

this session. It is my fervent hope that one of those priorities will be to address the interim payment system in home health care.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The majority leader is recognized.

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#### UNANIMOUS CONSENT AGREEMENT

Mr. LOTT. Mr. President, I ask unanimous consent that the previous unanimous consent agreement with respect to morning business on Monday, October 12, be amended so that 30 minutes are under the control of Senator Bob KERREY, 15 minutes under the control of Senator FORD, and the remaining 15 minutes under the control of Senator LOTT, or my designee.

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

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#### EXTENSION OF MORNING BUSINESS

Mr. LOTT. Mr. President, I ask unanimous consent that morning business be extended until 3 p.m., with Senators permitted to speak for up to 10 minutes each for debate only with no motions in order, and at 3 p.m. the Senate automatically stand in recess under the previous order.

I further ask that during morning business the following Senators be recognized: Senator John KERRY for 15 minutes, Senator DASCHLE for 30 minutes, Senator KENNEDY for 20 minutes, Senator ENZI, Senator KEMPTHORNE, Senator GRAMS for 20 minutes, and Senator DOMENICI for 20 minutes.

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

Mr. DORGAN. Mr. President, reserving the right to object, and I shall not object, I would like to inquire of the Senator from Mississippi, is that the only morning business leadership would intend to have on Monday? I would like to have 15 minutes in morning business on Monday as well.

Mr. LOTT. I think we will be able to extend that. It was just we had specific requests. Senator Bob KERREY was here. He needs 30 minutes on intelligence. We had thought we would have at least an hour just in general, but we are getting specific requests. I am sure we will extend it. On Monday, hopefully, we will be able to do some business and, hopefully, even do the omnibus appropriations bill. But there is no need to limit it just to that. We will extend it.

Mr. DORGAN. Would the Senator be willing to add me for 15 minutes on Monday?

Mr. LOTT. I certainly will. I ask unanimous consent that Senator DORGAN have 15 minutes in morning business as well on Monday, October 12.

Mr. KENNEDY. Mr. President, would the Senator be kind enough to make a similar request on my behalf?

Mr. LOTT. Why don't I just ask for 15 minutes every morning for Senator KENNEDY for the remainder of the year.

The PRESIDING OFFICER. Is that the Senator's request?

Mr. LOTT. No.

Mr. KENNEDY. And a happy birthday to you.

Mr. LOTT. I amend that request to include 15 minutes for Senator KENNEDY on Monday morning, also.

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

Mr. LOTT. I yield the floor.

Mr. KENNEDY. I thank the majority leader.

The PRESIDING OFFICER. The Senator from Massachusetts.

Mr. KENNEDY. I hope my friend, our majority leader, had a joyous and happy birthday.

Mr. LOTT. Thank you very much.

Mr. KENNEDY. Maybe it is spilling over to today. But we wish to thank him.

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#### FUNDING EDUCATION

Mr. KENNEDY. Mr. President, I appreciate the opportunity to speak on the Senate floor this afternoon about matters which I am very hopeful can be addressed and will be addressed and I think should be addressed in the remaining hours before the Congress actually recesses. And this is in the area of education and what we are going to do finally in trying to meet the responsibilities that we have to assure a smaller class size for the 53 million Americans who will be attending and are attending schools across this country, which means an expansion in terms of the total number of teachers.

I am very hopeful that in the ultimate and final budget agreement there will be an agreement on the President's recommendation of 100,000 teachers over the period of the next 5 years, and that we will also embrace the very, very important and, I think, essential school modernization program which effectively would provide about \$22 billion in interest-free bonds to local communities all over this country in order to modernize their schools.

What we have seen now is a rather dramatic change in the demography and the growth in the total number of children who are going into the school systems all across this country, and at the same time you have seen a continued deterioration in many of the school buildings across the country. That is certainly true in my State, which has many of the oldest school buildings in the country, but it is also true in many of the other States across this country, and even in a number of the rural communities.

As a matter of fact, the General Accounting Office did a study in terms of what would be necessary in our country in order to make sure that we are going to have good classrooms for the students, and it was estimated to be \$110 billion. That is what the need is according to a nonpartisan evaluation of what the conditions are in our school buildings across the country.

Therefore, the recommendation the President has made for \$122 billion is a

very modest recommendation. We have not embraced that recommendation at the present time. The urging of the President of the United States is that before we move out from this Congress, we ought to be about the business of addressing that particular education need. Education is of prime importance to every family in this country. It is of essential importance to every young person in this Nation, and it is a matter of enormous importance in terms of our country being able to compete in a global economy.

So the urgency of these proposals—one is to have a reduced class size and the second is to be able to modernize our classrooms—is enormously important. If we look over the amount of resources we devote to education in the budget of this country, we will find that it is only about 2 percent. It is only 2 percent of our national budget.

This is the 1998 Federal budget, and you can see from this pie chart the allocations of resources. The area of education is only 2 percent. If you ask people what percent of a dollar they believe goes to education, I think most Americans would think 10 or 12 percent, or 10 or 12 cents should be going to education. If you ask what they believe they would like to be the number, it would be even higher.

We are only talking about 2 percent. So the real question is, in a time now when our appropriators and negotiators are meeting to have final resolution on what will be a \$1.7 billion budget, will we be able to find the resources to provide for the reduced class size for K through 3—\$1 billion for fiscal 1999, \$7 billion over the next 5 years—to see a dramatic reduction in the number of students per class in K through 3, that is what we are trying to do, and to modernize our school buildings all across this country.

Those are two priorities. I must say I strongly agree with the President, with Senator DASCHLE, and with Leader GEPHARDT who said we should not leave this city until we respond in a positive way to make sure those requirements are fulfilled, because there is nothing that is more important than meeting the needs of the children of this country.

Finally, Mr. President, I think this is important to do for a number of reasons. Every day that children go into the school systems of this country, they go into dilapidated schools, they go into old schools, they go to classrooms with windows broken or with poor heating or poor air-conditioning in the course of the early fall and the late spring and early summer in many other parts of the country, or where the pipes are leaking, or where some schools are actually closed in the wintertime because of the failure of the heating system, we are sending a very powerful message to those children.

On the one hand, we as parents are saying that education counts, that we believe it ought to be a priority, that we think the future of this Nation is

our children and we ought to be about the business of looking out for the interests of these children to make sure they are going to have a well-qualified teacher in every classroom in this country. That ought to be our hope, that ought to be our challenge, and that is what we are working for. And that ought to be an effort made in the local community. It ought to be an effort made at the State level. But we should not say we are going to abandon our national interest by saying we are not going to interfere if there are inadequate capabilities, or an inability, which is too often the case, to help and assist local communities, particularly when so many local communities such as we have seen in the recent times in Chicago and many other communities—my own city of Boston—are making this extraordinary effort to enhance the academic achievement for the children of this country and in those communities.

We ought to be able to say we will be a partner with you, we are willing to be a partner with the local community, we are willing to be a partner with the State, and we are going to be a partner in helping to modernize our facilities. Otherwise, the promise that we are going to convince this next generation that we are serious about their education is going to be a hollow one. No child will go into a classroom and see that it is in a deteriorated condition and then be exposed to other areas where everything is bright and shiny and new because of greater expenditures and not say, "What is really important? What do our parents really think is important? Where they are spending the money is what is bright and shiny and new."

When we are not expending the resources in the classrooms, we send a very powerful message—it may be a subtle message but it is a powerful one—that we are not prepared as a nation to do what needs to be done to upgrade the classrooms in this country.

I hope in the remaining hours of this process, as our leaders, our appropriators and leaders, members of those committees, get together to work out the final budget, as we are starting over for the next year, that the education budget is going to have the priority that every American family wants it to have, and that is priority No. 1. I hope when we come to that No. 1 we are going to say, "The size of our classes is of enormous importance and consequence in terms of the ability of the teacher to relate to the children."

We have just heard an eloquent statement to that effect from some wonderful teachers from the State of South Dakota, as well as from Missouri, talking about the relationship between the teacher and the student and how it is enhanced to such an extraordinary degree when we have smaller class sizes. It ought to be self-evident and it ought to be intuitive. It is, in fact, true.

I am not taking the time this morning—although I have at other times

and will again—to talk about the progress that has been made in academic achievement in a number of communities when they have seen the significant reduction in the number of students per teacher that has taken place in communities and States across this country. The evidence is overwhelming that it has an enormously important positive impact.

So let's get about doing what we know works, and that is to increase the number of teachers that we need in our schools. Even with the expansion of the number of students in our schools, let us increase the number of teachers, and let us enhance the quality of those teachers to make sure we are going to have good, qualified teachers in every classroom. Let's make sure the number of students in those classrooms will be such that the teacher is going to be able to identify and spend some moments with each child in that classroom. That is the hope and desire of the teachers who have committed themselves to excellence, to trying to enhance that academic achievement and accomplishment. Let's be a partner with the local communities and the States that are embarking on that effort.

Let us, as we are going through the final days now—let's not leave town. Let's not say we will take whatever is served up to us in the budget. Let us say education is important. We can go about the business of trying to make a difference in the classrooms and in the quality of the people who will be in those classrooms. Let us resolve that we will do that before we leave this town. That is, I think, an important responsibility that we have. We should not fail our children.

Mr. President, I yield the floor.

The PRESIDING OFFICER (Mr. ROBERTS). The Senator from Minnesota.

#### DOMESTIC VIOLENCE AWARENESS MONTH

Mr. GRAMS. Mr. President, I rise today to recognize the work of domestic violence shelters and centers in my home state of Minnesota. As my colleagues may know, October is recognized as "National Domestic Violence Awareness Month." This is a time to strengthen our resolve to end domestic violence and sexual assault. More importantly, it is also a time to remember those who have suffered and died as a result of these terrible crimes.

I am very concerned about the number of domestic violence incidents in our society. Americans should not have to live in fear of being abused by anyone, let alone a family member.

In my view, community-based domestic violence shelters and centers should be commended for their support for victims of physical, emotional, and sexual abuse. Their efforts to provide shelter, counseling, and assistance to battered women and children have helped families and communities escape domestic violence.

I ask unanimous consent the names of these Minnesota organizations be printed in the RECORD.

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

Advocates For Family Peace.  
African American Family Services.  
Aitkin County Advocates Against Domestic Abuse.  
Alexandra House.  
Anishinabe Circle of Peace.  
Anne Pierce Rogers Home.  
Asian Women United of Minnesota.  
B. Robert Lewis Intervention Project.  
B. Robert Lewis House Shelter.  
Battered Women's Legal Advocacy Project.  
Big Stone County Outreach.  
Bois Forte Battered Women's Program.  
Breaking Free.  
Brian Coyle Community Center.  
Brown County Victim Services.  
Casa de Esperanza.  
Cass County Family Safety Network.  
Center for Family Crisis.  
Chisago County Victim's Assistance Program.  
Citizen's Council Victim Services.  
Committee Against Domestic Abuse.  
Community University Health Care Center.  
Cornerstone Advocacy Services.  
Crime Victims Resource Center.  
Division of Indian Work.  
Domestic Violence Abuse Advocates of Wabasha County.  
Domestic Abuse Intervention Project.  
Domestic Abuse Project.  
Domestic Abuse Project of Goodhue County.  
Eastside Neighborhood Service.  
Family Help Center.  
Family Safety Network.  
Family Services.  
Family Violence Intervention Project.  
Family Violence Network.  
Family Violence Program.  
Fillmore Family Resources, Inc.  
Fond du Lac Reservation Business Committee.  
Forest Lake Area New Beginnings.  
Freeborn County Victim's Crisis Center.  
Friends Against Abuse.  
Gay and Lesbian Community Action Council.  
Gender Violence Institute.  
Grand Portage Reservation "Wil Dooka Wada".  
Grant County Outreach.  
Hands of Hope Resource Center.  
Hands of Hope.  
Harriet Tubman Center, Inc.  
Harriet Tubman Pilot City Outreach Program.  
Headwaters Intervention Center, Inc.  
Health Start.  
Health System Minnesota AdvoCare.  
Hennepin County Legal Advocacy Project.  
Hill Home.  
Home Free Domestic Assault Intervention Project.  
Home Free Shelter—Missions, Inc.  
Houston County Mediation & Victims Services.  
Houston County Women's Resource.  
Lakes Crisis Center.  
Leech Lake Family Violence Prevention/Intervention Program.  
LeSeuer/Sibley Violence Project.  
Listening Ear Crisis Center.  
Lyon County Violence Intervention Project.  
McLeod Alliance for Victims of Domestic Violence, Inc.  
Methodist Hospital AdvoCare Program.  
Midway Family Service and Abuse Center.  
Migrant Health Service.