

math and science because the starting salary for a teacher in those two areas is so outweighed by the amount that the private sector will pay you just cannot get good teachers. We had 40,000 new math and science teachers in America last year, and 3,000 majored or minored in math or science—3,000. The other 37,000 did not have the background. Some of them might be good teachers, but if this is such an important subject, don't we want someone with an adequate background?

In every corner of my State, people talk about this problem. In the past, we were lucky in America. We had captive cohorts of people who went into teaching. In the 1930s and 1940s, we had Depression babies, people who knew the pain of unemployment in their homes. They went out and got a civil service job. It might not have paid that much, but they had job security.

Then in the 1950s and 1960s, we had fabulous women go into teaching. In those days, so many other careers were not open and available to women, so they became teachers. Some became nurses. I am talking about teachers today, but for both fields the cause was the same. Because of the lifting of the barriers, half the medical school enrollees today are women and half the law school enrollees are also women. That is great. That is America living up to its potential. We no longer have a captive audience of teachers.

Then there was a third cohort. We often forget, but large numbers of young men in the late 1960s and early 1970s went into teaching because you would get draft deferment. And particularly during the Vietnam war, when millions of young men did not want to go fight that war for whatever reason, they became teachers. Many stayed.

At open school night for my daughter, who is in the 11th grade, I asked her six teachers in her six subjects how they became teachers. There were three women. They fit the category I mentioned. And there were three men, all three of whom started teaching in the late 1960s.

Those captive audiences of teachers are gone. In fact, the average age of a teacher in America is around 50. Half our teachers will retire in the next decade. If we don't do anything, the people we replace them with will not be close to as good or as dedicated, and our educational system, which has trouble now, will get worse.

Studies show that the most important things in how well a student does in school are the values and input from that student's family. We are not here changing that right now. We need prayer and internal workings and spirituality and a lot of other things to bring the family back up. I believe strongly in that, although I don't think it is a governmental matter. But the second largest thing that influences how well a student does is the quality of the teacher.

I have always supported reducing the number of kids in the classroom, but I

don't think it is as important as improving the quality of the teacher. I would rather have a good teacher for 21 kids than a mediocre teacher for 18. If we can't replace all the good teachers for the 21 kids, we have real trouble. We can't even start talking about class size. Yet that is what is happening. We have to change that. If we could do one thing in the educational system, that is what we have to do.

Now, how do we do it? Well, certainly we want teachers to have more prestige. I am totally befuddled by those who would try to improve the educational system by bashing teachers. It makes no sense to me. Most teachers I meet are pretty good and pretty dedicated. There are some bad apples, as there are in every profession, but overall they are pretty good.

I just flew home last night. My young daughter, who is 12, was in her school concert. She plays the oboe. We have been hearing the oboe play "Watermelon Man" for the last 3 months in the house. Why the oboe? Because she is a nice kid, and her music teacher said: Alison, if you don't play the oboe, we will have no oboe in the Hudde Junior High School band. She said: OK.

Now she regrets it because she is more a trumpet-type girl than an oboe-type girl. But the music teacher was fabulous, a dedicated man; you could see him get up there. These kids who were in the sixth grade, who had only been playing their instruments for 6 months, were great. Last night, that person personified, to me, the dedication of so many teachers, to take these kids, sixth graders, 12-year-olds—they would rather be doing a lot of other things—and get them to play so well together.

We have to make teaching more prestigious, and we should praise our teachers when they do good. We have to give teachers more authority in the classroom. The rules and regulations that prevent a teacher from dealing with an unruly student go overboard. I would rather see those changed and give the teacher more authority and not see teachers worried that they will be sued for this or that if they try to exercise some authority. All those things are necessary. Most of them are up to the locals.

But we will not improve teachers unless we raise the salaries. The reality is, right now we ask people to make sacrifices. In New York City, we can't get certified teachers for all the reasons I mentioned. How about in our wealthy suburbs where a starting salary for a teacher is pretty good, \$35,000, which in New York, Long Island, for instance, is not a lot. You can do a lot more with \$35,000 in Mississippi than you can in Long Island, but it is still not bad. When do they all quit? Three years later when they have to buy a home.

Unless we do more for teachers' salaries, we won't solve the problem. Unless we do more to help give prestige to teachers, we won't solve the problem.

Unless we give teachers some support in the classroom, we won't solve the problem. It takes money, and it takes standards, both. You can't have one; you can't have the other. You need both. Just money, low standards, forget it. It is wasted. Just standards, low money, you won't get the people who can meet the standards.

The second area I will be focusing on as we debate this bill in the weeks ahead is how to improve the quality of our teachers. It is key. I wouldn't want this choice, but I would rather have a school that is a little old and a little grimy with a teacher who really cared and did a great job than a brand spanking new school and a mediocre teacher. I would rather have almost nothing in the education world except for parents who watched their kids and taught them values and helped them with their homework. That is probably first. But second? Good teachers.

You get what you pay for, when the starting salary for a teacher now in America is \$26,000 in what should be the exalted profession of the 21st century, particularly in math and science, but even some other areas, special ed, languages, computer skills.

I hope my colleagues will pay attention to this debate. It is crucial for America. I hope it will be a long and full debate. I hope that I will get the kind of bipartisan support that I think the measures I am talking about deserve.

I thank the Chair and suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

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

The PRESIDING OFFICER (Mr. SESSIONS). Without objection, it is so ordered.

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#### UNANIMOUS CONSENT AGREEMENT—S. 1

Mr. NICKLES. Mr. President, I ask unanimous consent that all time under rule XXII be yielded back and the motion to proceed to S. 1 be agreed to. I further ask consent that immediately following the reporting of the bill, the Senate then proceed to a period of morning business, with Senators to speak up to 10 minutes each. Finally, I ask consent that the Senate resume consideration of S. 1 at 9:30 a.m. on Thursday morning and Senator JEFFORDS be recognized at that time to offer an amendment to the so-called bipartisan amendment.

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

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#### BETTER EDUCATION FOR STUDENTS AND TEACHERS ACT

The PRESIDING OFFICER. Under the previous order, the clerk will report the bill.

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.

#### MORNING BUSINESS

The PRESIDING OFFICER. Under the previous order, the Senate is now in a period of morning business.

#### OLDER AMERICANS MONTH

Mr. CRAIG. Mr. President, because of the traffic and the business in the Chamber yesterday, I was not able to speak on May as Older Americans Month, but I did submit a resolution as chairman of the Senate Aging Committee to recognize May as Older Americans Month, as we have for 38 years, saying that this is the official month during which we pay tribute to the contributions of 44 million older Americans.

It is during this month that we as a nation recognize older Americans for their service, hard work, and sacrifice that helped assure us the freedom and security we now enjoy.

There is a great deal more I could say, and through the month of May there will be a great deal said about the contribution that older Americans make to this great society of ours.

Of course, for those of us who still have parents or grandparents who are active and contributing to their communities, we know how valuable this group of citizens is in our culture.

The program we will be looking at when we reauthorize, as we did the Older Americans Act, is going to advance once again the surety of a good many of the programs that are available to them. We reauthorized it last year finally after 5 years. It is important we did that because so many of those programs drive results at the local community level that are extremely valuable to all of us.

With this authorization, Congress was able to add an important component to the act, and that was the program to authorize \$125 million to establish a new National Family Caregivers Support Program to provide grants to States to provide information and services to family caregivers, another one of those broadening concepts on which we work with the senior community of our Nation.

I wanted to take time briefly this morning to recognize May as Older Americans Month and the resolution that was submitted yesterday by myself and others.

#### GET-WELL CARD

Mr. BURNS. Mr. President, as you know, I had a little round with the surgeon during our Easter break. I got a get-well card from a good friend who lives in Montana, something that would come out of sort of cowboy lore

or out of a cowboy camp. I knew this man's father. We go way back in Montana and the ranching history.

It says:

Friend CONRAD: Well, looks like you're done for. So I guess we might as well divide up your stuff. I'll take your saddle. Ray.

There is a kindness in that letter that probably only can be appreciated by those of us who have been in those cow camps and sat at these folks' fire. I thought I would share that with some folks. There is still some humility around and great comradery that comes from that.

#### A TRIBUTE TO CHIEF ROBERT LANGSTON

Mr. LOTT. Mr. President, today I rise before you to honor the service of recently retired Chief Robert E. Langston of the U.S. Park Police. Chief Langston has honorably served the Department of the Interior, the National Park Service, and U.S. Park Police for over 30 years.

Chief Langston has led America's oldest Federal uniformed law enforcement agency, formed by President George Washington to serve the public squares of the District of Columbia. Congress later gave the Park Police the same powers and duties as the D.C. Metropolitan Police, and the Park Police have become a primary partner in keeping the peace.

Countless numbers of the visiting public tour Washington's monuments at all hours of the day and night with a confidence that they can visit these national treasures safely. What a testament that is to the Park Police, and to the Park Police leadership. How many other places, in a major urban area, can so many have so much confidence on such a regular basis, at all hours of the night? In fact, the Park Police are so good at what they do, that it is sometimes all too easy to take their valiant services for granted.

So in honoring Chief Langston, today, we also honor the entire Park Police, a full service department with over 800 officers and investigators and over 100 civilian employees. Among its jurisdiction, the Park Police are assigned to National Park Service lands, parkways, monuments, and memorials in Washington, DC, New York City, and San Francisco, CA.

Members of the force are trained at the Federal Law Enforcement Training Center in Georgia, and provide a complete range of police services from foot and cruiser patrols to highly complex missions such as search and rescue, antinarcotics operations, and dignitary protection that includes protecting the President of the United States.

To support its operations, the force draws on resources that include award-winning air, water, and horseback units. The Park Police are so renowned for their attention to detail that they often are called upon by other law enforcement agencies to sites often far away from their permanent headquarters.

For over three decades, Chief Robert Langston has been an active and integral part of this esteemed and proud organization. Indeed, it is from a long tradition of police personnel who are of his high caliber that the Park Police have drawn their source of pride in their competence and their quality.

Chief Langston began his career with a bachelor of science degree in criminology from Florida State University. He started work as a Park Police patrolman covering foot, cruiser and motorcycle assignments. Even with the challenge of full-time police duty and a young family, he continued his education at the University of Virginia with master level courses in police administration, and at the FBI Academy in Quantico, VA. He was promoted to sergeant in 1971 with service in the training branch and later in the operations division as a patrol sergeant. In 1973, he was promoted to lieutenant and served as shift commander before accepting command of the communications section. He was promoted again, in 1975, to the rank of captain, and assigned as watch commander in the National Park Service's Southeast Region. Upon returning to Washington, he served as commander of the operations division's central district, and was promoted to major. His upward progress only continued, and he was selected as deputy chief in charge of the field offices division. In 1988, he became the assistant chief of police, and was named Chief of Police in 1991.

After nearly a decade of service as chief, Bob Langston still is the same gentleman of great enthusiasm and commitment that shows through in everything he does. His selfless dedication to duty has been thoroughly time-tested and consistently proven throughout each stage of his career. Even when resources were stretched and duty was intense, he calmly provided direction and oversight for the department. Through some of the most trying times literally in our Nation's history, Chief Langston always did much more than his duty.

Through it all, he stayed active in professional and civic organizations, such as the International Association of Chiefs of Police, the D.C. and Maryland Chiefs of Police Association, and the Federal Law Enforcement Training Commission, to name only a few. Here, too, he willingly accepted the call to leadership, and served as president of the FBI National Academy Associates, and a member of the Bethesda-Chevy Chase Rescue Squad for over 40 years, with 15 years as rescue squad president.

Chief Langston has gained much recognition for his service and exceptional efforts as part of the U.S. Park Police. He has been awarded the regional director's award for excellence as well as the Marshals Service award for outstanding service and the State Department's diplomatic service award for outstanding service.

For all his professional achievements, Chief Robert Langston is most