

issue. The Federal Government should not be doing that. While others will say, well, wait a minute, we need to help these schools and these States in repairing buildings, where does it end? If we proceed down the road where we start paying for building schools at the local level, we will have to build every school in America. That is where it will end. Sure, it is nice; people like it.

Let me tell my colleagues about the States. Every single State in the Nation has a surplus, more than they are going to spend. You say, well, maybe it is not much. It is almost \$34 billion. If you have dilapidated schools in your State, I say: State, fix them. The Federal Government, Uncle Sop, is not going to pay for repairing roofs in Biloxi, MS. Let the people in Biloxi, in the State of Mississippi, do that. I am for it. I am for teacher pay raises, but the answer is not in this hallowed city that we stand. The answer is with the American people. I believe that. Give them the flexibility. When Senator KENNEDY said, basically, what we want is for Washington to run the schools, frankly, a bad situation could be worse. The Federal Government would mess it up.

So we have an alternative. We will be debating it again on Monday. I believe our alternative will pass. It should pass. But I am telling you right now, I am telling the President of the United States, William Jefferson Clinton, and I am telling everybody in this Senate, when it comes to education, TRENT LOTT is not going to yield to anybody, and the Republicans in Congress are not going to be run over by a bunch of additional Federal programs that will waste the money, should not be our responsibility, and will not get the job done. We are going to make it flexible. We are going to make it local.

This is going to be an interesting debate. I can tell you one thing: I am going to be at the debate because I am going to be involved in this. I care about it, and I know what will work, and I know what won't work. What we have is not working. We have to do it differently.

I beg the pardon of my colleagues for getting fired up and going on a little long, but I am not going to let those sorts of things be said on the floor of the Senate on education without an adequate response.

I yield the floor, Mr. President.

The PRESIDING OFFICER. The resolution will be received and appropriately referred.

The Chair recognizes the Senator from Georgia.

#### EDUCATION FUNDING

Mr. CLELAND. Mr. President, it has been marvelous to listen to the eloquence of the distinguished Senator on the high-tech environment of Duck Hill, MS. It reminds me of my own edu-

cational background in Lithonia, GA, at little Lithonia Elementary School there. I worshiped my second- and third- and fourth-grade, fifth-grade teachers, too. But by no means do I want to go back to those days in 1953 and 1954.

This is 1999. We are fixing to go into a new millennium and a new century. I am afraid this country is about to go into this new century, with great opportunity ahead of it, with minimal opportunity for our citizens to take advantage of it.

Bill Gates, who has become pre-eminent as a thinker and an innovator, and certainly one who is interested in the cause of education, has put it clearly. He said: It is clear that our ability to continue benefiting from technology will largely depend on how well we educate the next generation to take advantage of this new era.

I don't think anyone really questions the wisdom of Mr. Gates. The challenge, of course, is to live up to that challenge Mr. Gates has put before us. He not only talks the talk; he walks the walk. Last week, Bill Gates pledged to spend \$1 billion to provide college scholarships to thousands of deserving but financially needy students across the country. This gift is the largest individual contribution to education in history. We can learn something from the leadership our business leaders around America are now showing. I think the Senate leadership can learn something.

We are only 4 months away from the year 2000. We must not forget the future of this country is in very small hands. Yet despite all the rhetoric, the great speeches, and the fact that three out of four Americans in the latest Washington Post/ABC poll put improving education No. 1 on the national agenda, what we see here in the agenda of the Senate is a desire to raid the education pot to pay for other programs higher up on someone else's national agenda.

How do I say that? If the words of our distinguished majority leader are true and the tremendous commitment he has shown on the floor today is actually true, then I wonder why the Subcommittee on Labor, Health and Human Services, and Education of the Committee on Appropriations of this great Senate has reduced the money for education by 17 percent over last year's levels. If all this rhetoric is really true, why are we, in the background, in some subcommittee on appropriations, cutting 17 percent out of education funding from last year?

I agree with the words of Prime Minister Benjamin Disraeli, the great British Prime Minister of the last century, when he said for his countrymen in that century words that ring true for us as we go into a new century. He said: Upon the education of the people of this country, the fate of this country depends.

If I had to sum up our challenge as a Nation—and I am on the Armed Services Committee, and I know we are challenged in our military defense of this great Nation—I would say to you, without an educated workforce, without an educated defense force, we cannot compete in the world, either economically or in terms of our own defense.

The sad part about it is, every day in America almost 2,800 high school students drop out. The United States, once the leader in high school graduation among industrialized nations, now trails 22 nations and leads only 1, Mexico. This is not acceptable. This will not get us where we want to go in the next century. Each school year, more than 45,000 underprepared teachers, teachers who have not even been trained in the subjects they are teaching, enter the classroom. Who here among us believes this to be acceptable? I don't. Most fourth graders cannot read and understand a simple children's book, and most eighth graders can't use arithmetic to solve a practical problem—that according to a recent survey in Education Week. Who would argue in this body we have to do better?

Last year, there were 4,000 reports of rape and sexual battery in America's public schools. We have had an outbreak of violence in the schools. Remember Littleton, Jonesboro, Conyers? School shootings were unheard of in this Nation 20 years ago. Who here would not do everything in their power to restore safety and sanity to America's schools?

The truth is, Democrats and Republicans alike have to raise this to the top of our agenda. It is time to put education first and put first things first. We have to be willing to invest in the Nation's future, improve the recruitment and retention of professional teachers.

We have to improve our test scores, although that is not, in my opinion, the single-most important goal of our public educational system. The most important goal is to teach kids to think. I remember a story about Bill Gates. Out in Seattle, his mother went out in the garage where Bill was and said, "Son, what are you doing?" He said, "Mother, I'm thinking." That is the goal of our public educational system.

The Public Schools Excellence Act recognizes America's ability to attract and retain qualified teachers is key to quality education. S. 7, of which I am a cosponsor, would provide local school districts with the help and support they need to recruit excellent teacher candidates. I agree, the States are the leaders in educational improvement. They have to be. I was a State official, with 4 years in the State senate and 12 years as secretary of state. I spent more time as a State official than I

have as a Federal official. But it is obvious, a lot of our school systems in our States can't get to where we need them to be without some Federal help. Who would deny that?

We need 100,000 new, trained, qualified teachers in this country. One reason is to reduce class size in grades 1 through 3. Every index I have seen of student performance—and part of the key to student excellence and achievement is the reduction of the pupil-teacher ratio, particularly in grades 1 through 3. No matter how you cut it, a teacher with 10 or 15 students in the class, regardless of where those teachers and students are—what State, what district, what county—they learn more and do better than a teacher who has 30 or 35 kids in the class.

We have another problem: 14 million children in the U.S.A. attend schools in need of extensive repair or replacement. I come from a State that is fast-growing, and it is hard to build enough classrooms, particularly in Metropolitan Atlanta. If you look around my State, a recent survey pointed out that in Georgia some 62 percent of our classroom buildings need repair. We have had legislation on the floor of the Senate to deal with this. We have not dealt with it.

There is another issue. Every day, 5 million children have to care for themselves in the hours before and after school. When I was growing up, in my hometown of Lithonia, when I came home—and my mother and father were working—my grandmother was there. I was not a latchkey kid. The truth is, in that key time period from 3 o'clock to 8 o'clock at night, half of all the violent juvenile crime in this country takes place. This is a key period for our youngsters in America. Why can't we help out?

Today, only a virtual handful of children participate in good afterschool care. Let's not cut educational funding from what it was last year by 17 percent. Let's not let this subcommittee, behind our backs, cut the feet out from under us as we make great speeches on the floor of how many of us support education.

Let us actually take a lesson from Bill Gates: Let us help our communities reduce juvenile crime by investing our dollars in afterschool care. That is one of the challenges before us and one of the programs that was cut by the subcommittee.

Let me say also that I think we ought to take the words of Benjamin Disraeli to heart as we enter this debate next week, as it is a truism: "An investment in education is an investment in the future of America."

I yield the floor.

Mr. ROTH addressed the Chair.

The PRESIDING OFFICER. The Chair recognizes the Senator from Delaware.

#### ADMIRAL KIMMEL AND GENERAL SHORT

Mr. ROTH. Mr. President, I rise today to discuss an important—a historically important—vote taken in the course of our recent deliberations on defense policy. I am speaking of the rollcall vote this Chamber took on May 25 requesting the long-overdue, posthumous advancement of two fine World War II officers, Adm. Husband Kimmel and Gen. Walter Short. The Senate voted in support of the Kimmel-Short resolution, and I wish to take a moment to underscore the historic import of that vote.

As you may recall, Admiral Kimmel and General Short were publicly and wrongly accused of dereliction of duty and unfairly scapegoated with singular responsibility for the success of the fateful December 1941 attack on Pearl Harbor.

After the end of World War II, this scapegoating was given a painfully unjust and enduring veneer when Admiral Kimmel and General Short were not advanced on the retired lists to their highest ranks of war-time command—an honor that was given to every other senior commander who served in war-time positions above his regular grade.

After over 50 years, this injustice remains a prominent, painful spur in the integrity of our Nation's military honor. After numerous official investigations totaling well over 30 volumes of thick text absolved these officers of dereliction of duty and highlighted gross negligence and ineptitude on the part of their superiors as predominant factors in the Pearl Harbor disaster, these officers still remain unfairly treated.

For those of you who are interested, I will shortly send to the desk for placement in the CONGRESSIONAL RECORD a set of excerpts from these investigations. This is a short document, but it poignantly highlights how unjust treatment endured by Kimmel and Short just does not correlate with the official history—the official documented history—of the Pearl Harbor disaster.

Anyone who looks over these few pages cannot but feel uncomfortable with how our Nation has so unfairly turned its back on these two officers who dedicated their lives to our own freedoms.

Mr. President, a great step, indeed an historic step was taken toward the correction of this injustice last May, on May 25 to be exact. This Chamber, the U.S. Senate, the legislative body our Constitution deems responsible for providing advice and consent in the promotion of military officers, voted and passed an amendment to the Senate Defense authorization bill that stated:

This singular exclusion from advancement of Rear Admiral (retired) Kimmel and Major General (retired) Short from the Navy retired list and the Army retired list, respec-

tively, serves only to perpetuate the myth that the senior commanders in Hawaii were derelict in their duty and responsible for the success of the attack on Pearl Harbor, and is a distinct and unacceptable expression of dishonor toward two of the finest officers who have served in the Armed Forces of the United States.

This resolution then requested the President to advance the late Rear Adm. Husband Kimmel to the grade of admiral on the retired list of the Navy and the late Maj. Gen. Walter Short to the grade of lieutenant general on the retired list of the Army.

Mr. President, the injustice suffered by Admiral Kimmel and General Short remains a flaw in the integrity of our Nation's chain of command and its unparalleled military honor.

In this regard, the Senate's vote on the Kimmel-Short resolution was of great historic importance. The Senate has every right to be proud of this vote. This Chamber, which under the Constitution is responsible for promotion of military officers of our Armed Forces, deemed the treatment of Kimmel and Short to be unfair and unjust and inconsistent with our national sense of honor.

That vote gave formal and official recognition to this injustice and highlighted it as a pernicious inconsistency in the application of our national understanding of military accountability.

It demonstrated that no wrong, no matter how distant in the past will be ignored by this Chamber. It correctly called upon the President to correct this injustice by advancing these two fine officers on the retired lists.

It is now up to the President to take this corrective action. I hope that he will not heed the contradictory conclusions of his advisors on this matter. While the Pentagon opposes the advancement of Kimmel and Short, they nonetheless recognize that, and I quote their own 1995 report, "responsibility for the Pearl Harbor disaster should not fall solely on the shoulders of Admiral Kimmel and Lieutenant General Short, it should be broadly shared."

How they square this conclusion with the reality that today Kimmel and Short are the only two officials to suffer from official sanction is beyond me.

I hope that the President of the United States will use his wisdom to listen beyond this contradictory and unjust advice. I hope that he will look at the official record compiled by over eight official investigations.

I hope that he will listen to the studied voice of the Senate and take the final step necessary to correct this injustice by advancing these two fine officers to their highest grade of World War II command on the retired lists.

Mr. President, the Senate has once again ably demonstrated that it is never too late to correct an injustice. I urge the President of the United States to do the same and advance Kimmel and Short to their highest grade of