

smarter, and stronger?—any list of answers that has any basis in evidence, fact, or logic will tell you, investing in education. We know investing in education increases the lifelong earnings of college graduates by \$600,000. Every year of postsecondary education will provide between 5 to 15 percent more in annual earnings. Yet here we are closing the door to college education, basically telling a lot of kids who depend on loans, depend on grants, depend upon increasing student debt: I am sorry; you are not in our plans for the future.

That is a terrible mistake for this country to make.

Mr. DODD. Will my colleague yield on that point?

The PRESIDING OFFICER. The Senator from Massachusetts has 2 minutes remaining.

Mr. KENNEDY. I think we had an agreement that the Senator from Florida was yielded my time so he can make an important statement about the Buccaneers.

Mr. DODD. Who are the Buccaneers?

Mr. NELSON of Florida. Mr. President, in the midst of these deadly serious subjects that we are talking about, I want to bring a little bit of levity and a bright spot from an extraordinary football game that has now caused the world champions to have the sun especially shining brightly in the State of Florida and, in particular, in the Tampa Bay region.

This resolution commends the Tampa Bay fans because they have been so faithful over the years. This is a miracle. It is a miracle that it has finally happened to the Tampa Bay Buccaneers and, oh, do they deserve it—the most valuable player of the game, the best NFL defensive player, the best defensive record in the whole league, the quarterback himself being from Florida.

I could go on and on. But just to cap off my statement of offering a little lightheartedness to an otherwise very serious day is to point out that I went to the junior Senator from California, as the junior Senator from Florida, to say: Is it worth it to you before the game to have a little friendly wager?

We had a crate of Florida oranges versus a 25-pound box of California almonds. I said: Why don't you throw in a little Napa Valley chardonnay as well.

I am going to be enjoying that. Our staff will be enjoying it, for the sake of all of our people in Florida who have a big smile on their face.

I yield the floor.

The PRESIDING OFFICER. The time controlled by the Senator from Massachusetts has expired. The next 20 minutes will be controlled by the Senator from Vermont and the Senator from California.

Mr. JEFFORDS. I yield 5 minutes to the Senator from Connecticut.

EDUCATIONAL INVESTMENT

Mr. DODD. I want to address a question to our colleague from New York

and also my colleague from Vermont. What I am about to say is also something he has talked about in the past. We are often told we are now in a period of international crisis and that resources cannot really be allocated as much as we would like for education given these other demands.

Certainly my colleagues are aware, historically, some of the most significant investments we have made as a nation in terms of education have occurred right in the midst of some of our most significant crises as a country.

In 1787, shortly after the American Revolution, at a time when there was great demand for resources, we insisted that land be set aside in new territories, specifically the Federal Government did, for institutions of higher learning. Right in the middle of the Civil War, there was the Morrill Act, authored by a Senator from Vermont, that created the land grant colleges. Here we were in the greatest crisis in the history of the United States, and yet the Congress and the President in the midst of all of that believed we ought to be doing everything we could to establish land grant colleges.

Then, of course, prior to the end of World War II, the GI bill is another example. Here is a nation at war and demand for resources are great; our Nation is in peril, although it was toward the end of the war. Yet the Congress and the President thought it was so critically important that we allocated resources for furthering the advancement of higher education.

I don't know if my colleagues would like to briefly respond to that point.

Mrs. CLINTON. I would respond in support of the observations that the Senator from Connecticut has made. It is deeply troubling to me that in the current atmosphere in which we find ourselves, the first victim seems to be the future.

We are shortchanging the future and, in particular, we are shortchanging our children. I don't believe any previous generation of Americans, as the Senator has illustrated, has ever done this before. We are about to become the first generation that deliberately, intentionally, will leave our children worse off than we were.

I find that absolutely mind-boggling. I cannot even grasp it. We talk about our parents, the greatest generation, who sacrificed, who planned for the future, who made big investments in education, in highways, in research and development, in infrastructure, in health care, and here we are about to dismantle the work they so carefully put into place, starting with education but by no means ending there.

It is a moment of real concern and should be talked about, not just in this Chamber but throughout our country. What is it exactly we intend to leave our children besides a more dangerous world and a pile of debt?

Mr. DODD. I thank my colleague for her answer. She is absolutely correct.

It would be a unique and historic tragedy if we were the first generation to not fulfill its obligations to the coming generation.

I said the Homestead Act. It was the Northwest Ordinance of 1787 that was an example of a country in crisis that still found time to invest in its educational needs. I don't know if my colleague from Vermont wanted to comment on that as well. It was Senator Morrill from Vermont who created the land grant colleges. The University of Connecticut was one of the beneficiaries of that idea. Right in the middle of the Civil War, Abraham Lincoln and the Congress said: We ought to be investing in the educational needs of the Nation, and authored that legislation. I know my colleague from Vermont has spoken eloquently for and fought for higher education. I thought he might want to comment on those decisions.

Mr. JEFFORDS. Vermont is proud of the fact that it has provided leadership throughout the centuries, and the Morrill Act did more for expanding the ability of education for our young people to strengthen this Nation than any other action that has been taken since.

I thank the Senator for bringing up the history, especially relative to my own State.

STATE OF THE UNION

Mr. JEFFORDS. Mr. President, as the President prepares to address the Nation, I hope he will remember that homeland security starts here at home, and that he addresses the critical domestic priorities facing our Nation at this time. Today, very briefly, I want to discuss a few of those priorities.

In last year's State of the Union Address, the President highlighted his and Congress's bipartisan efforts on education. He discussed how education was integral to having a secure Nation with a well-educated and trained workforce that would grow and strengthen our economy.

President Bush said:

Good jobs begin with good schools, and we've made a fine start.

But you cannot educate our children on the cheap, and I am afraid that is what the President is asking our Nation's educational system to do. Last year's Bush administration budget was the worst education budget in 7 years.

The Bush budget fell \$7 billion short of the resources promised in the No Child Left Behind Act, and it cut funding for the legislation's initiatives by \$90 million. It also proposed less than half of the Federal commitment to special education. This \$11 billion shortfall negatively affects all of our public school students and shifts billions of dollars more to local property taxes.

At the same time, our communities are being forced to make decisions on defraying education budget shortfalls. Some schools are having to cut days off of their years and time off for the students. That is a crisis that should not