

\$1,000,000,000 shall be available for targeted grants under section 1125: *Provided further*, That \$649,979,000 shall be available for education finance incentive grants under section 1125A:".

On page 55, strike line 15 and all that follows "H.R. 1" on page 55, line 22, and insert "95 percent of the amount each State and local educational agency received under this authority for fiscal year 2001".

Ms. LANDRIEU. Mr. President, I have been asked to yield a few minutes before I get into the essence of this amendment. I am happy to do so.

The PRESIDING OFFICER. The Senator from Pennsylvania.

Mr. SPECTER. I thank my distinguished colleague from Louisiana for yielding, at least before she starts her presentation, to my colleague from Pennsylvania for a resolution.

Mr. REID. If I could ask the two Senators from Pennsylvania a question, I understand how important this resolution is, but do you have an idea how long it will take? We have to get the votes out of the way before 1 o'clock.

Mr. SPECTER. If I might respond, I think we can dispense with it in the course of 6 or 7 minutes.

Mr. REID. I ask unanimous consent that the two Senators each have 4 minutes to speak on the resolution.

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

The Senator from Pennsylvania.

#### HONORING COACH JOE PATERNO

Mr. SANTORUM. I ask unanimous consent that the Senate turn to the consideration of S. Res. 175, which is at the desk.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The legislative clerk read as follows:

A resolution (S. Res. 175) honoring Penn State football coach Joe Paterno.

There being no objection, the Senate proceeded to consider the resolution.

Mr. SANTORUM. Mr. President, it is an honor and a pleasure for me and Senator SPECTER, who is cosponsor of the resolution, to be here today to pay tribute to a great American, a great Pennsylvanian—although he was born in New York, we consider him a great Pennsylvanian—Coach Joe Paterno.

This past weekend—and I see my colleague from Ohio here, so I mention Penn State defeated the Ohio State Buckeyes on October 27—he becomes the "winningest" coach in Division I-A history, surpassing Paul "Bear" Bryant.

I recognize and celebrate that great accomplishment of Coach Paterno, but the bottom line is, of all the things he has accomplished at Penn State, this is one of his lesser accomplishments. This is a man who has added so much to that university, to our Commonwealth, to the country, and to sports in general, a man of great integrity.

When you think of Joe Paterno, words that come to my mind first and foremost are integrity and character.

This is a man who really tries to hold athletics and everything he does to the highest level of integrity. He teaches that to his children—yes, to his children, and to his kids who are on the team, but he also teaches it to the whole university community and to us as a nation through his example.

He is a man of incredible character. He said: Success without honor is an unseasoned dish. It will satisfy your hunger, but it won't taste good.

This is a man who understands that there is more to life than just winning. He has won more than anybody, but he understands there is a much bigger picture, and if you talk to the kids who have graduated from his program—by the way, he has one of the highest graduation rates of any football program in the NCAA, almost double the average for the NCAA—this is a man who understands football is not just about winning but about building character, building a better foundation for our country through these kids and the people who touch the program.

Finally, I must discuss his humility. Those in public life, in the eye of the media all the time, understand when you are the "winningest" coach in college football history, it is easy to be full of yourself, but this man understands that humility is the key to success. It is an important virtue that we have far too little of in this country.

I quote again from Joe Paterno: Publicity is like poison; it doesn't hurt unless you swallow it.

Joe Paterno has never swallowed the poison of media attention, trying to push him up. He understands his greatness is in his humility, his simplicity, and his integrity in doing the little things well every day.

As a Penn State alumnus, I congratulate him. I congratulate Joe's wife, Sue, a great partner in Joe's career. I thank him for what he has done for the university, not just on the football field. They have done a tremendous amount of charitable giving and leadership for the university.

I thank him and recognize him. As a Senator from Pennsylvania, he is someone I am very proud to call one of our own.

The PRESIDING OFFICER. The Senator from Pennsylvania.

Mr. SPECTER. I join my colleague, Senator SANTORUM, in offering praise to Coach Joe Paterno for establishing a new record for being the "winningest" coach in football class I-A schools.

It was a tough first four games of the season this year when Penn State was defeated four times. Then his team came back in spectacular fashion to beat Northwestern 2 weeks ago and last Saturday to beat Ohio State to establish the new record.

In the short time we have, I will share a vignette or two. Coach Paterno tells a story of his undergraduate days at Brown when he was a member of a fraternity which did not have any Jewish members. A young Jewish student sought to enter the fraternity. They

passed the cup around and it turned out to have a blackball. Sometime later, the student made a second application and they passed the cup around again and it turned out to have a blackball. Then he made a third try, and again there was a blackball.

At this point Joe Paterno, a student in the fraternity, jumped up and said: I have to admit, that was my blackball; I withdraw the blackball. Of course, it wasn't his blackball. But the blackballer didn't have the courage to stand up and acknowledge it as his blackball. That young Jewish student gained admission to the fraternity.

One other short story. I am not sure how appropriate this is, but I will take a chance. I was campaigning for reelection. I am not sure if it was 1986 or 1992. Joe Paterno happened to come by. The newsman said: Coach, are you supporting Senator SPECTER for reelection?

And Joe Paterno has a marvelous way of putting his foot down, pawing the ground, and looking down. He said:

Well, if I had a running back in, and he was making yardage and he wasn't tired, I'd leave him in. I think I'd leave Arlen Specter in.

I have had a few endorsements in my day, but that is the most memorable one I have had.

Coach Paterno visited this Chamber with, I believe, the 1983 Penn State team. They filled the visitor's gallery. I made a reference to them, pointing out that the team was in the balcony, and I was later corrected by Senator BYRD who pointed out that I violated the Senate rules in pointing to that great national championship team.

I point to them again today. I don't think Senator BYRD will admonish me because they are not in the balcony today, but there were great teams with Coach Paterno, going down in history as No. 1 in so many respects.

I thank the Chair, and I thank Senator from Louisiana for yielding me this time.

The PRESIDING OFFICER. Without objection, the Senate resolution submitted earlier by the Senator from Pennsylvania, S. Res. 175, and the preamble are agreed to.

The resolution (S. Res. 175), with its preamble, reads as follows:

#### S. RES. 175

Whereas Joe Paterno has served Penn State University as a coach for 52 years, a tenure spanning the administrations of 11 United States Presidents;

Whereas Joe Paterno has served as Penn State's 14th head coach for nearly 36 years, since February 19, 1966;

Whereas Joe Paterno has been on the coaching staff for more than half of the football games played by the Nittany Lions since the program began in 1887;

Whereas Joe Paterno always has placed a very strong emphasis on academic achievement and character building, as evidenced by the selection of 21 first-team Academic All-Americans, 14 Hall of Fame Scholar-Athletes, and 17 NCAA postgraduate scholarship winners so far during his tenure;

Whereas Joe Paterno's most recent NCAA 4-year player graduation rate of 76 percent

far exceeds the NCAA-wide average of 48 percent for the same period;

Whereas Joe Paterno and his wife, Sue, have personally donated over \$4,000,000 to Penn State's student library and academic programs;

Whereas Joe Paterno has led Penn State teams to 5 undefeated seasons;

Whereas Joe Paterno has led Penn State teams to 20 bowl game victories in his career as head coach, more than any other coach in college football history;

Whereas Joe Paterno was the first college football coach to win all of the 4 major New Year's Day bowl games: the Rose, Sugar, Cotton, and Orange Bowls;

Whereas Joe Paterno led 2 teams to National Championship titles, in 1982 and 1986;

Whereas Joe Paterno's coaching efforts have yielded over 250 National Football League players;

Whereas Joe Paterno has been chosen an unprecedented 4 times as American Football Coaches Association Coach of the Year; and

Whereas Joe Paterno, on October 27, 2001, broke the longstanding record for NCAA Division I-A victories, reaching the 324-victory mark, by leading his team to a 29-27 win over Ohio State: Now, therefore, be it

*Resolved,*

#### SECTION 1. CONGRATULATION AND COMMENDATION.

The Senate recognizes and honors Joe Paterno—

(1) for his lifetime emphasis on academic achievement;

(2) for his constant integrity, professionalism, and strong focus on character building for amateur athletes;

(3) for the example he sets through philanthropic support for academic programs; and

(4) for becoming the first NCAA Division I-A football coach to achieve 324 career victories, on October 27, 2001.

#### SEC. 2. TRANSMITTAL OF RESOLUTION.

The Secretary of the Senate shall transmit an enrolled copy of this resolution to—

(1) Penn State Football Head Coach Joe Paterno; and

(2) Penn State University President Graham Spanier.

#### DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002—Continued

AMENDMENT NO. 2058

Ms. LANDRIEU. Mr. President, I am happy to get back to the subject. I was of course happy to yield some time for the Senators from Pennsylvania, for those fine remarks to honor a person who certainly deserved that recognition.

I am offering this amendment today on this underlying bill in behalf of myself, Senator COCHRAN, the Senator from Mississippi, Senator DEWINE from Ohio, Senator LIBBERMAN, Senator HATCH, Senator BENNETT, and Senator ENSIGN—all who have had a pivotal role and a leadership role in helping to bring this particular amendment to the floor at this time.

So because of the change in time this morning, and so many Senators are here wanting to speak on this amendment, let me yield at this time to my distinguished colleague from Ohio for his remarks on this amendment. Then I will speak following the Senator from Ohio.

Mr. DEWINE. Mr. President, I thank my colleague from Louisiana for her nice comments. I appreciate the fact that she has yielded to me. I congratulate her for not only this amendment but for all the work she does for all children, and particularly poor children. There is no one in this Chamber more dedicated than is she to the children of this country.

I rise today to express my support for Senator LANDRIEU's amendment as well as for Senator GREGG's amendment. These amendments target our limited, finite Federal resources to the school districts and to the children most in need. I am cosponsoring both because each is an effort to get funding to those school districts with high concentrations of poor children. Each amendment will put at least \$1 billion into the title I targeted grant formula so impoverished school districts, those children, get what they need, so the children in those school districts get the quality education they deserve.

A little history. This grant formula, this targeted grant formula, as it is called, was created in 1994. It recognized the great disparity in this country between poor school districts and rich school districts, the great disparity between children who are in poverty and children who are not in poverty.

However, unbelievably and tragically, since the creation of these grants in 1994, not a single Federal dollar, not one dollar, has been appropriated to fund this grant program—that is until now with these two amendments. These amendments would fundamentally begin fulfilling the promise and commitment the Federal Government made to the poor children of this country in 1994. This is unprecedented. It is historic. So I congratulate both of my colleagues for their amendments.

Under Senator GREGG's amendment, the districts most in need would not only receive the money they deserve but they also would have the flexibility to decide how best to use their title I funds, whether that is to hire more teachers, provide professional development, to put computers in classrooms, or purchase instructional material—whatever they wanted to do. The districts, the local communities, would be able to decide for themselves where and how those dollars would do the most good.

For example, one school may have a lot of students who are having problems in math. That school district could use their title I dollars on math instructional materials or to better train their math teachers. Another school might have a small group of students who would need more individualized instruction in reading and the language arts.

The point is this funding enables the local school to use this money to help the distinct needs of their own students. By funding these targeted grants, we are finally focusing on those

kids truly in need. This gets us back to the original intent of the Elementary and Secondary Education Act and the title I program, which is to help address the needs of children in low-income areas where the districts simply cannot meet their basic needs on their own.

The problem has been that over the course of the last 3½ decades, the Federal Government really has strayed from this point, from its intent, with politics often driving education policy needs of these low-income students. As a result, the money intended to reach the most impoverished districts, and the most poor children, has simply not been getting there. These amendments go a long way to begin to rectify that.

Because the Federal role in education accounts for only a small percentage of school spending—about 8 percent—we must be especially prudent and wise in allocating those very limited, finite Federal resources. That means we should direct those dollars first and foremost to America's most needy children. That means we need to fund the targeted grant program.

The tragedy today is that not all children are getting the quality education they deserve because our society is divided along economic and educational lines. This division is nothing new. Scholars and sociologists warned us really for decades that this was where our Nation was heading, particularly if we did not properly educate our children.

Unfortunately, we did not heed the warnings and, as a result, our Nation today is a nation split really into two Americas, one where children get educated and one where, tragically, they do not.

This gap in educational knowledge and economic standing is entrenching thousands upon thousands of children into an underclass and into futures filled with poverty and little hope, little opportunity, and little room for advancement. That is exactly what is happening in my home State of Ohio and across the country.

Ohio generally is a microcosm of what we see in the country. When we look at this growing gap, when we see this development of the two Americas, what we see in Ohio is also what we see in our Nation. In Ohio, growing income and educational disparities are creating our own very permanent underclass.

Most of Ohio is still doing pretty well and doing pretty well educationally. Children in those areas have a great future. However, when we look across our State, when we look across the Nation, we see two areas where that is not taking place, areas where the children are not being educated as well as we would like and where the income level shows that disparity. One place is in rural Appalachia, our Appalachian counties, and the other is in our core cities or our inner cities. This is where we as a society, we as a people, face our greatest challenge.