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House of Representatives

The House was not in session today. Its next meeting will be held on Monday, May 7, 2001, at 2 p.m.

Senate

FRIDAY, MAY 4, 2001

The Senate met at 10 a.m. and was called to order by the Honorable JUDD GREGG, a Senator from the State of New Hampshire.

The PRESIDING OFFICER. Today's prayer will be offered by our guest Chaplain, Father Paul Lavin, of St. Joseph's on Capitol Hill.

PRAYER

The guest Chaplain, Father Paul Lavin, offered the following prayer:

In the book of Tobit we hear:

"Thank God! Give Him the praise and the glory. Before all living, acknowledge the many good things He has done for you, by blessing and extolling His name in song. Before all men, honor and proclaim God's deeds, and do not be slack in praising Him. A king's secret it is prudent to keep, but the works of God are to be declared and made known. Praise them with due honor. Do good, and evil will not find its way to you. Prayer and fasting are good, but better than either is almsgiving accompanied by righteousness. A little with righteousness is better than abundance with wickedness."

Let us pray:

Almighty God, we give You thanks for the many and varied ways You have blessed the men and women who serve in the Senate. We ask now Lord, that they may do Your will in all things and so remain close to You. Lord, Your presence is found where unity and love prevail; grant that they may strive to work together in harmony and peace.

We acknowledge that God is the strength and protector of His people; grant Lord to the Members of the Senate the strength and courage they need

to serve the people of the United States.

Grant this through Christ our Lord. Amen.

PLEDGE OF ALLEGIANCE

The Honorable JUDD GREGG led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

APPOINTMENT OF ACTING PRESIDENT PRO TEMPORE

The PRESIDING OFFICER. The clerk will please read a communication to the Senate from the President pro tempore (Mr. THURMOND).

The bill clerk read the following letter:

U.S. SENATE,
PRESIDENT PRO TEMPORE,
Washington, DC, May 4, 2001.

To the Senate:

Under the provisions of rule I, paragraph 3, of the Standing Rules of the Senate, I hereby appoint the Honorable JUDD GREGG, a Senator from the State of New Hampshire, to perform the duties of the Chair.

STROM THURMOND,
President pro tempore.

Mr. GREGG thereupon assumed the chair as Acting President pro tempore.

RESERVATION OF LEADER TIME

The ACTING PRESIDENT pro tempore. Under the previous order, leadership time is reserved.

RECOGNITION OF THE ACTING MAJORITY LEADER

The ACTING PRESIDENT pro tempore. The Senator from Vermont.

SCHEDULE

Mr. JEFFORDS. Mr. President, today the Senate will resume consideration of S. 1, the education bill. The first amendment will be an amendment offered by Senator CRAIG regarding ESEA funding. That amendment will be followed by an amendment by Senator KENNEDY or his designee. Any votes ordered on those amendments will be stacked to occur on Tuesday morning. Further amendments to the education bill may be offered during today's session. The Senate will conclude action on the budget conference report and the Bolton nomination during next week's session of the Senate.

I thank my colleagues for their attention.

The ACTING PRESIDENT pro tempore. The Senator from North Dakota.

Mr. CONRAD. Mr. President, may I ask the Senator from Idaho if I may speak for 3 minutes before he speaks.

Mr. CRAIG. Mr. President, I do not object to that.

The ACTING PRESIDENT pro tempore. The Senator from North Dakota is recognized.

Mr. CONRAD. This will come off leader time, Mr. President.

EDUCATION AND THE BUDGET

Mr. CONRAD. Mr. President, we are here discussing the education bill. Yesterday, the Senate passed a measure to

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.



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increase funding for education over what is in the baseline by \$150 billion. I supported that. But we have an incredible disconnect going on between what we are doing on the floor of the Senate and what we are about to do in the budget resolution. The budget resolution that has come out of the conference committee has no new money for education—none, zero. So we are all out here talking about education being the top priority—and, indeed, it is—but we have a budget resolution coming out of the conference committee that gives no priority to education—none, not one thin dime of additional resources to education. It is really an incredible disconnect—the difference between the rhetoric on the floor and the reality of this budget resolution.

The new President of the United States proposed a very modest increase in education over the so-called baseline. He proposed \$13 billion of new money for education over the 10-year period. In the Democratic alternative budget, we proposed \$139 billion of new money for education over the 10-year period. What passed on the floor of the Senate when we considered the budget resolution was an increase of \$308 billion. We passed the Harkin amendment, which reduced the tax cut by \$450 billion and allocated half to education and half to debt reduction. The Harkin amendment added \$225 billion to education over the next 10 years. It went to conference committee to be worked out as to the differences between the House and Senate, and they came back with nothing, zero, no new money.

We passed on the floor of the Senate the Jeffords-Breaux amendment which added \$70 billion to fund IDEA. That went to the conference committee and came back with zero—a big nothing. So there is no new money in this budget for education, and our colleagues ought to be aware of it as we consider the budget next week.

I thank the Chair and yield the floor.

BETTER EDUCATION FOR STUDENTS AND TEACHERS ACT

The ACTING PRESIDENT pro tempore. Under the previous order, the Senate will resume consideration of S. 1.

The assistant legislative clerk read as follows:

A bill (S. 1) to extend programs and activities under the Elementary and Secondary Education Act of 1965.

The Senate resumed consideration of the bill.

The ACTING PRESIDENT pro tempore. The Senator from Idaho.

AMENDMENT NO. 372 TO AMENDMENT NO. 358

Mr. CRAIG. Mr. President, I send an amendment to the desk.

The ACTING PRESIDENT pro tempore. The clerk will report.

The assistant legislative clerk read as follows:

The Senator from Idaho (Mr. CRAIG) proposes an amendment numbered 372.

Mr. CRAIG. Mr. President, I ask unanimous consent that reading of the amendment be dispensed with.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

The amendment reads as follows:

(Purpose: To tie funding under the Elementary and Secondary Education Act of 1965 to improved student performance)

On page 29, between lines 14 and 15, insert the following:

“SEC. 16. FUNDING RULE.

“(a) FINDINGS.—Congress makes the following findings:

“(1) Adjusted for inflation, the amount of money Federal, State, and local governments spend per public school student has nearly doubled over the past 30 years.

“(2) This doubling of real, per-pupil spending has had no effect on test scores.

“(3) In 1965, the Federal Government enacted title I of the Elementary and Secondary Education Act of 1965 to eradicate the achievement gap between economically disadvantaged students and their more advantaged peers.

“(4) In 2001 that achievement gap persists, unaffected by the \$120,000,000,000 the Federal Government has spent on such title I.

“(5) In 1996 the Department of Education reported that ‘The progress of [part A of title I] participants on standardized tests and on criterion-referenced tests was no better than that of nonparticipants with similar backgrounds and prior achievement’.

“(b) FUNDING RULE.—Notwithstanding any other provision of this Act, a State shall be eligible for an increase in the amount of funds made available under this Act from one fiscal year to the next fiscal year (after adjusting for increases in the Consumer Price Index for All Urban Consumers as published by the Bureau of Labor Statistics) when the State meets the requirements for adequate yearly progress for the State under section 1111(b)(2) for the school year preceding the fiscal year for which the determination is made, except that nothing in this subsection shall be construed to provide funds to a State under this Act for any fiscal year in an amount that is less than the amount of funds provided to the State under this Act for fiscal year 2001.”.

Mr. CRAIG. Mr. President, I come to the floor this morning to address the very issue my colleague has just talked about, the issue of spending and education. We have offered an amendment to curb the Federal Government’s appetite to spend tax dollars. It will ensure that we no longer throw good money after bad programs. It will focus our Nation’s educational bureaucracy on what should be its sole purpose: helping students learn.

Over the course of the last several days, we have been debating reauthorization of the Elementary and Secondary Education Act, or ESEA, and in that process we are adding by authorization a phenomenal amount of new money for the purpose of education.

We have heard a great deal in this Chamber about how much we need to spend to improve education for our young people. Every Senator clearly wants to improve the educational system to which we entrust our children’s futures. Unlike the past, we are offering some very real reforms this time. But in a continuation of past practices,

we also are offering a tremendous amount of new money.

Let me say very clearly that we have spent an awful lot of money on education in the past, and the record is very clear that money alone does not solve that problem. In fact, the additional money we have added to our educational system over the last 30 years has done nothing to improve education.

Over the past 30 years, the amount of money we have spent to educate our children has doubled; that is even after inflation. In other words, it is real money we’re talking about here and a lot of it. It will cost taxpayers twice as much to educate my grandchildren in public schools as it did to educate my children in public schools.

We doubled the amount we spend on each student in the timespan of 30 years. Yet this huge increase in spending has brought us, as I just mentioned, nothing.

This is a chart that demonstrates that clearly. In spite of the fact that per-student spending has doubled and continues to climb, student achievement has stagnated. This is a line that demonstrates that major increase in spending over the timeframe I have mentioned through the seventies, the eighties, and the nineties. Look at the reading scores of the national assessment of 17-year-olds, 13-year-olds, and 9-year-olds. Somehow it does not seem to parallel the amount of money we have spent.

We doubled the resources, and yet somehow the system did not improve, and our children were shortchanged. Today’s schoolchildren are entering an educational system that is no better than that in which their parents were educated. In fact, there are measurements to indicate it is worse.

This next chart shows that not only have reading scores stagnated over that 30-year period, but doubling education spending likewise has brought us no improvement in math and no improvement in science. Yet our young people, in a very integrated world where demand for math and science skills is higher than ever, must compete with students from around the world for jobs that in their very character are international. Yet our educational system, despite all the money we’ve poured into it, has produced stagnation in math and science achievement for the last 30 years.

The law we concern ourselves with today was passed in 1965. Its primary purpose is to close the achievement gap between poor students and nonpoor students. Since 1965, we have devoted some \$120 billion to this goal. Yet as this chart demonstrates, \$120 billion later, poor kids still lag behind in reading. In other words, poor kids are no better off today than they were 30 years ago. We have achieved nothing for them. Most important, we have allowed them not to achieve, and the taxpayers of this country have spent \$120 billion in a failed attempt to close that gap.