

to me—we do not have adequate counselors and trained professionals to deal with the severity of problems our children are coming to school with today in K through 3. We do not have the appropriate resources to give to our teachers and our administrators to help them recognize the problem in these children.

It is absolutely essential that we give them that resource in counselors and professionally trained individuals. The National Institutes of Health estimates although 7.5 million children under the age of 18 require mental health services, fewer than one in five receives it.

All of us have our own personal stories to tell of a relationship or something we have heard through the education process. One of my older sisters was a teacher in the public schools. She had a classroom of 31 students, 6 and younger. She said that wasn't the biggest challenge in her classroom. The biggest challenge in her classroom was that those students came to school hungry and sick and, most importantly, frightened.

We have a severe crisis on our hands in the fact that we now, in our State of Arkansas and in other States, have no young people going into the teaching profession. Less than 25 percent of the teachers in the State of Arkansas are under the age of 40. We will hit a brick wall soon, because no one is going into the teaching profession. My sister is a great example. One of the reasons she got out of teaching was she said she couldn't handle bus duty when she had it, because there were students that clung to her leg and said, please, don't make me go home. It is essential that we deal with the emotional well-being of our children.

I rise today in support, with two other colleagues, of an amendment we will offer to this juvenile justice bill when we get beyond the forest and we start to recognize what it is we are here to do; that is, the details of dealing with the well-being of our children.

The details of the Harkin-Lincoln-Wellstone amendment are basically to put \$100 million in authorizing funds for fiscal year 2000. The first \$60 million must be spent for counseling services in elementary schools where the illness and the problem begins, before it grows into the problems that we deal with in terms of guns and violence in later grades. Only qualified mental health professionals may be hired with this funding. The funds are eligible to urban, suburban and rural local school districts, knowing that every school is suffering from these problems. Some more than others, but all of them equally in need.

It is absolutely essential. The benefits of what we are proposing are to treat the emotional problems before they are out of control, to work hand in hand with an advisory board of parents, teachers, administrators and

community leaders to design and implement counseling services, because we know that the most important part of any child's well-being is their parental and family involvement. It is essential in what we are doing.

We know that when we involve the parents in the child's life, it is far more productive. But involve the parents of the children who receive services so that the parents can be more involved in the development and the well-being of their children, so it is not just one shot at trying to fix the problem, but a continuing of trying to fix the problem both through the counseling services to the children and assistance with the parents.

Teachers focus more on a student's skills at writing and arithmetic, rather than their potential for violence, because they do not have the support that they need, because their classroom sizes are too large, and they don't have the time to devote to it. I plead with my colleagues that we must get back to the business at hand, and that business is the well-being of the children of this country who are our future.

I urge Congress to act quickly, and I certainly want to devote the time to this important issue that we have begun to do and I hope we will continue. I just plead with my colleagues to remember that what we are dealing with in this legislation is our Nation's greatest resource—our children.

Thank you, Mr. President.

The PRESIDING OFFICER. The Senator from Ohio is recognized.

#### AN ALTERNATIVE APPROACH ON JUVENILE CRIME

Mr. VOINOVICH. Mr. President, this week in the Senate, we are discussing legislation that is meant to address the seemingly ever-growing problem of juvenile crime. Before we despair, let us recognize that the overwhelming majority of young people in America are good kids and don't get into trouble with the law and are making a substantial contribution to our society. In fact, in my State of Ohio, the adjudications of young people are down as well as incarceration of young offenders.

However, most Americans cannot turn on television, read a newspaper, or pick up a magazine without being told about the crisis facing our society because of young people who have turned violent. The fact that this problem exists at all is a sad commentary on our modern society. However, it is a reality, and we have got to deal with it. The question is, How do we deal with it? As we in Congress try to answer that question we have to make sure that we take the time to deal with juvenile crime from the proper perspective.

We cannot expect there to be a silver bullet or a quick fix that will solve our

problems, although the recent tragedy in Littleton, CO, has intensified the urgency and our search for answers.

Naturally, part of the solution to juvenile crimes is traditional crime prevention, penalties and sentences. However, these remedies, while important, only treat the symptoms of the disease and not the disease itself. I believe our focus should not only be on the symptoms of juvenile crime, but on the root causes as well.

Two or three years ago, Princeton University Professor John DiIulio lamented over the upcoming "predator generation" because projected demographics showed a marked increase in the amount of young people who were going to become violent in our society. Professor DiIulio commented that we would have a real problem around 2010 to 2015. As Professor DiIulio stated, we have a generation, it seems, growing up in moral poverty. And that is the poverty of being without loving, capable, responsible adults who teach kids right from wrong.

Concerned about his pronouncement, I convened a juvenile crime summit in 1997 in Ohio and again in 1998, as Governor. We found that it wasn't longer sentences or boot camps or harsher penalties that were required. What we found we needed to do was to get into the lives of our children at an early age, including while they are in their mother's womb, to give them the positive influences they need.

Within the next two weeks, I will be introducing legislation along with Senator BOB GRAHAM from Florida that will help us address the needs of our children in the most critical times of their lives—pre-natal to three.

When I was Governor, I often said that if I had a magic wand to solve Ohio's problems, I would reconstitute the family.

It's the dysfunction of the family and the lack of moral and religious values that causes so many problems in our nation today.

Too often our children are groundless—they have no honor nor fear of the Lord, nor any understanding of the 10 Commandments.

I believe the best place to catch problems and prevent them from ever occurring is when children are at their youngest, when parents and young children are forming life-long attachments and when parents and other care-givers have an opportunity to construct lasting values.

Government is a lousy substitute for the family. Unfortunately, there are circumstances where the government is the only alternative because there is no family in place.

In these situations, we must look for the most effective way to give them our assistance.

I truly believe there is something we can do to help in that respect.

Today, thanks to decades of research on brain chemistry and through the

utilization of sophisticated new technologies, neuro-scientists are telling us that the experiences that fill a baby's first days, months, and years have a decisive impact on the development of the brain and on the nature and extent of one's adult capacities.

As a result of the research, we know that throughout the entire process of development, beginning before birth, the brain is affected by environmental conditions such as nourishment, nurturing and sensory stimulation; early childhood care has a decisive and long-lasting impact on how people develop their ability to learn, and their capacity to regulate their own emotions; there are times when negative experiences—or the absence of appropriate stimulation—are more likely to have serious and sustained effects, the period of prenatal to three is such a time in a child's development; the human brain has a remarkable capacity to change, but timing is crucial and the first three years of life appear to be the most influential period for growth and change.

To ensure that children prenatal to three have the best possible start in life, we must establish specific support mechanisms to help parents and other adult care-givers. We have to become better partners.

These include health care, nutrition programs, childcare, early intervention services, adoption assistance, education programs, and other support services.

We must also reach out to parents—our children's first teachers and care-givers—to help them understand that the day-to-day interaction with children helps them to develop cognitively, socially and emotionally.

A mother comforting her crying baby, a father holding and reading to his toddler and a care-giver singing and playing with an infant are not just involved in "feel-good" interactions.

They are involved in biological activities that exert a powerful, enduring impact on the young child's physical, intellectual, emotional and social development.

Mr. President, you know, with your large family, that these positive early childhood experiences give children a jump-start or a life-long learning opportunity.

It is imperative that our nationwide education agenda be geared toward ensuring that children enter school ready to learn. Otherwise, we put our children at a grave disadvantage of not being well-rounded and productive members of society.

In 1991, in my first State of the State Address, I drew a line in the sand in Ohio and said that this was going to be the last generation of children to go on welfare, go to jail, to get pregnant while they are teenagers.

We make a commitment to Head Start, to enroll as many eligible chil-

dren as possible and increasing the funding for that program from \$18.4 million in fiscal year 1990 to \$181.3 million in fiscal year 1998.

And, the fact of the matter is that today in Ohio, we have a slot for every child who is eligible for Head Start, public school, pre-school or special needs. Ohio leads the nation—and does so primarily with state tax dollars.

In addition, we established Early Start, which was designed to provide early intervention services for children from pre-natal to three who are at significant risk of abuse, neglect or future developmental delay. It's just a fantastic program.

I believe a Federal investment in our children at the most critical juncture of their lives—pre-natal to three—will do more to end the cycle of crime and violence in America than anything else the Senate could do.

Studies looking at resiliency in adolescents are finding that a stable beginning contributes significantly to the youth's ability to take control and turn their life around.

During consideration of this juvenile justice legislation, we have considered, and may still consider, controversial proposals associated with this bill that elicit either solid support or deep opposition.

Yet, when it comes time to consider our legislation to provide enhanced prenatal-to-3 services, I am hopeful that proposal will receive support from both sides of the aisle.

I will speak again on this issue when I introduce our legislation in the next 2 weeks.

However, with the context of the floor debate, I could not pass up this opportunity to express my views on how best we can get to the root of juvenile crime in this country.

Thank you, Mr. President.

Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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

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

Mr. HATCH. Mr. President. During the debate over juvenile crime, we have heard a lot about the negative activities that juveniles participate in—playing violent video games, viewing unseemly sites on the Internet, and watching objectionable movies. But little has been said about the constructive things that kids can be—and are—doing with their time. It seems, sometimes, that there are few alternatives to the pollution that modern culture often feeds to our children.

However, in my home state of Utah there are many programs that help children to focus their attention away

from destructive activities. For example, the Police Athletic League in Ogden, Utah provides sports lessons and intramural teams for 325 kids. Police officers serve as mentors to children and supply much needed attention through athletic activities.

The Hispanic Cultural Youth Program in Utah holds dances and social events that present a safe place for youth to socialize. And the LDS church has an extensive youth program that provides social events, educational activities, mentoring and community service activities.

I want my colleagues to be aware of an excellent program in Arizona that gives juveniles positive alternatives to the destructive activities that contribute to juvenile crime. "Kid-Star" Radio 590 AM, in Phoenix, allows children to produce, broadcast, and promote their own radio shows. Perry Damone, son of my good friend Vic Damone, has founded this program that places radio stations in the public schools and allows the children to control the broadcast. The kids run the entire program and have had phenomenal success with it. Over 3,000 students throughout Arizona have participated in the program. Individual schools report an almost immediate improvement in over-all student responsibility, and better written and oral skills.

Under this program, the students have conducted numerous interviews with prominent individuals including country singer Garth Brooks, comedian Jay Leno and our esteemed colleague Senator JOHN MCCAIN. Children have emerged from this program with a better self-esteem, greater maturity, and life skills.

In S. 254, the Violent and Repeat Juvenile Offender Accountability and Rehabilitation Act of 1999, the Federal Government is required to disseminate data on prevention programs that are successful. This bill provides over \$1 billion a year to the States to fight juvenile crime and prevent juvenile delinquency. This money will help the Department of Justice isolate and encourage successful prevention programs. Programs like the Police Athletic League, the Hispanic Cultural Youth Program, and "Kid-Star" should receive our special attention and be encouraged to continue the good work that they do.

As we continue to search for solutions to juvenile crime, let's remember the best solutions come from individuals working on a local level to make a difference. We can learn much from these initiatives on behalf of our children. I am extremely enthusiastic about the programs I have mentioned and hope the positive benefits of programs such as this can be extended to the entire Nation.