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Senate

The Senate met at 9:30 a.m. and was called to order by the Honorable HILLARY RODHAM CLINTON, a Senator from the State of New York.

PRAYER

The Chaplain, Dr. Lloyd John Ogilvie, offered the following prayer:

Almighty God, You have called us to perform our duties with delight for Your glory and the good of our Nation. Tomorrow we celebrate the birthday of a great American, John Quincy Adams. His memorable words ring in our hearts; when asked why he never seemed discouraged or depressed he said, "Duty is ours; results are God's." We adopt this as our motto for today's relationships and responsibilities. We report for duty with our intellects, emotions, and wills. Today You will tap each of us on the shoulder and call us to some duty. We commit ourselves to do Your will as best we know it and leave the results to You. We say with Adams, "Providence has showered blessings unforseen and unsought. Not to us, Lord, not to us, but to Your name be glory."

Thank You, eternal God, for the assurance of heaven. We ask for Your courage and comfort for Senator GEORGE VOINOVICH whose brother Paul joined the triumphant company of heaven on Monday. Strengthen the Senator and his family in this time of grief with renewed grace. You are our Lord and Saviour. Amen.

PLEDGE OF ALLEGIANCE

The Honorable HILLARY RODHAM CLINTON led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

APPOINTMENT OF ACTING PRESIDENT PRO TEMPORE

The PRESIDING OFFICER. The clerk will please read a communication to the Senate from the President pro tempore (Mr. BYRD.)

The legislative clerk read the following letter:

U.S. SENATE,
PRESIDENT PRO TEMPORE,
Washington, DC, July 10, 2002.

To the Senate:

Under the provisions of rule I, paragraph 3, of the Standing Rules of the Senate, I hereby appoint the Honorable HILLARY RODHAM CLINTON, a Senator from the State of New York, to perform the duties of the Chair.

ROBERT C. BYRD,
President pro tempore.

Mrs. CLINTON thereupon assumed the chair as Acting President pro tempore.

RECOGNITION OF THE ACTING MAJORITY LEADER

The ACTING PRESIDENT pro tempore. The acting majority leader is recognized, the Senator from Nevada.

THOUGHTS AND PRAYERS FOR THE SENATE CHAPLAIN

Mr. REID. Mr. President, our good Chaplain, Dr. Ogilvie, each day comes before the Senate and the Nation and prays for our comfort and progress, as he does for other nations.

I think it is important for all of us to realize he is going through a very traumatic time himself. He has, for many months, been doing everything he can to help his very ill wife. She got out of intensive care, and she is back in intensive care now. Each of us in our individual thoughts and prayers should keep that in mind.

SCHEDULE

Mr. REID. Today the Senate will be in a period of morning business which

the Chair will announce, with the first half under the control of the majority leader—Senator KENNEDY is here to take that time today—and the second half will be under the control of the Republican leader or his designee. Then at 10:30 the Senate will resume consideration of the accounting reform bill. We have been advised by the majority leader he expects to finish this bill this week.

RESERVATION OF LEADER TIME

The ACTING PRESIDENT pro tempore. Under the previous order, the leadership time is reserved.

MORNING BUSINESS

The ACTING PRESIDENT pro tempore. Under the previous order, there will now be a period for the transaction of morning business not to extend beyond the hour of 10:30 a.m., with Senators permitted to speak therein for up to 10 minutes each. Under the previous order, the first half of the time shall be under the control of the majority leader or his designee.

The Senator from Massachusetts.

TED WILLIAMS

Mr. KENNEDY. Madam President, Senator John Kerry and I will bring before the Senate a resolution in honor of Ted Williams, one of the great sports heroes, military heroes, and a great patron for the Dana-Farber Center that looks after children who are afflicted with cancer.

EDUCATION

Mr. KENNEDY. Madam President, I would like to address the Senate on an issue of continuing importance and consequence to families all over this country, and that is what is happening in the schools of our country and what

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.



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we can look forward to as we are approaching the return to school in late August and September.

This has not been a good summer for many families who have children struggling in the high schools of this country. Not long ago, we made a bipartisan commitment to the children of this country. We committed that no child would be left behind. I think we have a continuing responsibility to families in this country to give them an idea about the progress we are making in meeting that commitment.

When we all supported the No Child Left Behind Act, it was a commitment that no child would be left behind. However, we are finding out that because of state budget shortfalls and declining local revenues, school districts around the country have cancelled or severely cut summer school. Hundreds of thousands of students will not graduate, will not be promoted, or worse—will be socially promoted, unprepared academically, because of the cancellation of summer school. For example, the *New York Times* reported on July 4 that because of budget cuts, this year the number of students attending summer school for enrichment rather than promotion will be reduced to 60,000 from 140,000 last year. Summer school provides students with a second chance to improve their reading and math. A math teacher stated, "What is good about the summer school is that there are fewer kids." A reduced budget means fewer teachers and bigger classes in summer school. That has been true, Madam President, in schools across the country. And I'll include in the RECORD the various summer school reductions and cuts which have occurred since the end of the school year.

On June 2, 2002, the *Orlando Sentinel* reported that due to state budget cuts, schools in Volusia, Orange and Seminole counties in Florida have slashed summer offerings to the bare bones. Other schools statewide, such as those in the Tampa Bay region, have cancelled traditional summer-school programs. Schools in Volusia County tapped federal funds to tutor struggling elementary-school students over the summer. This year, the district dramatically scaled back high school offerings due to nearly \$1 million in state cuts over the past two years. Orange County reduced its summer-school budget by \$8 million, scaling back high-school offerings and eliminating classes for struggling middle-schoolers. Seminole County cut summer school funding by about \$600,000 this year and will hold SAT prep course classes at only four high schools, instead of at all high schools.

On May 31, 2002, the *Associated Press* reported that state budget cuts in Indiana are forcing school systems to pay more for summer school programs or eliminate some programs. Last year, the state reimbursed school systems for about eighty percent of the costs of all summer classes. This year, they will pay no more than sixty-nine per-

cent or less. School districts will now have to pick up more costs, and some teachers who planned on a summer job will have to look elsewhere because their classes have been canceled. Superintendents across the state were notified of the reductions in a May 15 letter from the Indiana Department of Education. The plan cut the summer school appropriation by \$3.2 million, from \$21.6 million to \$18.4 million. Administrators in the Greater Clark schools in southern Indiana notified parents about ten days ago that no enrichment classes would be offered to elementary school students. The district director of instructional services stated, "I know the teachers, the parents and the students were disappointed . . . but we just could not afford to offer classes without state support."

According to the May 29, 2002 edition of *The Herald in Rock Creek, South Carolina*, due to state budget cuts freezing thousands of dollars, the Rock Hill school district will have to limit enrollment in summer classes. On June 3rd, only 630 students began the summer sessions—220 less than last year's 850 students. The number of instructors and the sites for the classes will be downsized because of fewer students. Cuts totaling \$2.4 million will also come from teacher training stipends, school and department allocations and library book spending.

On May 29, 2002, the *Associated Press* reported that Enid, Oklahoma school officials canceled a federal summer school program because of reductions in state funding to the district. The district will have problems paying the costs of the program due to a cut of \$672,000 from the state for the 2001–02 school year. Enid's free, month-long summer program was scheduled to start June 3rd. 400 students would have received assistance, up from 366 last year. Fifty-five employees were to have worked in the program.

We have also found out that in the fall schools and universities will face great challenges—and I will include in the RECORD a series of articles from the last few weeks. Overall, states are being forced to eliminate programs and positions in public schools in order to deal with growing budget cuts. As school budgets are being cut back, there is an increase in the number of students in the classes, there's a reduction in the number of teachers, and a reduction in the number of professional development programs. All of the indicators are going the wrong way.

On June 27, 2002 *The Contra Costa Times* reported that the West Contra Costa school district will cut department budgets by ten percent and will eliminate twenty-seven jobs and two after-school programs. The budget also includes \$4.2 million in cutbacks, with savings found in the elimination of school clerks, administrators, library assistants and professional development workers.

On June 25, 2002, *The Kansas City Star* reported that Johnson County,

Kansas plans to vote on a quarter-cent sales tax meant to generate revenue for schools and cities. Across Kansas, school districts are facing tight budgets because of the state's \$700 million budget shortfall. If approved, the tax would provide \$45.3 million in three years for the county's six school districts. Educators are worried because the passage of the sales tax is the difference between adequate and excellent schools. The proposed \$20 per student increased state aid to schools is not even guaranteed, nor would it even total costs.

On June 19, 2002, *The St. Petersburg Times* reported that Pinellas County School Board (Florida) members are committed to raising teacher salaries over the next three to five years up to the national average. Currently, teachers in Pinellas are earning on average \$39,000 a year compared to the national average of \$45,800. Low salaries only feed the dwindling morale of teachers disheartened by recent budget cuts and increased responsibilities. Unfortunately, no one knows how salary increases will be funded, and the only option appears to be a tax hike for voters who may be unwilling to pay.

On May 29, 2002, *The Salt Lake Tribune* reported that the Jordan School District in Utah could be forced to lay-off 250 teachers if lawmakers force public schools to absorb half of the state's tax revenue shortfall. The school board has already raised the district's average class size to balance next year's budget following the Legislature's March decision to cut statewide public education funding by \$20 million. That cut reduced sixty teaching positions in Jordan. Jordan and the state's other thirty-nine districts have already sliced their budget proposals for the 2003 fiscal year, which starts July 1. But, districts fear they will face additional reductions after lawmakers meet in July to adjust the state's budget to accommodate another shortfall, projected at \$173 million. If public education were cut in proportion to its share of the state budget, it would be reduced by \$83 million, and Jordan's share of that would be \$13 million, which would cause at least an additional two-student increase in class size. Granite will drop 157 teaching positions. Davis is considering cutting twenty-one teachers.

When we passed the No Child Left Behind Act, we said we were going to ensure accountability, we were going to make sure we had well-qualified teachers, afterschool programs, and supplementary services. And all the indicators are now going in the wrong direction.

State universities are also experiencing huge budget cuts, as decreasing financial aid and increased tuition make college less affordable. According to recent reports in Illinois, college tuition is increasing while the state's college financial aid program is facing severe cutbacks. Under the state budget that took effect on July 1, 2002, funding for the state's need-based Monetary

Award Program will be cut by \$38 million. Just several days earlier, on June 27, 2002, the University of Illinois Board of Trustees decided to increase tuition by ten percent to fill a \$90 million budget hole.

State officials estimate that as many as 12,000 students across the state will not be eligible for the Monetary Award Program this year, and thousands more will learn that the grant aid they will receive under the program this year will be less than the grants that they received in previous years.

Of the 12,000 fewer students receiving the grants, about 7,000 are fifth-year students. Those students would lose their grants altogether, under a plan proposed by state lawmakers and Governor George Ryan to save the state \$20 million.

An estimated 5,000 students at Illinois State University and another 550 students at Illinois Wesleyan University could be forced to take out more loans, work extra jobs, or forego attending school. Cutbacks will hurt students like Kimberly Williams, 21, a Columbia College business management student. She said the assistance commission is still trying to determine if she is eligible for an award, even though she has received them in the past. If her award is less, "I'll either drop classes or I'll take out more loans." She is already \$10,000 in debt.

In Indiana, The Indianapolis Star reported on July 4, 2002, that at state-supported universities this upcoming year the average tuition bill will jump 14.2%. Last year the tuition increased by an average of 7.1%—still more than twice the rate of overall inflation. Tuition hikes were forced to make up for tighter state spending on higher education.

In Florida, The Bradenton Herald reported on July 4, 2002, that Florida State University trustees raised tuition for the fall semester to reflect: five percent for in-state undergraduate students and twenty percent for out-of-state students. The University of Florida and Florida A&M University have approved similar increases. The tuition increase is expected to bring in \$10.5 million in additional revenue for FSU.

What we are also seeing is an excellent report that was released last week by the Advisory Committee on Student Financial Aid. Its findings follow—they are enormously alarming.

More children are and will be attending college. Enrollment in higher education institutions was over fifteen million last year, and is expected to increase to nearly 17.5 million by 2010. The number of high school students qualified to attend college is also expected to grow by twenty percent over the next decade, and most of that increase will be among low-income and minority students.

The demand for college-educated workers has grown, and today's high-skilled job environment demands a college degree. In 1950, eighty percent of jobs were classified as "unskilled";

today eighty-five percent of all jobs are classified as "skilled."

Financial barriers to attending college are on the rise for low- and moderate-income students. Too many students are being forced to borrow too much—and work too much—to finance the rising costs of college. Debt levels are sky-rocketing for low-income college students and their families, causing financial hardships in repaying student loans. At the same time, state budget crunches continue to drive up college tuition at public universities, forcing shut the doors of college opportunity for too many.

Due to the cost of college, this year more than 400,000 students from families who make less than \$50,000 a year will graduate from high school, qualified and prepared to attend 4-year colleges, but will not be able to fulfill that dream.

Half of low- and moderate-income students who do attend college will have to live at home while attending school to lower the cost of college. Sixty-five percent of students will have to work part-time—an average of twenty-four hours a week—while attending college to cover costs. Excessive student work takes a heavy toll on academic performance, often delaying graduation by two years or more.

The college attendance gap between affluent and poor students is widening. In 1979, the most affluent students in the nation were four times more likely to have a bachelor's degree than poor students. Today, the most affluent students are ten times more likely to have a degree.

We must not sell students short. We must do all we can to increase aid to college students to ensure that more students can afford to go to college.

I believe, as others do, that education is a national security issue. In many respects, it is as basic and as fundamental as the defense of this country. If we are not going to have well-qualified recruits, if we are not going to have men and women in the service who are going to be able to take advantage of the new technologies in terms of defending our country, we will not be able to preserve the values and the systems that we hold so dear. Education is a national security issue. That is why it is obviously key to our position in terms of global competition.

From the Advisory Committee Report, we can see that looking at the students coming out of our high schools, we find in so many instances that many of these students are coming from very moderate, limited economic means. We find their opportunities to continue on to higher education and to get the skills they need are being vastly diminished.

What do we see in the future? We see that those families—particularly low income families—have not benefitted much from the economic expansion of the 1990s. They are barely holding on. Those in the lower income are actually

falling further behind because we have had no increase in the minimum wage for the last six years. They have been falling further and further behind. Now, what is happening to these families?

What has happened to the kids who are going on? We are finding increases in tuition for colleges and universities all across this country, ranging from nine percent, ten percent, twelve percent, fifteen percent. And looking into the future years, they will continue to go up.

We find that student aid has remained absolutely the same. The children are working more jobs. They are working minimum wage jobs. And they are working longer hours with less time for their schoolwork. They are now forced to borrow more and more resources in order to be able to continue.

One of the interesting ironies is that as they earn more money, it counts against their ability to get loans and grants in the future. It is an extraordinary circumstance. Children take one job, two jobs, and they get additional earnings which they will have to reflect on their financial statements in their ability to get additional income, which may very well reflect a lowering in terms of their scholarship assistance. It is a no-win situation. That is happening.

We find that hundreds of thousands and millions of American children are being left behind. That is what this Advisory Committee report has stated. We have a basic and fundamental responsibility. If we are concerned about our national security, if we are concerned about our economy, if we are concerned about our democracy, then we have to ensure that children are going to be able to continue to develop their skills and academic backgrounds.

They make a series of recommendations in terms of the enhanced Pell programs. Those programs have been evaluated, attested to, tried, and demonstrated as being effective. We shouldn't have to fight that fight every year in the Senate.

There is not an American, I believe, who doesn't understand that the GI bill paid back anywhere from six percent to eight percent more in dollars to the Federal Treasury for every dollar invested in America. That is true in terms of education investment today.

That is something we hear in this institution, and in terms of the administration refusing support. The fact that the administration has requested virtually zero in terms of Pell grant increases last year is a failure and an abdication of leadership in terms of meeting the responsibility for educating the children in this country.

The ACTING PRESIDENT pro tempore. The Senator has consumed 10 minutes.

Mr. KENNEDY. Thank you, Madam President.

I see my friend and colleague on the floor. He has a resolution, on which I

am honored to join with him. I look forward to taking a moment of the Senate's time to address this issue, which both of us take a great sense of pride in doing.

The ACTING PRESIDENT pro tempore. The Senator from Massachusetts.

Mr. KERRY. Madam President, I thank my colleague.

TRIBUTE TO TED WILLIAMS

Mr. KERRY. Senator KENNEDY and I are delighted to join in a resolution paying tribute to a unique American who passed away last Friday at the age of 83—a fighter to the end, and really a rather remarkable and fascinating individual—Ted Williams.

Over the span of 21 amazing years with the Boston Red Sox, Ted Williams redefined baseball's greatness. Everyone knows about his .406 batting average in 1941. Not everyone knows that he had an option to settle that year for a less than .400, or that he would have been rounded up to a .400 batting average. It was about .399.

In the last day of season, with the doubleheader, a day that he was offered the opportunity to sit it out so he wouldn't lose his .400 if he had a bad day, there was no way he would do that. It was not his style. He stepped up to bat, and hit 6 for 8 and took his average up to the .406, which now stands as a memorable and unequalled batting average since that period of time. He had 521 career home runs; a .344 lifetime batting average; 2 of the 4 Red Sox Triple Crown Awards, twice the American League's Most Valuable Player; 6-time American League Batting Champion, 18 American League All-Star appearances; and a member of the Baseball Hall of Fame.

He was quite literally the father of the Red Sox nation, and, for millions of us, he came to live out what was his greatest wish—that if people ever saw him walk down the street they would say, There goes the greatest hitter who ever lived. Indeed, that is what people would have said.

Beyond the statistics and awards, which speak volumes about what he accomplished in a Red Sox uniform, so many of us in this country have an even deeper respect for the individuality he expressed in almost everything he did: His uniqueness as a fisherman; his uniqueness in his contributions to the Jimmy Fund to raise funds for fighting cancer to help others; but especially what he did in the 5 years he spent wearing the uniform of his country, reminding each of us of what it means to be a citizen soldier, to leave a citizen's life to go out and fight for your country and then come back to resume what you did before.

No one knows, but lots of people have speculated about what kind of career numbers this man might have posted, what records he would have broken, if it had not been for those 5 years during the prime of his baseball career while he served as a pilot and a member of the greatest generation.

All of us would wonder. He walked away from the major leagues to serve his country as a fighter pilot. He flew as a wingman beside our colleague, Senator John Glenn, during Korea, performing a memorable emergency landing in a damaged plane that was on fire. And when he was later asked why he didn't just bail out, he told people he was fearing the fact that he might injure his knees—as you punch the button to bail out and you pull out of the cockpit. If you were tall, your knees often would be broken hitting the edge of the cockpit itself. He would sooner have died than not have been able to play baseball because of that potential injury. It was a conscious choice. Another time, he escaped to safety after being hit with anti-aircraft fire.

Ted Williams was a courageous person, bigger than life, tough as nails, and he had that rare ability to sum up perfectly in his character so many things that speak about a generation, about our country, and about a game that is known as our national pastime.

We all hope we will find citizens such as him and ballplayers such as him again. We join in mourning his loss and reflect on all that he gave to his country.

The ACTING PRESIDENT pro tempore. The Senator from Massachusetts.

Mr. REID. Will the Senator from Massachusetts yield for a unanimous consent request? I would consider it an honor if the two Senators would allow me to be a cosponsor of this resolution dealing with one of my heroes, Ted Williams.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

Mr. KENNEDY. Madam President, we thank our leaders and we thank our colleagues for giving Senator KERRY and me a moment to bring to the attention of the Senate and to the American people once again the extraordinary sense of loss that the Williams family feels, the incredible sense of loss that people in Boston feel, the incredible loss that those who love baseball feel and those who served in the Marine Corps feel at the loss of Ted Williams.

His stories on the baseball field have been well documented, although they bear repeating. For example, his extraordinary lifetime average of over .406: When we think today of all the various baseball records that are being broken, every single one is being broken almost annually in so many different areas, but no one has even coming close to his. We know he was on a level of excellence in terms of that sport that I don't think will be replicated again.

His service in the military was, as my colleague pointed out, exemplary service to our country. Then the service as well to the Jimmy Fund, the Dana-Farber program—the Jimmy Fund that was just getting started. People didn't give a great deal of attention to the fact of children's cancer,

but now you can't travel anyplace in this country, or probably in the world, and not find people who haven't heard of the Jimmy Fund or the Dana-Farber Center as an extraordinary place of excellence that has given great focus and attention and, most importantly, hope and life to hundreds of thousands of children, including one of my own who had serious cancer, osteocarcinoma, and was able to benefit from the extraordinary research and the gift of life that that center provides. The time Ted Williams would spend down in that center without any kind of fanfare, greeting and welcoming children, giving them a new sense of hope, was a real reflection of his humanity.

This is an extraordinary American, someone of whom baseball is proud, Boston is proud, all of Massachusetts is proud. We salute his family, we salute him, and we thank our Ted Williams for all the good things he has done for baseball and for our country.

The PRESIDING OFFICER. The Senator from West Virginia.

Mr. BYRD. I ask unanimous consent that an equal time for my speech be given to the Republican side because they were to control half the time in this morning business hour.

Mr. REID. Mr. President, will the Senator from West Virginia yield?

Mr. BYRD. Yes.

Mr. REID. I have been told by the Republican staff that Senator DOMENICI and Senator BROWNBACK wish to speak. How long does Senator DOMENICI wish to speak?

Mr. DOMENICI. Mr. President, I thought I was speaking earlier. I would like 10 to 15 minutes.

Mr. REID. Senator BROWNBACK wants 15 minutes.

Mr. DOMENICI. Did we not have a certain amount that some of our Senators—

Mr. REID. The Republican time was to start around 10 o'clock.

Mr. DOMENICI. That is correct.

Mr. REID. Senator WELLSTONE is here also.

Following Senator BYRD, Senator DOMENICI will be recognized for 15 minutes, Senator BROWNBACK will be recognized for 15 minutes, and then we will be on the bill. Senator WELLSTONE, being the timely person he is, came to speak at 10:30. He will not be able to do that now unless Senator BROWNBACK is late; we will be on the bill at that time.

I ask unanimous consent—the two managers are not here, but I do not think I am doing anything untoward—that he speak on the bill—he is not offering an amendment—that he be recognized as soon as the bill is called up.

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

The Senator from West Virginia.

Mr. BYRD. Mr. President, I, too, am proud of Ted Williams. I hope the two Senators will allow me to cosponsor the resolution.

As one who grew up in the Great Depression, I liked baseball. It was 1927.