

The President has proposed that we make needed investments in reducing class size and modernizing our schools. He is making that speech against a background of a GAO report that schools have \$112 billion in repair and modernization needs that they cannot address.

The PRESIDING OFFICER. The time of the Senator has expired.

Mr. KENNEDY. I ask for an additional minute and a half.

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

Mr. KENNEDY. We ought to be doing all we can to repair and modernize the nation's public schools.

What kind of message are we sending to every child in America who goes to a school with leaking pipes, exposed wiring, broken windows, faulty heating systems, and no air conditioning? The message we are sending to every child is, they don't make a difference, they don't count.

We believe, and the President believes, that the children count, and it is important to provide them with safe, modern schools. We are here in these final days, to make sure that, unlike the Republican judgment that was made in the House of Representatives in June of this past year, any budget that is going to bear the President's signature or have our vote is going to make these needed investments in education that are essential for every working family in this country.

Mr. SARBANES. Will the Senator yield for a question?

Mr. KENNEDY. I will be glad to yield.

Mr. SARBANES. Will the Senator agree with me that with this emphasis on the global economy, if we don't educate our children to the fullest measure of their capacity, we are not going to be able to compete internationally? It has assumed a dimension now that we have never confronted before in terms of our economic survival in the world economy.

Mr. KENNEDY. The Senator is absolutely correct. By every kind of indicator of which countries are going to continue to survive and prosper in a world economy, education is the linchpin for these initiatives.

The PRESIDING OFFICER. The time of the Senator has expired.

Mr. GORTON addressed the Chair.

The PRESIDING OFFICER. The Senator from Washington.

EDUCATION

Mr. GORTON. Mr. President, it has been interesting to listen to the Senator from Massachusetts beating so industriously upon a dead horse. But the issue before the Congress, I suspect, in these last few days is not going to be on the level of support that the Congress and our appropriations bill provides for the education of our children in all 50 States across the country.

The debate now between the President and the leadership who are work-

ing on this budget is over who gets to spend it. The President believes, and the Senator from Massachusetts has outlined in his remarks a whole series of categorical aid programs—money for this specific program, money for that specific program—each of which carries with it its own bureaucracy here in Washington, DC, and, generally speaking, a bureaucracy of the State and always administrators in each school district to fill out all of the forms and to make all of the applications for assistance from the Federal Government. To that extent, an individual school district is lucky if 60 cents or 70 cents out of every dollar supposedly devoted by the Federal Government to education, in fact, ever gets to the classroom and to the students.

No, the battle in these last few days is not going to be over whether or not we shouldn't supply perhaps another billion dollars or more than a billion dollars above what we are already appropriating for the education of our children. It is going to be over whether or not we trust the teachers, the parents, the principals, the superintendents, the elected school board members and thousands of school districts across the United States to determine how that money can be most effectively spent on their students.

Mr. CRAIG. Will the Senator from Washington yield?

Mr. GORTON. He will.

Mr. CRAIG. About a year ago, the Senator from Washington came to the floor and offered an amendment that would dramatically change the way money flows out of Washington back to local schools, local units of education. And as I remember, there was a resounding vote here on the floor in favor of that.

Mr. GORTON. The Senator from Idaho exaggerates a little bit. It was a winning vote; it wasn't quite resounding.

Mr. CRAIG. It was a dramatic vote in the sense that Senators were voting their conscience about where the public wanted the educational dollar to go, not to get bound up in the Federal bureaucracy and have a lot of it spun off here, as the President apparently would want, but for that money to move right back to local units of education. Is that not true, and was that not the goal of this Congress?

Mr. GORTON. This Senate voted for just such a program last year. This Senate voted for just such a program this year. This Senate did so, I am convinced, because while the Federal Government, in spite of all of the speeches on the floor of the Senate and of the House of Representatives, comes up with only about 7 or 8 percent of the money that is spent in our schools that are, of course, primarily locally and State-operated, it comes up with 50 or 60 percent of the rules and regulations that must be met by our school districts, by hiring administrators, not teachers, people to fill out forms and read Federal regulations rather than li-

brarians and new equipment for our students.

It was our attempt last year, and has been our attempt this year, and I hope and trust will be our policy when we finish an appropriations bill in a few days, that we trust the people in the States and in our communities and in our schools to come up with better judgments about the varying priorities of their students than can President Clinton or a Department of Education bureaucracy here in Washington, DC.

The thrust of the point that I have been attempting to make for a couple of years now is just exactly that: Where should this money be spent? Are we the experts here in this body on how each of 14,000 school districts should go about educating its children? Or is the true expertise in those school districts themselves?

The PRESIDING OFFICER. The time of the Senator has expired.

Under the previous order, the Senator from Kentucky is recognized to speak for up to 15 minutes.

Mr. SARBANES. Mr. President, will the Senator yield me just 2 minutes?

Mr. FORD. Mr. President, I would like to give everybody some time, but I don't have but 15 minutes myself.

Mr. President, I ask unanimous consent that I might have 20 minutes so I can yield to the Senator from Maryland.

The PRESIDING OFFICER (Mr. GORTON). Is there objection?

Mr. CRAIG. Reserving the right to object.

The PRESIDING OFFICER. The Senator from Idaho.

Mr. CRAIG. Will the Senator restate his unanimous consent request?

Mr. FORD. I say to my friend from Idaho, I have 15 minutes. The Senator from Maryland would like to have a couple of minutes. I ask my time be extended so I can give him up to 5 minutes.

Mr. CRAIG. I have no objection.

The PRESIDING OFFICER. Without objection, it is so ordered. The Senator from Kentucky is recognized.

Mr. FORD. I yield 5 minutes to my friend from Maryland.

The PRESIDING OFFICER. The Senator from Maryland.

A PARTNERSHIP IN EDUCATION

Mr. SARBANES. Mr. President, I want to say in view of the comments that were just made, the Eisenhower Program, I ask the Senator from Massachusetts, that dealt with math and science as I understand it?

Mr. KENNEDY. The Senator is correct.

Mr. SARBANES. That was a program that we put into place during the Eisenhower administration.

Mr. KENNEDY. The Senator is correct.

Mr. SARBANES. As I recall, it was done on an overwhelming bipartisan basis.

Mr. KENNEDY. The Senator is correct again.