

Mr. President, I yield the floor.
 Mr. LEVIN addressed the Chair.
 The PRESIDING OFFICER. The Senator from Michigan.

EDUCATION

Mr. LEVIN. Mr. President, on January 26 the Congress passed the so-called continuing resolution which temporarily funds the Government through March 15. This was greeted by headlines across the country. The headline that touches this ran in the Washington Post saying that the Congress had approved a funding extension averting the third shutdown of Government.

The focus of the press and media was understandable because, in fact, that continuing resolution did allow us to continue the Government through March 15. But what was not really known to the public and did not become clear until later was that embedded in that continuing resolution was a massive cut in education, hitting programs which I think most of us on a bipartisan basis in this Chamber know work.

There was an effort made to restore those education funds in the continuing resolution. That effort received more than a majority of the votes: 51 of us voted to restore those education funds and 40 of us voted against. But, because of the technicalities of the Budget Act, there had to be a waiver which required 60 votes. So a majority did not rule on that effort to restore these education funds.

When I traveled around my home State of Michigan in these last few weeks, I must tell you I find amazement when the public realizes, I think for the first time, that in that resolution that was passed to keep the Government going until March 15 were historic cuts in education. This was not about cuts in the growth. That is not the issue in this one.

Sometimes there is a debate around here as to whether you are slowing growth or cutting the program. On these education cuts, these are dollar reductions from current spending levels of a historic proportion in programs that most of us I think believe in. I am going to get into some of those cuts in a moment.

But what was truly ironic is that the same day that we were cutting funding for math and science teaching by \$1 billion, that we were cutting Pell grants, and School to Work grants, which is a newer form of vocational education, that we were cutting college loan programs and a whole host of other programs including Head Start, the same day that we were cutting education by \$3 billion on an annualized basis, we passed a new version of a conference report on defense spending which increased it by \$7 billion above the Pentagon request mainly for planes and ships that the Pentagon did not ask for.

So, on the one hand, within hours of each other we cut programs for edu-

cation, which are critically important, by over \$3 billion on an annualized basis and increased defense spending by \$7 billion for items that the Pentagon did not request. That is a pretty dramatic juxtaposition, it seems to me, and terrible priorities.

When my people back home found out about this in a whole host of meetings which I held around Michigan, they are truly against what happened and are pleading with me when we come back to try to reverse these cuts, because this is not a done deal. These cuts are cuts in programs through March 15, which, if annualized, lead to a \$3 billion cut. They do not have to, and they should not.

When this resolution was presented to us, the chairman of the Appropriations Committee, Senator HATFIELD, said the following. He said:

I cannot for the life of me understand the action of the House [of Representatives]. I believe it is wrong. It puts the gun to our heads.

He went on to say:

We have found ourselves in an extraordinary parliamentary situation that requires unanimous consent to take further action. Unable to secure that consent, we have been unable to once again uphold a Senate position or even to have the Senate consider a compromise.

Senator HATFIELD pointed out correctly that the gun is to the Senate's head, which resulted in the passage of a resolution which will have a dramatic negative impact on the funding of education in America. We have to remove that gun from our head before March 15.

We should be here during these few weeks negotiating these issues so that gun is not again put at our head, so that it is removed, and so that we can try to repair the damage that resulted the last time it was placed to our head.

The title I program, which provides crucial help in reading, math, and writing to over a million American children, which I think has the support of the education community across the land, that title I program was cut by \$1 billion. That was a 17-percent cut in title I. By the way, one of the ships which was added which was not requested by the Pentagon was slightly less than \$1 billion.

The innovative School-to-Work Program was cut by 22 percent. This is a program which helps young people in high school make the transition from school to work. The new part of this program, which was missing in the old vocational education days, is that the business community is working with the high schools to design programs which will prepare young people for real jobs.

I have been to these programs all over the State of Michigan. I have been in a number of places where businesspeople at a meeting with students are telling the students, "When you complete this program, when you achieve these skills that you are going to get in these school-to-work pro-

grams in your high school, we guarantee you a job."

I never remember anything like that happening when I was in high school in the vocational education days of yore, when the business community was deeply involved in a partnership with the schools and was so confident that the skills which would be provided to students would be useful to them that they would sit in a room—in one case with 50 students—and tell every one of them, "If you graduate from this program, you've got a job with our company." That program, that innovative School-to-Work Program, was cut by 22 percent.

These are not 2- and 3-percent cuts across the board to help us reduce the deficit. These are massive reductions in programs that are working. It is a 22-percent reduction in School-to-Work money.

Head Start was cut. In higher education, Pell grants were cut by 7 percent. The Perkins Loan Program was cut by 25 percent. State student incentive grants were cut by 25 percent. Again, I emphasize these are not just slowdowns in the rate of growth; these are actual reductions from the level of funding in the last year.

I know there are some candidates out there who have recently discovered that middle-income Americans are in the middle of a long-term economic squeeze. As the Senator from Iowa said, middle America's income has dropped over the last 20 years in real terms after inflation and after taxes. There is a real squeeze that has been going on for a long time.

The fact that some folks out there are discovering it for the first time is not the point of my remarks this morning. What is the point of my remarks this morning is that I am glad they have finally discovered it and that one of the ways to address it is through education.

We know that there is a clear relationship between the educational achievement of people in general and their incomes. As a matter of fact, the relationship between education, training, and income is clearer than ever and more dramatic than ever. The gap between a lack of education and income is greater than ever. In the last 15 years, the difference in pay between college-educated workers and those with a high school education has just about doubled. There has always been a difference, but that difference in just a 15-year period has about doubled.

So we know what education can do. We know what training can do in terms of income. We know we face an income squeeze. So what is the response of this Congress? A significant reduction in education programs that are working.

Head Start is working. This is not a program that has failed. This is a program that has produced demonstrable achievement across the country. The surveys of Head Start programs show that people who graduate, these 3- and 4-year-olds who are in Head Start, 10

years later and 20 years later do much better in their careers. In just about every other measurable way, the 3- and 4-year-olds who had Head Start 10 years ago and 20 years ago or 15 years ago are doing much better than those who did not. Yet only about half of our children who are 3 and 4 years old who are eligible for Head Start get Head Start because of the lack of funding.

So what did this bill do? It cut Head Start, a program which I think, if not universally applauded, is about as supported a program as any I know of. This is not a case where we are cutting programs which are not working. This is a case where we are cutting programs which are working and which are essential to this country.

I know some of these cuts were used as threats, particularly by some people over in the House who are determined to get their way on bigger budget issues. These Members of the House who take the position, "It is my way or else; it is my way or else the Government is coming to a halt; it is my way or else we are going to have major cuts in education; it is my way or else our debts are not going to be paid, we're not going to pay interest on the national debt or on the obligations of this country," those "my way or else" Members of the House got their way in this continuing resolution. They should not have.

We should not let them have their way again. I think there are enough people in the Senate on a bipartisan basis who object deeply to these cuts in education that, if we will pull together, we can let the House know, particularly those 60 or so Republicans in the House who have taken this position that unless they get their way the Government is to shut down, it has to be their way or else the full faith and credit of the United States is going to be damaged—they had their way in this continuing resolution.

These cuts are a reflection of a tactic, an extreme tactic, an irresponsible tactic of closing the Government down unless they get their way. That tactic had, I think, negative and damaging results in this continuing resolution which we tried to repair. Fifty-one of us voted to repair it. Then ultimately the resolution passed because, I think, as the chairman of the Appropriations Committee felt, there was no choice. The gun was at our head.

We have to take that gun away, not just on keeping the Government going and restoring these education cuts, but also on the full faith and credit of the United States. This is a pattern which should not be repeated.

I hope that the Senate, on a bipartisan basis, sends a strong signal to Speaker GINGRICH that we are not going to tolerate this again and that we are going to seek to restore the cuts which have so damaged education programs and so left educators in a quandary as to what the funding is going to be for next fall. They do not know. There is no way for them to plan either in the K through 12 level or in college.

They do not know what the funding is going to be for college loans, for Pell grants, for student incentive grants. They do not know what the funding is going to be for Head Start for 3- and 4-year-olds. They do not know what the School-to-Work funding is going to be. And here we are approaching spring now, when the planning is done, with all of this up in the air.

So, Mr. President, I hope we will take a strong stand to restore these cuts, to repair the damage and to remove the gun which has been placed at the head of the economy and at Members of the Senate.

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

The PRESIDING OFFICER (Mr. HATCH). The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

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

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

TRIBUTE TO AMBASSADOR RAY OF INDIA

Mr. PRESSLER. Mr. President, I want to take a moment today to pay tribute and bid a fond farewell to a very distinguished statesman, a good friend to the United States and a dear friend of mine—Siddhartha Shankar Ray, India's Ambassador to the United States. Ambassador Ray has decided to return to his home country, and more specifically to West Bengal, to run for a seat in the Indian Parliament. I wish him great success in this and in his future endeavors.

As all my colleagues know Ambassador Ray has worked tirelessly during his more than 3 years here to strengthen Indo-United States relations. It is safe to say he has performed his duties with great distinction and even greater success. His service to his country here in Washington came at a vital period in Indo-United States relations. With the end of the cold war, past barriers to better relations with India have gone with it, and vast new opportunities have emerged. We have seen increased investment, trade, and cultural exchanges between our two countries. We also are laying the groundwork for discussions on security issues. Ambassador Ray has played a vital role in this exciting new era. I am certain he will continue to do so.

Ambassador Ray is an industrious and articulate diplomat, and a tenacious advocate for his country. The secret of Ambassador Ray's success is simple. As Sister Mary Lauretta once stated: "To be successful, the first thing to do is fall in love with your work." Ambassador Ray loves India. He believes in India's future. His love of country and faith in his fellow citizens were evident throughout his service here.

I had the opportunity to spend time with Ambassador Ray and his wife, Maya, last week at his farewell dinner. Both have been positive forces for their country. Now, they intend to continue their already distinguished service at home. No matter what path Ambassador Ray may take, I am certain that all of India will stand to benefit.

Ambassador and Mrs. Ray will be sorely missed by all of us in the Washington community. But it is safe to say we can always look to Ambassador Ray to be an essential element in our strengthening ties with India. Again, I wish my friend Ambassador Ray and his family the very best.

HONORING THE MOORE'S FOR CELEBRATING THEIR 50TH WED- DING ANNIVERSARY

Mr. ASHCROFT. Mr. President, these are trying times for the family in America. Unfortunately, too many broken homes have become part of our national culture. It is tragic that nearly half of all couples married today will see their union dissolve into divorce. The effects of divorce on families and particularly the children of broken families are devastating. In such an era, I believe it is both instructive and important to honor those who have taken the commitment of "til death us do part" seriously and have successfully demonstrated the timeless principles of love, honor, and fidelity, to build a strong family. These qualities make our country strong.

For these important reasons, I rise today to honor Mr. and Mrs. Albert Moore who on February 24 celebrated their 50th wedding anniversary. My wife, Janet, and I look forward to the day we can celebrate a similar milestone. The Moore's commitment to the principles and values of their marriage deserves to be saluted and recognized. I wish them and their family all the best as they celebrate this substantial marker on their journey together.

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to the Senate by Mr. Thomas, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations and a treaty which were referred to the appropriate committees.

(The nominations received today are printed at the end of the Senate proceedings.)