

In the years to come, the Foundation will remind us again and again of Patrick and the power of individuals to make a difference. Ever since Patrick created "For the Love of Life" in 1992, the Foundation has brought greater hope and a higher quality of life to countless people living with AIDS—in Massachusetts and across the country.

The Foundation was inspired by Patrick's extraordinary belief that people's dreams can come true. And, the Foundation's great mission has been to grant the wishes of individuals and families living with HIV and AIDS.

"For the Love of Life" works closely with other AIDS organizations. It provides a special extra dimension that others can't.

For an HIV positive father who could not afford a funeral for his infant son who died of AIDS—"For the Love of Life" made the difference.

For a person living in a hospice in Boston—"For the Love of Life" enabled him to visit his mother in Pittsburgh for one last time, to share a birthday.

The Foundation has helped many others as well—a mother with AIDS to attend her daughter's wedding—a teenage girl with AIDS to have a Sweet 16 party for her family and friends. Because of Patrick's vision and leadership, the dreams of countless others will come true.

As many have said, life is best measured not by its length but by its depth—by those magical moments that make life special. Patrick made life special for himself and everyone he touched. And in the years to come, "For the Love of Life" will continue Patrick's great work by helping people with AIDS to live life and love life. And for that great gift and lesson to all of us—we thank Patrick with all our heart.

Patrick, for the light you brought to dark hours and for the dignity you gave to the human spirit—God bless you and sustain you. Patrick said he was always happier and healthier when he had a project. So I say now, to Patrick in heaven, may you always have a project!

EDUCATION FUNDING

Mr. KENNEDY. Mr. President, I want to address the Senate for a few moments today to call attention to some progress that has been made, as I understand it, in budget negotiations in the areas of education, but also to indicate why I think the resolution of the President of the United States in identifying the importance of the help and assistance of the Federal Government for local communities and the States is extremely important, and why it has been very important in these last few days, that these negotiations reflect the President's strong commitment to education policy, and to put into some perspective why this battle has been necessary over the period of recent years and why it is necessary now. I

will mention in just a few moments some of the areas where I understand progress has been made. Nothing will be achieved until everything is settled, but, nonetheless, the areas that I will mention here, I think, have been generally recognized as having been fairly well agreed to, and I think it is relevant to mention those because they are important and will be important when the final omnibus legislation has been achieved.

If you look over the recent years to see what has happened in terms of the education budget, you will see why this battle has been so important. If you look at the amount of the Federal budget that is devoted to education, it represents only 2 percent of the total budget. We are talking now of a budget of \$1.7 billion. Only 2 percent of that budget is education. I think most Americans would believe that it should be a good deal higher.

What we are trying to do is to make sure that even this 2 percent is going to be preserved. If there is an opportunity, we are going to see some expansion of it. We understand that we have a tight fiscal situation. We are grateful for the economic policies that have brought us to some surplus, and we expect that to continue, although the surplus for the first 5 years is reflected really in the cumulative savings in our Social Security. And that is why the President is wise to say it is not appropriate now to have a tax cut because those funds which have been paid in and reflect themselves in the form of a surplus are really the hard-earned wages of workers and employers paying into the Social Security trust fund, and until we resolve the challenges of the Social Security trust fund, we should not, and we must not, see a tax cut.

But what we are trying to do is give education more of a priority within the total budget. That is certainly the desire of the American people. What we have been faced with over the period of recent years is the following: In 1996, the Republicans attempted to cut \$3.7 billion below the previous year, 1995, in terms of what had actually been appropriated. Do we understand? In the education budget—that was in 1996, that was resisted by the President—all those budget cuts were not achieved but there were some budget cuts.

In 1997, the Republican proposal was to cut \$1.5 billion below the previous year—not add on, Mr. President, not try to find out how we could possibly squeeze other aspects of our national budget in order to increase our commitment to education. No. We saw the request for \$1.5 billion less in 1997 over the previous year; in 1998, a \$2 billion cut below the President's request, and this year \$2 billion below the President's request.

These are the facts. And so it is understandable that in the final wrap-up of these budget negotiations, the President of the United States is going to do everything he possibly can to resist

that kind of cut in terms of education funding.

Now we know, as I have said before, the amounts of money do not necessarily indicate the solution to all of our problems. That is true in education as well. But what it does reflect is a nation's priorities—a nation's priorities. When you look over the record, for 1996, \$3.7 billion; 1997, \$1.5 billion; 1998, \$2 billion; this year, 1999, \$2 billion. That is reflected in the \$420 million cut for title I, cutting back on the Eisenhower Teaching Program, cutting back on teacher technology, cutting back on the Afterschool Program, cutting back on the Year 2000 Program, zeroing out the Summer Jobs Program.

We can understand why the President and many of us—the Democratic leader, Senator DASCHLE, the Democratic leader in the House, DICK GEPHARDT—are saying we are not going to have an omnibus budget unless it protects education. In effect, that is what is happening in Washington. Surely, there are other priorities, but this is one identified by the President and the leaders, and the one which I believe is the overriding and overarching issue that those families across our country care most about.

Now, we have heard that in the past few days the Reading Excellence Act, which is basically the Literacy Program that passed in the Senate virtually unanimously, was tied up over in the House of Representatives, and when they effectively halted other kinds of action, that legislation was still hanging out there and would not have been approved unless put into this omnibus legislation.

When we understand that 40 percent of our children who are in the third and fourth grades cannot read properly, and when we understand that this is increasingly a problem, we are not going to be able to solve it all with our Reading Excellence Act, but we are going to be able to help and assist teachers who are attempting to set up literacy programs, who are tying into the Head Start Program, who are working with volunteers who reflect the interests of many of our young people who are working as volunteer teachers in the areas of literacy in our schools and colleges, with the Work-Study Program, which has been expanded significantly in the last couple of years.

I am proud that Massachusetts is ranked as the second State in the country in the number of volunteers in the Work-Study Program who are working with children in their communities on literacy. California is first; we are second. California better look out because we are increasing the number of our colleges that will be doing it. Close to 60 percent of all of our colleges scattered around our State of Massachusetts now are doing that. I believe every college ought to be involved. We ought to be challenging the young people in all of our colleges to give something back to the community. This program will provide that little seed

money to help assist those kinds of efforts in our States. That is an important program, and I understand has been agreed to.

We have the Afterschool Program which last year had been a \$40 million program; this year, now, some \$200 million. We have 5 million American children who are under 14 years of age who are left alone every afternoon in this country—5 million of them. And we wonder what happens when we see these kinds of charts that reflect the spiking up in indexes of violent crime right after school, at 3 o'clock in the afternoon; 3 o'clock to about 6 o'clock in the afternoon have the highest incidents. These people should be involved in afterschool programs. They are working. They are working in my own city of Boston. Not all the city of Boston has it, but Mayor Menino is working to improve these programs. This is a good \$200 million program.

But that would not be there unless we had been battling—as in the past few days the President has—to have a modest program to try to help, to work through the nonprofit organizations, even some of those church-related groups, so children in this category can complete their homework in the afternoon. That way, when they go back home they can spend some quality time with their parents rather than come home and have the parents say, "Jimmy, go upstairs and finish your homework." This happens. This is a family issue. These are two very, very modest but important programs.

But we have more to do, Mr. President. This important program reflects what has been happening in our schools across this country in terms of the total number of students going to the schools. We have seen, now, the escalation in the number of students; 53 million now are going. This number is increasing. The demography, the number of children going in, is putting additional burdens on local communities and States. All we are saying is let's be a partner with them. Let's be a partner with them.

We have listened on the floor to those saying, "This is not a role for the Federal Government." You ask the parents. They want their child educated. They want a well trained teacher in a modern classroom with modern equipment so their child can learn. They want a partnership. With all due respect to our colleagues on the floor yesterday, talking about local control, saying, "We ought to let the local communities make those judgments," the fact is, the local community has control, now, over 93 cents of every dollar that is spent at the present time. Only 7 cents out of that dollar is related to expenditures that are made by the Federal Government. That reflects a very narrow, targeted area of child needs like the title I programs for those children that come from economically deprived communities across this country, whether they are urban or rural communities.

It has been worked out with bipartisan support, that program and the programs that are related to the needs of disabled children and the other limited, targeted programs here. What we are saying, and what the President is saying, is this: With this escalation, we are going to need more teachers. Let us develop the help and assistance so we will have more teachers so these children, particularly in the most formative time of their lives, are going to be in smaller classes so the children will have 16, 17, 18—hopefully, 17 children in the first three grades. That is when the children coming out—perhaps the children coming from a Head Start Program, maybe others who are not, who are coming from some kindergarten, entering first grade—that is when they are making their decisions in terms of developing their confidence, developing their interests in academics. As we have heard from virtually every teacher across the country, the advantage of having that number of students is that a teacher can spend individual moments every single day with that child. That is enormously important.

The PRESIDING OFFICER. The Chair advises the Senator he now has 2 minutes remaining.

Mr. KENNEDY. Mr. President, this is the issue that still remains: Increasing the funding for teachers and also helping, assisting to try to do something about what the General Accounting Office has pointed out is the condition of schools all across this country. They say, to try to address the old schools, to modernize the old schools, nationwide, it would cost \$110 billion. The President's program is only \$22 billion. Listen to the conclusion, not of Democrats, not of Republicans, listen to the General Accounting Office that says:

Virtually all communities, even some of the wealthiest, are wondering how to address school infrastructure needs while balancing them with other community priorities.

This is a national problem. We want to make sure our children are in the best classrooms with the best teachers and that they have the best opportunity to learn. This afternoon I will be going out with the President to the Forrest Knoll Elementary School just out in suburban Maryland. We are going to an event. The whole sixth grade is housed in trailers. The Forrest Knoll Elementary School was originally built to hold 450 students. It now teaches over 700 students.

We could find these kinds of conditions in communities, not only in urban, but in rural areas. We need the best local and State efforts, and also Federal help and assistance. That is what we are talking about in terms of modernization. That is what we are talking about in terms of enhanced teachers. These are priorities for American families. We ought to be able to work out a process, Republicans and Democrats alike, to try to address those very, very important and special needs. They are the No. 1 priorities for families in this country and we ought

to, even in these final hours, we ought to be able to work through this process to make sure we are going to give our best efforts to the protection of children in our society, for their own interests and for our national interest.

It is in our national interest clearly, so America is going to be able to compete in a global economy and we are going to have the best trained and best educated children and young people in this world. We can do no less. We owe that to our country. That is a great deal of what this debate is about here in the Nation's Capitol, over the time we are meeting here today.

Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. THOMAS. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

SECURITIES LITIGATION UNIFORM STANDARDS ACT OF 1998—CONFERENCE REPORT

Mr. THOMAS. Mr. President, I ask unanimous consent that the Senate now proceed to the consideration of the conference report to accompany S. 1260.

The PRESIDING OFFICER. The clerk will report.

The assistant legislative clerk read as follows:

The committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 1260), have agreed to recommend and do recommend to their respective Houses this report, signed by a majority of the conferees.

The PRESIDING OFFICER. Without objection, the Senate will proceed to the consideration of the conference report.

(The conference report is printed in the House proceedings of the RECORD of October 9, 1998.)

Mr. D'AMATO. Mr. President, I would like to encourage my Senate colleagues to support the conference report on S. 1260, the Securities Litigation Uniform Standards Act of 1998. The conference report is closely modeled on the bill that the Senate passed by an overwhelming bipartisan vote this spring, and that the Banking Committee reported by a vote of 14 to 4.

Mr. President, I believe that the conference report will also enjoy strong bipartisan support. The conference report is the result of a lot hard work and thoughtful consideration. The House and Senate committee staffs worked closely with the staff of the Securities and Exchange Commission to ensure the Commission's continued support for the legislation. Mr. President, I ask unanimous consent that the letter from the S.E.C. be printed in the RECORD.

There being no objection, the letter was ordered to be printed in the RECORD, as follows: