgets are a statement of our values. In the same sentence or at the same press conference where the President talked about cuts to public education, he also talked about additional military grants to build aircraft. I don't understand how as a country we keep increasing military and defense funding and keep taking away from our children, whether it is education, food, or basic services that families need. I really don't understand it. Of all the things that we could be doing here, cuts to public education should not be one of them.

I will end by just saying, the President and the Secretary of Education keep promising that there is a plan. I haven't seen anything articulated. We don't know what happens next. We don't know how these services will be provided. He says that some things will go to HHS, and a small business will handle student loans.

For anyone who has actually worked in education, you know that by April, you are closing out your budgets. You are already planning for the next year, so we are already too late as far as giving information to schools as to what they do in September. They need to be ready to go on day one for the 49 million children who depend on public education.

Still there is no plan. We are weeks into this executive order, and no plan.

Nothing from the Secretary of Education, nothing submitted to Congress, no concrete plan about who would take over IEPs, special education services, and the civil rights protections that are guaranteed by the Individuals with Disabilities Education Act. No plan. Just empty promises from an administration that has been dead set on cutting public education to the kids who need it most.

The Congressional Black Caucus and House Democratic Members are committed to continuing the work to make sure that these cuts do not go unchallenged because if they were as good as the President and his cohorts, Secretary McMahon and Elon Musk, say they are, then they would be here before Congress with a detailed plan to share with the American people of how this will work and what happens next.

Mr. Speaker, I can tell you, coming from a State like Connecticut where we value education, I want a high-quality education for every student. Even the kids in Louisiana with some of the lowest test scores in the Nation and even the kids in our rural communities, I want those kids to have a good, high-quality public education. I am going to fight just as hard for them as I will for the kids in my congressional district.

□ 2045

Ms. McCLELLAN. Mr. Speaker, may I inquire as to how much time is remaining.

The SPEAKER pro tempore (Mr. HARRIGAN). The gentlewoman from Virginia has 5 minutes remaining.

Ms. McCLELLAN. Mr. Speaker, I yield to the gentlewoman from New York (Ms. CLARKE), the chair of the Congressional Black Caucus.

Ms. CLARKE of New York. Let me first start by thanking JENNIFER McCLELLAN of Virginia and JIM CLYBURN of South Carolina for anchoring this evening's Special Order hour on behalf of the Congressional Black Caucus.

I rise on this day in opposition to President Trump's unprecedented and alarming efforts to dismantle the Department of Education. With no consideration for the will of Congress or the will of the American people, Donald Trump has commenced an attack on education that we haven't seen the likes of since the racist segregationist Plessy versus Ferguson decision declaring separate but equal as an educational doctrine.

At a time when racial segregation is increasing in our schools to levels not seen since before the Supreme Court ruled that separate but equal had no place in the United States, Donald Trump's actions will not only make our schools more segregated and less equal but they will put quality education out of reach for countless young Americans today and in the years to come.

No matter what justification the President gives, we know the real rea-

son he is tearing apart the Department of Education. That is to steal money from public schools and funnel it into private ones that don't care about teaching our kids, only indoctrinating them into the cult of Trump.

Mr. Speaker, make no mistake. These attacks on the Department of Education are deeply, deeply unpopular in every corner of the country. In fact, two-thirds of Americans oppose them. They oppose them because families from all walks of life rely on the Department of Education to meet their children's needs.

Districts with high rates of poverty depend on Title I funding to serve their students, just as parents of children with disabilities or special needs depend on IDEA funding to give their kids the care they deserve.

In New York's Ninth District alone, the administration has already clawed back \$4 million in funds that our schools were entitled to. That figure is as much as \$300 million across our State.

Because of Trump's war on education, classroom sizes will balloon. Teachers' recruitment will plummet. Higher education will be inaccessible for thousands of students. Money will be taken from students with disabilities and special needs and given to the President's allies.

Let's be clear. The President's actions represent a disturbing new step in his crusade against public education and all it represents. I reject his war against education, just as I will reject whatever bill comes before Congress to further damage the Department of Education.

Ms. McCLELLAN. Mr. Speaker, I want to end where I began and that is with the story of my mother who lived to be 94.

She was the third youngest of 14 children in the Gulf Coast of Mississippi where the only school available to her was the Catholic church because Mississippi did not deem Black children important enough to educate. She wanted more than the life that was available to her siblings, her parents, her great-grandparents, and her grandparents. She had to move to go to high school.

She ended up running the Federal TRiO programs at Virginia State University to ensure that a little girl, whether she is in Petersburg, Virginia, or a little boy on the Gulf Coast of Mississippi, would have the same access to an education, no matter their parents' financial situation, no matter the obstacles in their way. As a mother of two children in public school who has spent almost 20 years in public service, I have dedicated my life to making sure that every child has that same opportunity.

The Department of Education doesn't run schools. They don't set the curriculum. They fill the gaps that State and local governments have been unwilling or unable to.

Without the Department of Education, there is going to be a little girl

somewhere in this country as brilliant as my mother was, as dedicated as my father was to public education, as passionate about it as I am now, who will not be able to succeed because their school lacks a quality teacher or a principal who knows what he is doing or the school lacks the resources to provide a student with disabilities the tools they need to succeed.

Every Member of Congress in this body was privileged enough to get a good education to get here, but not every child we represent has that same ability. The Congressional Black Caucus, as the conscience of Congress, will fight for every child no matter their ZIP Code, race, creed, or background to get that education.

Mr. Speaker, I thank you for your attention tonight and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I include in the RECORD the following:

OPENING REMARKS FROM CIVIL RIGHTS FORUM ON TRUMP'S ATTACKS ON STUDENTS, WORKERS, AND FAMILIES

We have seen this Administration attack diversity, equity, inclusion, and accessibility in the federal government and, by extension, in schools, workplaces, and public services and research—attacks on civil rights that we have not seen since the 1960's.

DEI, regrettably, has been attacked by the Republicans and this Administration to erase contributions and accomplishments of so many Americans. We have seen the Administration remove references to Jackie Robinson's military participation. References to women in health care research or women who served at the CIA have been erased. References to the plane which carried the first nuclear bomb in World War II, the Enola Gay, because artificial intelligence flagged it as a reference to the LGBTQ+ community, so they wanted that erased along with everything else. And now, they are attempting to "rewrite history" with the latest executive order targeting the Smithsonian Institute. Specifically, the Executive Order singles out the African American History Museum for its "corrosive ideology." Before these relatively recent attacks, diversity itself had been the goal—in fact, the Brown v. Board of Education decision in 1954 said that segregation of children in public schools, solely on the basis of race, denies the children of the minority group of equal educational opportunities, even though the physical facilities and tangible factors may be equal. Regrettably President Trump, during his last administration, appointed dozens of judges who, during their confirmation hearings, refused to say whether Brown v. Board was properly decided.

Last week, the President signed an executive order to dismantle the Department of Education—a department that was created to ensure that students' civil rights were protected. The Department actually does very little in education—most of its work is civil rights, guaranteeing rights of low-income students. Title I of the Elementary and Secondary Education Act: money in low-income areas to offset the effect of funding education with the real estate tax, guaranteeing that low-income areas will be at a disadvantage, so we put money in Title I. ED helps low-income students, racial minorities, dealing with achievement gaps, English as a Second Language,

and students with disabilities. On higher education, they deal with access, Pell grants, and student loans. Some of the proponents of the elimination of the Department of Education campaign on the slogan of 'states' rights.' We remember that campaign was used in the 1960's by those who wanted to maintain segregation.

The Trump Administration's war on diversity, equity, and inclusion programs are not just limited to education. It prompted a purge of federal agencies of employees who supported DEI initiatives, culminating in the unprecedented firing of EEOC Commissioners. Without their presence, the EEOC actually lacks a quorum and is essentially unable to protect the rights of workers whose rights under Title VII of the Civil Rights Act have been violated.

Similarly, President Trump rescinded Executive Order 11246, which has been the cornerstone of civil rights protections in federal contracting since the 1960's. This Executive Order ensures that federal contractors must take affirmative action to ensure that they are not discriminating against workers based on race, color, religion, sex, sexual orientation, gender identity, or national origin. These actions ensured that taxpayer dollars were not being used to fund discrimination.

But despite the President's reckless actions and the acquiescence of congressional Republicans, we need to assure the public that many are still fighting for diversity, equity, inclusion, and accessibility.

Now, this is not just a fight in Congress. That is why we have asked these organizations here today to remind us why civil rights need to be protected and to tell us what they are specifically doing to combat those attacks.

Let's be clear: We are not here to do what I call "celebrating the problem." We know what this Administration has done, and we know what this Administration is doing. We want to let the public know what we are specifically doing to fight back, and know how the public can join into that fight.

OPENING STATEMENT AT EDUCATION AND WORKFORCE FULL COMMITTEE HEARING ENTITLED, "THE STATE OF AMERICAN EDUCATION"

I would first like to start with the elephant in the room. There is current reporting that President Trump plans to issue an executive order to eliminate critical programs at the Department of Education and call on Congress to eliminate the entire department. But then I recall that that's exactly what Project 2025 said the president should do—it said that on page 319 of Project 2025.

The irony is not lost on me that we are here to discuss the "state of American education" while the current Administration is actively discussing how to dismantle the main federal agency responsible for ensuring safe, quality education for all students. According to polls, the majority of voters oppose the abolition of the Department of Education. I also know that I, and every Democrat, will do what we can to ensure the Department continues.

Now to the issue at hand. As reflected in the latest National Assessment of Educational Progress (NAEP) data, schools are struggling to make up for lost time in the classroom following the COVID-19 pandemic. Achievement gaps, which existed before the pandemic, have widened. According to that assessment, math and reading gaps between higher- and lower-performing students continue to rise, as Black students continue to be more than 10 points behind their white peers in all subjects.

In 2021, Democrats passed the largest one-time investment in education in the history of the United States in the *American Rescue Plan Act* (ARPA), to provide schools with the resources they needed to reopen classrooms safely and make up for lost time due to the pandemic. Without this investment, we would undoubtedly be in a worse situation today. However, the *American Rescue Plan Act* was only a band-aid on the larger issue of underfunding in schools. It is abundantly clear that we need sustained federal investment over time to overcome decades of underfunding.

Unfortunately, instead of investing in our children, Republicans are stuck on proposals that will only create more challenges for students. Consider that the first education bill we considered this Congress targets—indeed bullies—transgender youth. Also, my Republican colleagues have misrepresented programs intended to expand diversity, equity, and inclusion as a problem in education. Republicans have threatened to ban books, police bathrooms, and take away funds from communities that need them most. Simply put, the Administration is promoting a warped version of DEI—discrimination, erasure, and inequity.

This all serves to distract Americans so that they will not notice the privatization of the American education system with taxpayer funds going to private schools, the resegregation of public schools, the erosion of services for students with disabilities, cuts to the student loan program, and distracts from the price of eggs going up. And while some folks may be hollering about imagined "DEI problems," many in the public will fail to notice how the taxpayers' money is being siphoned away from public education and the student loan program to pay for tax cuts for the wealthy and well-connected.

And so, Mr. Chairman, I know that we can all agree that every student in this country should have access to a safe, welcoming, and well-funded learning environment. That begins with eliminating disparities in education with sustained federal funding. This Congress, Committee Democrats will reintroduce legislation such as:

the *Rebuild America's Schools Act*, which would make a critical investment to repair and rebuild school facilities—particularly in high-need areas.

the *Equity and Inclusion Enforcement Act*, which would restore the private right of action for students, parents, and local civil rights groups to bring discrimination claims based on disparate impact under Title VI of the *Civil Rights Act of 1964*.

And the *Strength in Diversity Act*, which would provide resources to states or school districts that want to voluntarily develop plans to integrate their schools.

We have to take steps to lower the cost of higher education for students and families. To that end, we'll also reintroduce the *Lowering Obstacles to Achievement Now (LOAN) Act*, which would lower the cost of college for current and future student borrowers and their families by making critical reforms to the student aid system, including doubling the Pell Grant, improving the Public Service Loan Forgiveness program, and making loans more affordable and accessible.

Allow me, to that end, to promise to my colleagues and students across the country, that we will not go along with programs to dismantle our education system. We will fight any

attempt to dismantle the Department. We don't know what the plan will be, but count on our opposition to any plan that will abolish the Department of Education and the programs in it. To that end, Democrats will always be for the wellbeing of students, teachers, and parents across the country.

IT'S THE MATH

(Under the Speaker's announced policy of January 3, 2025, Mr. SCHWEIKERT of Arizona was recognized for 30 minutes.)

Mr. SCHWEIKERT. Mr. Speaker, let's have some fun with math and the reality of what is going on in the world.

First, let me get something off my chest. I hate it when I make a mistake. Mr. Speaker, have you ever had that moment when you say something as you are walking down to your next meeting and you go: oh, damn it?

Last week, I was walking through a series of different numbers, and one of them was a proposal, or a discussion coming out of the White House. It was about taking the top tax rate and just letting it expire.

I think I said it was \$32.7 billion. That is for a single year. Just multiply it by 10. That is what the actual math would be.

Mr. Speaker, one of the reasons I am sort of stressed out of my mind right now is more than the chaos we see in some of the financial markets and trying to understand the tariff issues and our leverage on other countries and their leverage and what is going on there.

I don't think we are spending enough time talking about our own work. Last Friday—actually, it may have been Saturday morning—the Senate passed their version of a reconciliation budget. It was a completely unserious document.

I am going to show over and over here how they took a pass on doing what was difficult. If this is a negotiation between the House and the Senate, for example, Mr. Speaker, if you have ever bought a car or been in a negotiation, when one side gives a completely unserious offer, the other side often has to walk away until they get serious.

There are real things going on in the world. Here is an article from the other day. I have a small stack of these. It is talking about bond markets and debt markets and others starting to unload U.S. debt.

Mr. Speaker, today, if you are a geek and are watching the 10-year bond—I was watching it over a period of an hour or so. I saw the 10-year bond move by about 20 basis points. Now, in geek speak, that is a big deal. Apparently, it has been 5 years. Think about some of the crazy things that were going on 5 years ago to see that sort of movement. We are stressing the crap out of the markets.

Why that is important is this country borrows about \$60,000 to \$70,000

every second. That becomes \$250 million every hour. Last year, for every dollar we took in, in tax receipts, we spent \$1.39.

The reality of it is you borrow 39 cents out of every dollar. For the \$5 trillion we are going to take in, in tax receipts and we are going to spend \$7.1 trillion or \$7.2 trillion. Maybe we don't screw with the bankers.

Mr. Speaker, the reality of it is your savings, this government's bond fund, the family on the other side of the world that has savings, that is the money that buys our debt.

Ray Dalio, the Bridgewater founder, has written these articles that say we have a problem. The basis of the problem is there is not enough capital in the world to deal with the bingeing of debt coming from the United States and coming from China. Now it is starting to come from Europe. In Germany, it looks like they are going to be lifting their debt cap.

When we borrow, we are also competing with other countries in the world. The United States, I think, is now maybe 13, maybe number 12 on the credit stack. Think of this. I believe Greece can sell a 10-year bond cheaper than the United States. That is worth thinking about.

Let's actually walk through what is going on right now with the reconciliation budget. Let's sort of explain. Why do we do the reconciliation budget? The Budget Control Act of 1974 created this mechanism that if we are going to cut spending—and it gives us one of the few times in life where we can actually work on mandatory spending, the things that are on autopilot.

For most Members of Congress in their entire career, everything they vote on is borrowed money. When we vote on defense, when we vote on non-defense discretionary, the things we do get to vote on, every dime of it is all borrowed. Last year, about \$300 billion or \$400 billion of mandatory, earned benefits, those things were on borrowed money.

Mr. Speaker, start to understand. Here is what is going on. You have heard we are doing these reconciliation budgets, because that is a whole mechanism to be able to move something through the Senate, where only 51 votes are needed so it doesn't hit that 60-vote filibuster. That is the real reason we do this whole dance.

Remember how many people are so upset. David, you are going to cut spending over the next 10 years. This is the baseline money. We are scheduled to spend \$86 trillion over the next 10 years. At best, the House resolution adds \$2 trillion of spending reductions and modernization over 10 years. \$86 trillion is the baseline spending. We are talking about trying to trim \$2 trillion out of the \$86 trillion. This causes people to lose their minds.

Have we lost our sanity in this country? We can't find—that is what—2.3 percent? Forgive my math. I am trying

to do it quickly. That is Armageddon? Does that give us a sense of just how addicted the bureaucracies, the society, and the business models out there are to U.S. borrowing?

There was another thing that happened last week that really should have taken people's breath away. This is sort of behind the paywall. We have found other articles that write about it. Moody's Analytics, the people who study what is going on in economics and businesses, put out a paper that in 9 budget years, 30 percent of U.S. tax collections are going to go to just pay interest.

□ 2100

So, Mr. Speaker, you pay your \$100 in income taxes, 30 percent of it just went to interest, and this is before the Senate or what we are trying to do in the budget reconciliation.

Remember, Mr. Speaker, I am going to show you the Senate document is completely unserious. It piles on stunning amounts of debt.

Mr. Speaker, does this scare anyone that in 9 budget years, 30 percent of your taxes you pay go to just cover interest?

Am I just an idiot for coming behind this mike every week and trying to show the math?

I get my brothers and sisters around here:

That was interesting, DAVID. I am still going to vote for piling on more debt because, well, let's be honest, my voters want stuff, and I will be out of here by the time this blows up.

It probably doesn't blow up. What happens is you hit a moment where the money required to finance the debt like this consumes everything. You hit a moment.

I showed a chart a couple of months ago, 1 month ago, that showed if we went back to a six handle, so it is 6 percent interest rate on U.S. sovereign debt, which we were right up against in, what, the mid-, early 2000s, 2005 and 2006. We went to a 6 percent interest rate. About 45-plus percent of all U.S. taxes went just to cover interest. If we go to 9 percent, it is the majority of U.S. taxes go to cover just interest.

Part of that is because right now we are sitting what, \$29, \$30 trillion of publicly sold debt, so the actual debt is about 36.6 or something like that. We are in extraordinary measures so the actual debt number is a little distorted right now because we are borrowing internally and we have got to pay that all back. So watch interest rates pop when we finally raise the debt ceiling, and now we have to refund all that money back to the accounts plus the interest that they missed.

Mr. Speaker, you start to think about we have to refinance—and some of this gets refinanced two, three, four, or five times in a year because you are borrowing 30 days, 6 months, so we will refinance about \$9 trillion, and we are going to issue about two, \$2.2 trillion new debt.