

written the flesh on the bones that will tell us what kind of program this is.

Senator MURRAY does not know how much or how it is paid for. The President's plan actually estimates \$12 billion over 7 years—\$12 billion. If that is the plan, I wonder why the sponsors—and there are more than one—don't look through the budget and find \$12 billion to spend. I wonder why they don't say maybe we are going to increase taxes to pay for it. Is the era of balanced budgets gone? Are we going to come up with a program we don't know how to pay for and try to let somebody think it is a real, vital, operative set of words called a "reserve fund" that will get anything done about classroom size?

Frankly, I am very grateful that to this point in our history we have not asked the Federal Government to do this kind of thing. I am very grateful because, as a matter of fact, everything they get into of this type ends up with more bureaucracy, more redtape, more mandates on the States than do most programs that truly produce beneficial results.

But I am also thankful we are not in it because the States and school districts see the problem. They do not come up to the floor of the Senate when the problem is getting solved. They start solving it. They didn't start solving this problem when we were already down to about 16.8, they started solving it when it was 25. So it is obvious to me that there is a reason for this amendment being subject to a point of order. That point of order should be sustained.

I am not going to second-degree amendments which should fall by a point of order, because I believe that is what we should do to them: One by one, every one that is subject to that, like this one is, we ought to quickly not waive the budget process and not waive the rules of the Senate and say the program just doesn't fit. Having said that, I will have 2½ minutes later. Let me conclude.

Mr. President, I do want to say to the distinguished Senator, Senator MURRAY, I, too, was a schoolteacher—not with the great prowess and experience that she had, but I taught one of those subjects we are all worried about, mathematics. I taught that. I didn't take political science; I took chemistry and math. I don't know how that prepared me to be a Senator, but I did teach algebra and arithmetic. Frankly, it is hard work. Frankly, believe it or not, I believe I taught every single child in my class who knew how to add and subtract—I believe I taught them algebra.

Frankly—God forbid—I have to tell you, I had 44 students in each class. I am not suggesting we do that. I am delighted to see this green line. In fact, for some of our children—and our States are on to this, too—with great disabilities, we are going to have to do better than this. And they are, they are. They are doing better than this.

Let me just close by suggesting that if this program which is encapsulated in these reserve language words is as important as my good friend contends, then it would seem to me we ought to find some other program in the U.S. Government's litany of programs—which is still around 2,600 and growing—we ought to find some programs we could terminate or cut to pay for it. As a matter of fact, the entitlement programs of America, while somewhat under control, are a burgeoning part of the American budget. Essentially, if you want a real reserve fund, you ought to be able to find something in this enormous number of billions of dollars of entitlement programs that is a little less important than the program the distinguished Senator says is so important.

Frankly, I do not in any way contend that we know that classroom size is the answer to every issue. I don't want to get into a debate on that. We will just accept the Senator's language and words about how important it is. But there is a growing dispute, nonetheless, between competent schools of academics and education, as to whether the current problem in the American schools is as much related to classroom size as one of the other groups says. There is one group of experts who say it is not as important as some other things.

The reason I say that is because that is exactly the kind of thing we should not be resolving up here. It is right at the State legislatures, it is right in the offices of superintendents and boards of education, and it is not right in Washington with another Washington-based program.

I see that the time for recessing has arrived. I will be asking Senators to concur with me that this amendment should fall because it is subject to a point of order under our rules, and in this case the rules make great sense, for to vote on a program like this as if it did something, as if there was real money in it, as if there was a way to find real money—our processes are pretty good when they say that kind of amendment, for whatever reason, is subject to a point of order in the Senate.

I yield the floor.

Mrs. MURRAY addressed the Chair.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Mr. President, I ask for 5 minutes off the budget time on the Democratic side.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. DOMENICI. Time is up. I understand there is an order to go into recess.

The PRESIDING OFFICER. Under the previous order, we were to be in recess at 12:30.

Mr. DOMENICI. I ask for the regular order. I will be glad to give her some additional time when the amendment comes up again. I think we are supposed to go into recess right now.

RECESS UNTIL 2:15 P.M.

The PRESIDING OFFICER. Under the previous order, the Senate will stand in recess until 2:15 p.m.

Thereupon, at 12:31 p.m., the Senate recessed until 2:14 p.m.; whereupon, the Senate reassembled when called to order by the Presiding Officer (Mr. COATS).

CONGRESSIONAL BUDGET FOR THE UNITED STATES GOVERNMENT FOR FISCAL YEARS 1999, 2000, 2001, 2002, AND 2003

The Senate continued with the consideration of the concurrent resolution.

AMENDMENT NO. 2165

The PRESIDING OFFICER. Under the previous agreement, there are 5 minutes of debate equally divided on the amendment that is pending.

Who yields time?

Mrs. MURRAY addressed the Chair.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Thank you, Mr. President.

Mr. President, the amendment that we will vote on shortly simply puts in place a deficit-neutral reserve fund for class-size improvement, especially in the early grades. And, it would use as an offset anything we designate over the coming year in available mandatory savings or revenues, except for tobacco revenues.

I know that the chairman is going to say that this reserve fund has no money and it has not set up any specific policy on class size reduction. He is absolutely right. It is exactly what he has done in his budget with the tobacco reserve fund and with the tax cut fund. I have learned from him that if we want priorities within our budget, this is the way we go about it.

Education is a priority. As I pointed out this morning, 2 percent of our budget goes to education. At a time when parents and families and communities and States are struggling with this issue. Parents say to us that they want their children's class sizes reduced. I have talked to parents, I have talked to students, teachers, principals. Down the road, they say, this is going to make an important difference in our children's education.

I think the most important thing to remember is what every parent says to their child when they come home on the first day of school. They ask two questions: Who is your teacher? and how many students are in your classroom? because they know that the best qualified teacher, the best trained teacher will make a difference for their child, and they know that the number of students who are in that classroom will make a difference in their child's ability to learn and be productive and get the skills they need to grow up and get a job and be a positive member of our economy and society in the future.

Budgets are not just about today. Yes, we have a balanced budget before